

**1975-1976**

**Catalog**



**Sangamon**

**State**

**University**

# Sangamon State University

## Catalog 1975-1976

Published by  
Sangamon State University  
Springfield Illinois 62708  
Office of University Relations

Volume 5  
March, 1975

*It should be understood that information concerning programs, procedures, requirements, standards, and fees is subject to change without notice. The information in this Sangamon State University Catalog is not to be considered final, nor does it constitute a contract between the student and the university.*

# An Alternative System of Higher Education In Illinois

*With the launching, in 1970 and in 1971, of Sangamon State University and Governors State University, the alternative system envisaged by the Illinois Master Plan for Higher Education became a reality; and the community colleges no longer stand alone in the important, difficult task of identifying the new needs of higher education and working out fresh, substantial solutions that are relevant to these needs and that look ahead, instead of back at tradition. There is an air of excitement and importance about the new system which students soon detect.*

*Anyone who holds the A.A. or A.S. degree from an accredited community or junior college is automatically eligible for admission to the two new upper-level universities created by the state of Illinois specifically for graduates of the Illinois community college system.*

*Both Governors State University, in Park Forest South, and Sangamon State University, in Springfield, which offer the final two years of college as well as programs leading to the master's degree, were created by legislative action to complement the state community college system.*

*Community college students lose no credits in transfer: at Governors State and Sangamon State all students are transfer students. Illinois' upper-level universities emphasize student needs. Both universities stress applied studies planned to mesh with community college programs. Work-study situations place students in the mainstream of governmental, business, industrial, social, cultural, and educational activity during their college years. Special attention is given to the "career ladder" concept, and courses are offered at times convenient for students who have full-time jobs.*

*Governors State and Sangamon State both offer an approach to university education which is highly flexible and innovative, relating the learning experience to the issues and concerns of the contemporary world.*



# A Message From the President

As an upper-level and graduate institution, Sangamon State University is at the leading edge of Illinois' effort to extend educational opportunity to the "new student." The upper-level movement is one of national significance reflecting the expansion of the community college system and the aspirations of growing numbers of adults and transfer students returning to the campus for baccalaureate and graduate study. Because of the maturity and motivation of these "new students," the upper-level university has also emerged as a center for innovative educational programs and teaching styles.

Sangamon State University is one with a special and most vital mission, education in public affairs. Our concern with public affairs is mandated by the General Assembly of Illinois. It reflects the need for the education of men and women able to understand and cope with complex public problems and policies. This obligation has its roots in the ancient understanding of education, that it was the solemn obligation of the educated man to return to his community in public service the fruit of his study and experience, whether as a citizen volunteer or in professional employment in government or elsewhere.

Let me through this catalog welcome you to our faculty and programs. I am sure you will find them as exciting as the mission of this new university.

*Robert C. Spencer*



*President Robert C. Spencer*

# Table of Contents

An Alternative System of Higher Education in Illinois . . . . .	2
Calendar . . . . .	9
General Information . . . . .	11
This is Sangamon State . . . . .	12
Admissions Policies and Procedures . . . . .	23
Undergraduate Admission . . . . .	24
Graduate Admission . . . . .	27
Special Admission . . . . .	28
Tuition and Fees . . . . .	29
Academic Policies and Procedures . . . . .	30
Choosing a Program . . . . .	31
Public Affairs Colloquia . . . . .	32
The Applied Study Term . . . . .	36
Bachelor's Degree Requirements . . . . .	38
Master's Degree Requirements . . . . .	40
Academic Standards . . . . .	42
Graduation Requirements . . . . .	46
Student Financial Aid . . . . .	47
Non-Need-Based Programs . . . . .	48
Need-Based Programs . . . . .	51
Application Procedures for Need-Based Programs . . . . .	53
University Life . . . . .	56
Student Services . . . . .	57
Student Life . . . . .	64
Adademic Programs/Course Descriptions . . . . .	69
Accounting and Auditing (B.A.) . . . . .	70
Administration (M.A.) . . . . .	74
Biology (B.A., M.A.) . . . . .	91
Child, Family, and Community Services (B.A., M.A.) . . . . .	99

Communication in a Technological Society (B.A., M.A.) .....	104
Community Arts Management (M.A.) .....	110
Creative Arts (B.A.) .....	112
Economics (B.A., M.A.) .....	117
Environments and People (B.A., M.A.) .....	125
Health Services Management (B.A.) .....	132
History (B.A., M.A.) .....	134
Human Development Counseling (M.A.) .....	141
Individual Option (B.A., M.A.) .....	148
Justice and the Social Order (B.A., M.A.) .....	151
Literature (B.A., M.A.) .....	155
Management (B.A.) .....	161
Mathematical Systems (B.A., M.A.) .....	170
Medical Technology (B.A.) .....	186
Nursing (B.A.) .....	189
Physical Sciences (B.A.) .....	192
Political Studies (B.A., M.A.) .....	199
Psychology (B.A., M.A.) .....	207
Public Affairs Reporting (M.A.) .....	216
Social Justice Professions (B.A., M.A.) .....	218
Sociology/Anthropology (B.A., M.A.) .....	227
Work/Culture/Society (B.A., M.A.) .....	234
Special Sequences and Options .....	239
Philosophy and Human Values .....	239
Teacher Preparation .....	242
Special Options .....	244
Organization of the University .....	246
Board of Regents .....	247
Administration .....	248
Faculty .....	249
Index .....	256
Area Map .....	258
Campus Map .....	259





# Calendar 1975-1976

## FALL SEMESTER, 1975

July 15-19, Tuesday-Saturday	Advance Registration
August 22-23, Friday-Saturday	Registration
August 25, Monday	Classes Begin
September 1, Monday	Labor Day Holiday
October 18, Saturday	Mid-Point
November 26-28, Wednesday-Friday	Thanksgiving Recess
December 20, Saturday	Semester Ends
January 5-9, Monday-Friday	Interession PAC

## SPRING SEMESTER, 1976

December 2-6, Tuesday-Saturday	Advance Registration
January 9-10, Friday-Saturday	Registration
January 12, Monday	Classes Begin
March 6, Saturday	Mid-Point
March 8-13, Monday-Saturday	Spring Recess
May 8, Saturday	Semester Ends
May 9, Sunday	Commencement

## SUMMER SESSION I, 1976

May 15, Saturday	Registration, Sessions I and II
May 17, Monday	Classes Begin
May 31, Monday	Memorial Day Holiday
June 12, Saturday	Session I Ends

## SUMMER SESSION II, 1976

June 12, Saturday	Registration, Session II
June 14, Monday	Classes Begin
July 5, Monday	Independence Day Holiday
August 7, Saturday	Session II Ends





# General Information



## This Is Sangamon State

### PHILOSOPHY AND PURPOSE

Sangamon State University shares with the community colleges a new concept of higher education which reaches out into the community, responding in meaningful ways to the needs of today's students and the demands of their contemporary society.

Continuing the philosophy generated by the community colleges of open admission and affirmative action, Sangamon State is providing opportunities for upper-level education to a broad spectrum of students—transfers, individuals resuming an interrupted education, employed persons seeking to upgrade themselves in current positions or to prepare for second careers, and area residents wishing to enhance their personal lives.

Designated the state's public affairs university, Sangamon State addresses itself to specific and manifold government needs through special courses, projects, and student internships. Every student at SSU participates in Public Affairs Colloquia which deal with major

topics or problems involving public policy study projects. Many government administrators are visiting lecturers to university classes, strengthening the flow of ideas and the level of understanding between state capital and state university.

An applied study experience is required of all undergraduate students at Sangamon State. This vital ingredient in the student's education is an individualized, self-directed work or research experience in which the student is off campus for part or all of a semester. Such further extension of the university into the community increases the contacts between students, faculty, and business and government leaders.

Every faculty member at Sangamon State University has a commitment to the individual student, with teaching as the first priority rather than research or publication. Classes are small and informal, and students share in the responsibility for what is learned. Faculty members also serve as student advisers, providing strong personal relationships both in and out of class.

All of Sangamon State's programs are designed in an innovative way, bringing together the world of practical affairs and the world of higher education. At Sangamon State, the task is to teach people: to prepare them as individuals to be effective participants in a changing society.

## HISTORY

Sangamon State University was established by the Illinois General Assembly in 1969, as the first of two senior institutions in the state. The upper-level concept of Sangamon State, and of Governors State University in Park Forest, was the result of an extensive study by the Board of Higher Education, developed in its Master Plan which recognized the need for an innovative response to the growth of the community college system throughout the state and the need for new ways for individuals to enter upper-division and graduate study.

Sangamon State was designated as the state's public affairs university, charged with training persons for public service and, more basically, with fostering an active understanding of contemporary social, environmental, technological, and ethical problems as they relate to public policy.

Because of this public affairs dimension, the capital city was selected as the site for the campus. Further impetus for the establishment of Sangamon State in Springfield was provided by community leaders in central Illinois who were deeply aware of the local and regional demand for educational opportunity. A million-dollar citizens fund drive raised money for supplementary land acquisition, further demonstrating the commitment of the people in the community to Sangamon State and its mission.

Dr. Robert C. Spencer, then dean of the Graduate School at the University of Rhode Island, was chosen in the summer of 1969 as Sangamon State's founding president. He assumed his duties in Sep-

tember, 1969, and the university opened in interim facilities for the fall term of 1970. The initial enrollment was some 800 students, with a faculty of 45. Sangamon State University graduated its first class in December, 1971, although the first formal commencement and the inauguration of President Spencer did not take place until June, 1972.

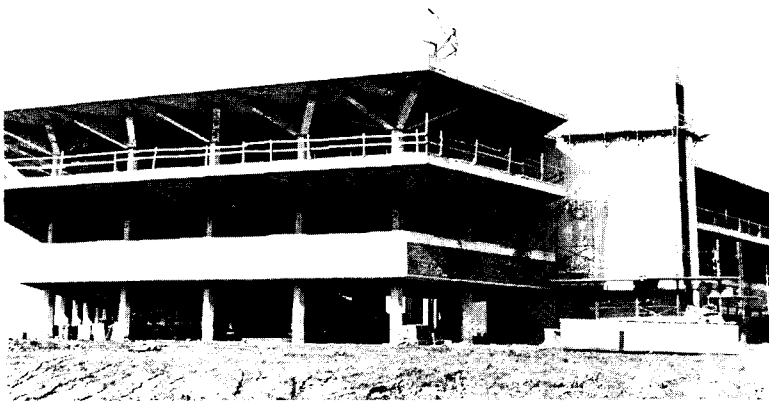
Sangamon State presently has some 3500 students and a faculty of 200, with an enrollment of 6000 anticipated before 1980.

## MAIN CAMPUS

Sangamon State operates from two campuses in the state capital. The Main Campus of some 740 acres is six miles southeast of the Capitol complex, adjacent to scenic Lake Springfield and Lincoln Land Community College. The Capital Campus is in the heart of the city and only four blocks from the Statehouse. Evening classes are scheduled on both campuses to accommodate both commuting and community students. Many "brown-bag" classes are held during the noon hour to serve more effectively persons who are employed.

Higher-education leadership in the state has approved a Center for Legal Studies in which Sangamon State University will be a primary participant. The center, to be housed in a new capital courts complex in Springfield, will include a third-year clinical program, to which existing law schools will send students for programs in judicial and government-related law, and a paralegal program.

The first permanent building on the Main Campus is the Norris L. Brookens Library, now under construction and scheduled for com-



pletion this year. It will be a major learning-resources center designed to support the university's academic programs, and will also contain a considerable amount of temporary classroom and faculty office space. As future permanent buildings are completed, these tempo-



*Illinois Governor Dan Walker examines the Public Affairs Center model.*

rary spaces will be phased out and replaced by expanding library stack and reader areas.

It is significant that the second permanent building will be the Public Affairs Center, for which construction began in late 1974. The Public Affairs Center has been planned to more clearly carry out the university's public affairs function. The center's 2000-seat auditorium, seminar and conference rooms, laboratories and classrooms, and public hearing room will be specifically designed for those academic programs having a distinct public affairs thrust. The center will also contain a cafeteria, restaurant, and faculty and administrative offices.

Modern, attractive steel interim buildings in well-landscaped settings have been designed to reflect the open operating style and spirit of the university. They make up the campus currently in use.

The Main Campus is easily reached from I-55. Persons coming from the north should take the Stevenson Exit, following the directional signs on Stevenson Drive to West Lake Drive, and south to the campus. The campus is also reached from US 66 and I-55, coming from the south, by taking the Toronto Road Exit to Lincoln Land Community College and on to Sangamon State.

## CAPITAL CAMPUS

The Capital Campus was carefully and creatively planned by the university with the help of an advisory group of student, faculty, staff, and community representatives. Its downtown location makes it possible for Sangamon State to perform its public affairs mission more effectively by providing easy access by students and faculty to the legislative and executive offices of state and local government, and to such educational resources as the Illinois State Library and Illinois State Historical Library.

The central location also serves the needs of students who work in the downtown area, or who would not be able to reach the Main Campus on a regular basis.





The Capital Campus began classes in the fall of 1972, offering courses in the areas of public affairs, administration, human development counseling, economics, psychology, and others. Located in the former Leland Hotel building at Sixth and Capitol streets, the Capital Campus is but a few blocks from the Statehouse and the complex of other state buildings.

## GOVERNANCE

Sangamon State is one of three institutions governed by the state Board of Regents under the supervision of the Illinois Board of Higher Education. The other Regency schools are Illinois State University at Normal and Northern Illinois University at DeKalb.

A single organization, the University Assembly, has been established as an advisory body to help guide the campus community. Formed in November, 1970, the Assembly represents the various Sangamon State constituencies. The Assembly is made up of three senates — student, faculty, and staff — each of which elects its representatives.

Believing that participation in governance is a productive learning experience for students, the university encourages students to seek election to the student senate. Academic credit may be allowed for certain service to elected or appointed major units of the governing process.

Each of the senates has standing committees charged with submitting policy recommendations in areas of specific concern. Students are represented on all senate committees and make up a majority of the membership of all student senate committees.

The University Assembly system provides a forum for ideas and ensures the effective sharing of responsibility for development of policy suggestions and recommendations. Members of the Springfield community are encouraged to serve on committees in order to lend their interest and experience to the work of the university.

## ACCREDITATION

Sangamon State University has just completed a comprehensive self-study as its final step in the process of accreditation by the North Central Association of Colleges and Secondary Schools, which accredits major institutions of higher education in the Midwest. An NCA external review committee, on the basis of the self-study and campus visitation, has recommended that the North Central Association, at its April, 1975, meeting, grant full accreditation to Sangamon State.

Academic programs were approved by the Board of Regents in May, 1971; in July, 1971, the Illinois Board of Higher Education granted the university the authority to award degrees in 14 programs. The Office of the Superintendent of Public Instruction, in November, 1971, certified the university's teacher-preparation programs. The Board of Higher Education has since approved additional degree programs.

## ORGANIZATION

Sangamon State University is not organized into academic departments. In addition to the Office of the President, the three administrative divisions function under the direction of the Vice-President for Academic Affairs, Vice-President for Business and Administrative Services, and Vice-President for University Relations.

Academic offerings in areas of natural science, social science, humanities, and professional study make up 26 degree programs plus special sequences and options. Along with the vice-president for academic affairs, a dean of academic programs, dean of public affairs, and dean of educational services head up academic activities.

The mandate of Sangamon State is in the area of education in public affairs within the framework of a liberal arts curriculum stressing practical experience and innovative teaching. Consistent with this commitment, Sangamon State offers only the Bachelor of Arts and Master of Arts degrees.

The university asks its faculty to be fully committed to innovative teaching and an open system of evaluation. The goal is a willingness to assist students through good teaching and individual advising. This is a priority at Sangamon State, much more important than research or publication.

The philosophy of personal attention to each student is enhanced at Sangamon State through the advising process. Each student selects his own academic adviser, who is the student's central contact and helps the student develop a meaningful and enriching program. The relationship between the student and his adviser continues through the entire period the student remains at Sangamon State.

## SANGAMON STATE PEOPLE

The faculty at Sangamon State University reflect the liberal arts

and public affairs commitments, bringing backgrounds from the worlds of business, administration, and education together to provide the diversity and excitement needed in a university which combines the world of learning with the world in which people live and work.

Teaching in the Sangamon State classrooms are an art historian who has held administrative positions at several museums, an economist who has worked with the Marshall Plan agencies in Europe, and as an adviser to the government of Morocco; a former vice-president of Sears, Roebuck and Company who has also served as an undersecretary of commerce; and a former apprentice to the great American Architect Frank Lloyd Wright. Government administrators and business leaders from the area are frequent guest lecturers.

These are people qualified to compete in the business world as well as teach about it; but more important, they are dedicated to teaching as their primary interest.

## SPRINGFIELD

The capital city of Illinois, Springfield is a city of almost 100,000 people located in Sangamon County, the heart of a rich agricultural area with a population of more than 400,000. The city is a diversified community with a background of manufacturing, retail and wholesale business, state and federal employment, and insurance. Sangamo Electric company, the regional office of Illinois Bell Telephone Company, and home offices of the Franklin Life and Horace Mann insurance companies are here.

In addition to Sangamon State and Lincoln Land Community College, Springfield is the site of Springfield College in Illinois and Concordia Lutheran Seminary. A medical school is operated under the auspices of Southern Illinois University and the two local hospitals. One of the state's community-centered mental health clinics, McFarland Zone Center, is located here.

The Illinois State Fair, the nation's largest agricultural exposi-



tion, is held every year in August. Several horse shows are held annually.

Springfield has 22 public parks, three swimming pools, golf courses and tennis courts, wildlife sanctuaries, and a zoo. Lake Springfield has public beaches and fishing and boating facilities.

This is a historic city, the home of Abraham Lincoln and the county seat. Lincoln's Home and Tomb, and the restored Old State Capitol where he served in the legislature, are open to the public. There are many other historic sites, including the home of Vachel Lindsay and that of Benjamin Edwards. New Salem State Park, about 20 miles northwest of Springfield, is the restored village where Lincoln lived and worked as a young man.

Springfield is in the center of the state, 193 miles from Chicago and 96 miles from St. Louis.

## LIBRARY

The Sangamon State University Library is an integral component of the instructional process at the university. Based on the concept of the teaching library, students are assisted in acquiring



bibliographic knowledge which permits independent and competent use of library resources, not only for the student's brief span of time at SSU but for a lifetime of handling all forms of recorded knowledge and experience. Institutional commitment to the Library is demonstrated by the fact that the first permanent building on Sangamon State's campus is the Norris L Brookens Library, named for the late chairman of the Illinois Board of Regents.

The multi-media collection of the Sangamon State University Library strongly supports the public affairs mandate of the univer-

sity. It contains more than 140,000 volumes, 3200 current subscriptions to periodicals and newspapers, 40,000 government publications, a variety of musical and spoken recordings, simulation games, audio and video tapes, slides, and microform collections. The Library supplements its collection through a series of cooperative arrangements with other libraries which permit access to materials in collections of those libraries by means of interlibrary loan or direct borrowing. Turntables, media hardware, microform reader-printers, and other duplicating machines are available in the study area. In addition, the Library provides graphic, audio, video, and photographic services for individual students and faculty as well as for classroom operations.

## LABORATORY FACILITIES

One of the major advantages of the natural science program at Sangamon State University is the wide range of equipment which is available to the student within the natural science cluster. Since modern laboratory facilities are continually becoming more automated, there is an increasing demand for students who have acquired specific technical skills and have demonstrated competence in the use of sophisticated laboratory instruments. For this reason, all of the Sangamon State laboratory equipment is intended primarily for student use so that students can gain the experience necessary for the development of marketable skills. This philosophy is in contrast to that of many research-oriented institutions, where research considerations lead to closed-shop or "hands-off" policies with regard to undergraduate use of many instruments.

Besides a variety of equipment such as analytical balances, pH meters, spectronic 70's, strip chart and X-Y recorders, osmometer, polarimeter, optics equipment, electrophoresis equipment, and power supplies voltmeters, major pieces of equipment are available, among which are: Ultraviolet-Visible, Infrared, and Nuclear Magnetic Resonance Spectrometers; Gas and Liquid Chromatographs; Atomic Absorption, Flame and Non-Flame Emission, and Atomic Fluorescence Spectrometers; Fluorimeter; Polarograph; Electron Microscope; Ultracentrifuge; Spectra Physics Laser; Mass Spectrometer; Hewlett Packard 9100B programmable calculator plus plotter; Ultramicrotomes; Freeze Etch Apparatus; Fluorescence, Polarizing, Dark Field, and Differential Phase Microscopes; Beckman Type R411 Dynagraph Recorder; Gilson Polygraphs; Medical Gas Analyzer; Warburg Apparatus; Environmental Chambers; various Oscilloscopes; Micromanipulators; Fractionators; Liquid Scintillation System; Automatic Flow Counter; Coulter Counter; Xerox 530 Computer, and hookup to IBM-370 computer.

## RADIO STATION

Sangamon State's public radio station, WSSR, began broadcasting on Jan. 3, 1975, with a full schedule of music, public affairs events,

cultural activities, academic-credit courses, and other programs not normally a part of commercial broadcasting. The station is operated by a professional staff supplemented by participating faculty, students on work/study assignments, and persons from the community. Committees of university and community members help to guide policies and procedures.

WSSR, at 91.9 on the FM dial, operates in stereo, and is on the air 19½ hours each day, seven days a week. Its 50,000 watts of power



carry programs throughout an 80-mile radius of Springfield. A program guide, *WSSR Montage*, is published monthly and distributed to interested listeners who help to support the station through voluntary subscriptions. Both federal and state monies supply basic financial support to the station.

Sangamon State radio programming includes productions from National Public Radio, United Press International news and audio services, and locally produced specialties.

## CLAYVILLE RURAL LIFE CENTER

Clayville Rural Life Center was established by Sangamon State University in 1973 with the gift of an 1824 Stagecoach Inn, two log cabins, two barns, and two craft sheds. It is located on 10 acres of land, 12 miles west of Springfield on Illinois Highway 125. Dr. Emmet and Mary Pearson turned the land, buildings, and artifacts over to the Sangamon State University Foundation so that the university could establish a rural life center. At Clayville, students can learn of the past by studying and recording the folk cultures of the



prairie, historic preservation, and living historical farming in a setting not unlike the Illinois of 1850.

Along with studying at Clayville, students are encouraged to belong to or work with the Clayville Folk Arts Guild, a not-for-profit organization established in 1965 to protect and preserve the early crafts as practiced during the 19th century in Illinois. Each year, the Clayville Folk Arts Guild and Sangamon State University Foundation sponsor extensive, working craft festivals, where the public can learn about and enjoy their prairie heritage.

#### SANGAMON STATE UNIVERSITY FOUNDATION

The Sangamon State University Foundation is a charitable not-for-profit educational organization that exists to assist the university in serving the people of Springfield and central Illinois. The Foundation directly seeks to provide broader educational opportunities for and service to students, alumni, and the public by encouraging gifts of money, property, art, historical material, or any other gift which could enhance the work of the university. It works to strengthen the bonds that link the university and the public.

#### ALUMNI ASSOCIATION

Sangamon State University now has more than 2000 graduates. They are served by the university's Alumni Office, which regularly publishes the alumni magazine *Sangamon*. The office also distributes an alumni newsletter *Alumnews*. A group of the university alumni have formed an Alumni Association to meet the needs of the school's graduates. Goals of this organization include keeping the alumni informed of events on campus and enabling them to participate in events of interest to them. The Alumni Association has instituted a scholarship program administered by the Financial Aid Office. Scholarship funds are made available each year to certain eligible students who are designated Alumni Scholars. The association has also given direct financial support to WSSR Radio through program grants.



# **Admissions Policies and Procedures**



# Undergraduate Admission

Admission to undergraduate study at Sangamon State University is open to any graduate of an accredited community college or any transfer student from another institution who has completed general education requirements and other preliminary courses leading to advanced study. In addition, admission is open to persons who can demonstrate their competencies and readiness for upper-division study through appropriate proficiency examinations and, in some cases, through the evaluation of professional and life experience.

In order to establish basic criteria for success, the university asks that all students demonstrate skills in reading, writing, and other background preparatory work at a level which qualifies them for upper-division study. Normally, these requirements are met by completing work in general education in a junior or community college or in the lower division of a four-year college or university, by examination and appraisal of professional and life experiences, or by combinations of these.

Some programs have special requirements which must be satisfied before formal admission takes place. Usually students satisfy these requirements through lower-division study. If general requirements are satisfied but all special program requirements are not met, students may be admitted to the university and by means of independent study and academic advising helped to plan courses of study to meet program requirements. Applicants should check the program descriptions to learn of those programs with special requirements.

## STUDENTS FROM ACCREDITED COMMUNITY AND JUNIOR COLLEGES

Admission is granted to graduates of accredited community or junior colleges who have earned the Associate in Arts or Associate in Science degrees in a program which specifies acceptable general education requirements.

SSU also admits graduates of accredited community or junior colleges which do not specify general education requirements, if those students have completed at least 20 semester hours, or 30 quarter hours, of study in the social sciences, humanities, and the sciences. Persons who have accumulated 60 semester hours of credit (90 quarter hours) with an average of "C" or better at a junior or community college, but have not earned a degree may be admitted if, in addition to their other work, they have completed at least 20 semester hours, or 30 quarter hours, in the social sciences, humanities, and the sciences.

Students who have earned a degree other than the A.A. or A.S. may apply and be admitted if they can satisfy these stated minimal general education requirements. Those who do not meet requirements may apply and be admitted to full standing after appropriate

scores have been achieved in proficiency examinations or other appropriate background preparation and evaluations have been made.

## STUDENTS FROM ACCREDITED COLLEGES AND UNIVERSITIES

Students from accredited colleges and universities must have attained junior standing (60 semester hours or 90 quarter hours),



earned a quality point average of "C" or better, and satisfied the general education requirements previously specified.

## OTHER PERSONS

Persons not qualified for admission as previously stated, who can demonstrate their ability to do upper-division work either by proficiency examination in appropriate subject areas or by other university evaluation, may be considered for admission. Inquiries concerning these examinations should be directed to the Office of Admissions and Records.

If a student has earned more than 60 semester hours or 90 quarter hours of work averaging less than "C," his work will be evaluated for entrance purposes on the basis of the highest earned grades in the 60 or 90 hours appropriate to general education and program objectives.

## ADVANCED STANDING AND TRANSFER CREDIT

Students are generally admitted to Sangamon State University

with junior standing. Up to one year of additional credit earned in appropriate subject or program areas at a four-year college or university may be transferred by students who present official transcripts describing such credits. Only grades of "C" or better will be accepted to establish advanced standing. To obtain a degree from Sangamon State University, the student must earn the equivalent of two semesters of credit or 30 semester hours in residence at Sangamon State University.

### ADMISSION BY PROFICIENCY EXAMINATION

Sangamon State University recognizes that many individuals receive an education outside the formal university environment. In a very real sense they have improved their own education through correspondence courses, educational television, on-the-job training, and independent study. As a result, the university has devised means of evaluating nontraditional educational growth so that qualified applicants may be admitted directly to the junior year of an undergraduate program or to the beginning of a master's degree program, providing minimum qualifications are met. In judging the applicant's qualification for admission, Sangamon State University uses the College Level Examination Program of the College Level Examination Board and individual papers submitted by the applicant explaining work, community leadership, and other learning experiences.

The CLEP exams are offered at various times during the year. A \$22 test fee is required, although this fee may change without notice. The applicant must also have a formal application on file at the university when the test is taken. There are five parts to the exam: English composition, mathematics, natural sciences, social sciences, and humanities; the battery takes approximately seven hours to complete.

No minimum scores or cut-off points are set. However, undergraduate applicants are expected to score at approximately the 50th percentile or above on all five tests.

Please contact the Office of Admissions and Records for further information concerning this program.

### ADMISSION PROCEDURE

The prospective student may receive an application form by writing to the Office of Admissions and Records, Sangamon State University, Springfield, Ill. 62708.

An application will not be processed until all transcripts of record have been received from each college or university formerly attended. A nonrefundable fee of \$15, payable to Sangamon State University, must be submitted with each application.

The application should be submitted at least one month prior to the first day of the term or semester in which the student seeks instruction (See Calendar.). If it becomes necessary to close admissions before the announced deadline, Sangamon State University will

evaluate and act upon applications in view of its faculty and curriculum resources and will admit students in order of receipt of completed applications.

# Graduate Admission

Sangamon State University offers the Master of Arts degree in a number of traditional disciplinary studies, professional programs, and multi-disciplinary university programs. Graduate study at SSU may lead to direct entry into the student's chosen career field, or to graduate work leading beyond the master's degree. Whatever concentration the student chooses, he will find that Sangamon State not only provides him with the freedom and responsibility it affords all of its students, but also provides advantages of special importance to graduate students: the opportunity for concentrated study, close working relationships with members of the faculty, proximity to the learning resources available in Illinois' capital city, and an excellent university library. It is possible for employed students to earn their M.A. degrees through evening and weekend study.

Admission to graduate study is open to those who have earned the bachelor's degree and have, through their performance as undergraduates, demonstrated their ability to undertake graduate work. Admission is also open to others who demonstrate their academic competence through proficiency examinations.

## ADMISSION BY PROFICIENCY EXAMINATION

Sangamon State, recognizing that persons receive an education outside the formal university environment, has devised means of evaluating nontraditional education growth so that qualified applicants may be admitted to the beginning of a master's degree program, providing minimum qualifications are met. In judging an applicant's qualification for admission, Sangamon State University uses the College Level Examination Program of the College Level Examination Board and individual papers submitted by the applicant explaining work and other learning experiences.

The CLEP exams are offered at various times during the year. A \$22 test fee is required, although this fee may change without notice. The applicant must also have a formal application on file at the university when the test is taken. There are five parts to the exam: English composition, mathematics, natural sciences, social sciences, and humanities; the battery takes approximately seven hours to complete.

No minimum scores or cut-off points are set. However, graduate applicants are expected to test approximately at the 75th percentile or above on all five tests.

For further information concerning these examinations, please contact the Office of Admissions and Records.

## ADMISSION PROCEDURE

The prospective graduate student may receive an application form by writing to Office of Admissions and Records, Sangamon State University, Springfield, Ill. 62708. An application cannot be processed unless it is fully completed and all transcripts of record are received from each college or university formerly attended. A non-refundable fee of \$15, payable to Sangamon State University, must be submitted with each application.

Applications should be submitted at least one month prior to the first day of the semester instruction is to begin (See Calendar.). If it becomes necessary to close admissions before the announced deadline, Sangamon State University will evaluate and act upon applications in view of its enrollment and program and curriculum resources, and will admit students in order of receipt of completed applications.

Prospective graduate students who have received the bachelor's degree from Sangamon State University, or from another college or university after attending Sangamon State, must make a new application and be admitted to the graduate program.

# Special Admission

Sangamon State University encourages persons in the Springfield community who meet the basic requirements of at least two years of college or the equivalent in experience to enroll for individual courses at the university. The Special Student category permits registration in individual courses without the regular admissions procedures and without a commitment to a particular degree program. The Special Student may be someone who has already received a college degree and has noticed a course of particular interest to him; he may be a person who wants to take a particular course or two for a career update; he may be a person curious about an area which he did not have the opportunity to study in his earlier college work; he may be a person contemplating a return to school for a degree, who is unready to make that commitment, or unsure as to what area to pursue.

The Special Student is not required to pay the application fee or file all of the documents necessary for admission to a degree program. The Special Student will generally not be encouraged to take more than one course each semester and will be asked for clarification of his status before exceeding 16 semester hours. If the Special Student later chooses to become a candidate in a degree program, he will then be required to go through normal admissions procedures and pay the application fee. At that time, the course work taken will be evaluated to determine what credit can be applied to the chosen degree program. A maximum of 16 semester hours taken while a Special Student may be applied toward a degree.

# Tuition and Fees

---

*SEMESTER*

---

## TUITION

Tuition for full-time students (12 or more semester hours)	
Residents of Illinois .....	\$202.00
Nonresidents of Illinois .....	532.50
Tuition per semester hour for part-time students (1-11 semester hours)	
Residents of Illinois .....	18.00
Nonresidents of Illinois .....	45.00

## REGISTRATION FEES

Activity Fee	
Full-time: .....	\$ 12.00
(12 or more semester hours)	
Part-time: .....	6.00
(11 or less semester hours)	
Noninstructional Facility Fee*	
Full-time .....	6.00
(12 or more semester hours)	
Part-time: .....	3.00
(11 or less semester hours)	
Student-to-Student Grant** .....	3.00
Parking .....	7.50
Health Insurance: .....	13.00
(Full-time, 12 or more semester hours)	

## OTHER FEES

Application Fee (nonrefundable) .....	\$ 15.00
Late Registration Fee .....	10.00
Changes in Program Fee .....	5.00
Transcript of Record Fee .....	1.00
Graduation Fee	
Bachelor's Degree .....	10.00
Advanced Degree .....	15.00
Summer Session Fees will be listed in the Summer Schedule.	

---

\*State law, Board of Higher Education, and Board of Regents regulations require that university dining facilities be financed from nontax sources. All state universities in Illinois use "noninstructional fees" to pay for dining halls and food service operation and equipment. Such a facility will be incorporated into the new SSU Public Affairs Center. On June 15, 1972, a noninstructional facilities fee was approved by a university-wide referendum and later was approved by the University Assembly. The fee was approved by the Board of Regents on July 20, 1972. This fee is to be applied toward funding the dining facilities in the Public Affairs Center.

\*\*A new financial aid program called Student-to-Student Grants has been implemented. The program was created by students. Funds will be derived from two sources: student contributions, and matching funds from the state of Illinois. This fee is optional.

*Fees are subject to change without notice.*



# **Academic Policies and Procedures**

# Choosing A Program

Sangamon State University has more than 30 programs from which students can choose, most of which grant both B.A. and M.A. degrees. In addition to the traditional baccalaureate and master's programs, students may enroll as nondegree or special students. A nondegree student is one who has completed at least two years of college or the equivalent in experience and enrolls in individual courses without the regular admissions procedures and without making a commitment to a regular degree program.

Flexibility characterizes the academic programs at Sangamon State. Programs range from traditional disciplines such as history, economics, and biology; to more career-oriented concentrations such as nursing and business administration; to interdisciplinary programs or University Programs, which focus on subjects such as environments and people, and communication. In addition, Sangamon State offers an unusual alternative called the Individual Option Program.

## THE INDIVIDUAL OPTION PROGRAM

The Individual Option Program gives students a unique opportunity to design their own major concentrations. The program is designed for students who want to combine areas of study rather than pursue a traditional single discipline; or want to focus on an area of study which is not covered in the established programs at SSU, but for which faculty competencies and other resources are available.

Generally, Individual Option programs are based on broad topics or problems which interest students and for which appropriate faculty and other resources can be found. An Individual Option Colloquium is offered for the purpose of exploring and developing each student's topic and course study. The student works with his faculty adviser in preparing an individual program of study. All Individual Option programs are subject to the approval of the university Committee on Curriculum.

## UNIVERSITY PROGRAMS

Of special note are the four University Programs — interdisciplinary concentrations which are constructed around issues of contemporary importance. Central to each University Program is a colloquium which introduces the issues, raises significant questions, establishes definitions, and integrates the various courses in the program. The following University Programs are currently available.

*Communication in a Technological Society* is devoted to questions of science and human problems, modes of communication, and the social and ethical issues created by technological development.

*Environments and People* is directed at the questions of man's



biological, physical, psychological, social, economic, and political environments and the problems they entail.

*Justice and the Social Order* is concerned with the political process, the functions of government, civil rights, the problems of war, crime, and the role of business and education. Its unifying perspective is an inquiry into the ways in which society is ordered and directed.

*Work/Culture/Society* focuses on contemporary economic policy, the quality of life, problems of poverty and power, and the uses and abuses of leisure.

## SPECIAL COURSES

In its desire to respond to the needs and interests of its students, Sangamon State has devised a means for students to design special courses around a subject of interest to them. Upon sufficient notice and with university approval, any group of 10 or more students may work with an instructor in a special course. These courses must have a scholarly approach and involve serious reading and instruction. Undergraduate or graduate credit is granted for these courses depending on the duration and academic content of the course, the request made by the professor, and the approval of the Committee on Curriculum, which must be obtained 20 days before the anticipated start of the course.

# Public Affairs Colloquia

Public Affairs Colloquia are a distinctive part of the curriculum of Sangamon State University, and play an important role in fulfilling its mission as the public affairs university for the state of Illinois. Their objective is to prepare students for informed and effective decision-making in a democratic society, through better understanding of contemporary issues, heightened skills of research and problem-solving, and facility in oral and written expression. PAC's provide a unique "laboratory" in which students can test out and apply the knowledge and skills gained from academic endeavors to real world problems. Thus the PAC's become a testing ground for the theories, concepts, methods, and skills learned in the various disciplines by providing a focus on a concrete problem or issue. However, by their very nature, PAC's call on more than the perspectives of specific disciplines. Therefore, they encourage students to look at problems from multiple perspectives. The colloquia topics are sufficiently varied to suit students from diverse fields and differing educational and professional objectives.

Each PAC focuses on a current issue of public concern. Colloquia are designed to broaden a student's understanding of the issue and to encourage the development of critical reasoning ability with respect to public issues. Those colloquia which focus primarily on issue awareness and understanding are designated "Issue-PAC's"

and those which require the preparation of policy recommendations are called "Policy-PAC's."

## REQUIREMENTS

Candidates for a B.A. degree must earn at least six semester hours of credit in PAC's. M.A. candidates must earn at least four hours of PAC credit.

## TYPES OF PAC'S

After participating in an "Issue-PAC," students should be able to define the central concepts related to the topic, describe and analyze the relationships among these concepts, locate and use information on the topic, and understand the implications of the topic for public policy. Examples of such "Issue-PAC's" which have been offered in the past at SSU include the topics of "Mood of Black America," "Women's Liberation," the problems of aging and dying in our society, issues surrounding educational policy in the United States, Vietnam, futurism, and many others.

An "Issue-PAC," such as one on the changing role of women in our society, provides the student with the challenge of confronting his basic values on that question with both new information and new perspectives on the issue. Issue-PAC's are not "bean bag." They confront students with real issues, real conflicts, and choices which do make a difference in their lives — but they do so within the framework of systematic, critical, and informed inquiry.

After participating in a "Policy-PAC," students should be able to identify, analyze, and use the processes involved in creating policy on a topic; examine and evaluate current policy; and formulate alternatives to current policy and evaluate them. Examples of such policy-oriented PAC's which have been offered include inflation, welfare reform, public employee bargaining, campaign finance, political party reform, etc.

A "Policy-PAC" such as one on inflation policy for the US gives the student a chance to try his hand at formulating proposals for constructive change. Such a task requires the student to develop information on the topic, become aware of relevant theories and alternative proposals, be able to use evidence to evaluate proposals, and reach and defend conclusions in a coherent and logical manner. A PAC on inflation policy might, for example, result in a series of position papers evaluating current policy in the area and suggesting alternatives.

## SPECIAL PAC'S

At times, the university offers PAC's which are special in terms of either the format or content. These provide unusual opportunities for students to gain experience in dealing with public questions. Examples include the post-primary workshop PAC's which will pre-

# 'Crisis in Confidence'

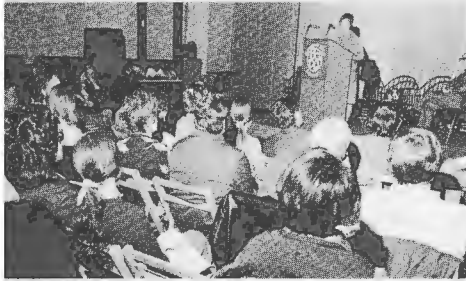
January, 1975



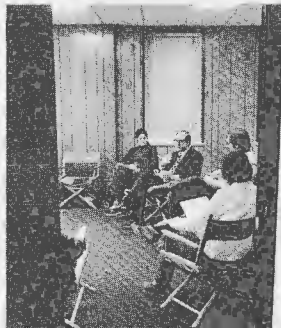
*Speakers included, from top clockwise, TI Rev. George Riddick, vice-president, Operation PUSH; John Sawhill, former federal energy administrator; Max Ways, former editor, Fortune; Mary Gardiner Jone law professor, University of Illinois; and Harry Magdoff, a leading Marxist theorist.*



## Second Intersession PAC



*Other Intersession participants were, from top clockwise, Caroline Bird, author, *Born Female*; William Proxmire, US Senator, Wisconsin; Panelists Blaine Yarrington, vice-president, Standard Oil Co., SSU Asst. Prof. John Munkirs, SSU Prof. Clarence Danhof, John Sawhill, former US energy administrator, and Kansas State College Asst. Prof. James Sturgeon; Murray Finley, president, Amalgamated Clothing Workers of America; and William Caples, president, Kenyon College, and former vice-president, Inland Steel Co.*



sent factual information on a number of state policy issues for candidates for the Illinois General Assembly and the Intersession PAC's, "Crisis in Confidence," which examined the current crisis of public confidence in American politics and in corporate America.

The "Crisis in Confidence" PAC's are unique in at least two respects which highlight both the flexibility and the topicality of PAC's. First, they were intensive, one-week PAC's with nationally renowned "faculty" — critics and prominent speakers from throughout the nation who can address with authority the topic of concern. Second, they focused attention on alternative solutions to burning contemporary issues: how to restore public confidence in American institutions. In addition, they provided a format for public education on issues which extended far beyond the boundaries of the student body of SSU.

### COORDINATED PAC'S AND PUBLIC AFFAIRS INSTITUTES AND PROJECTS

In the future, SSU plans to offer a series of related PAC's in a given area in order to work toward the development of analysis and recommendations concerning policy problems. A major resource for such PAC's will be on-going institutes and public affairs centers of the university such as current ones on school integration, middle-sized cities, and program evaluation.

## The Applied Study Term

The Applied Study Term is an off-campus learning experience for undergraduates. Students are given an opportunity to apply theory, expand knowledge, and determine additional learning needs in a variety of "real-life" situations. The type of experience arranged for the AST varies according to student needs. AST experiences have involved students in teaching, business, government, community service, biological and agricultural enterprises, health, and personal service occupations. However, placements are not limited to these areas; students are encouraged to develop individual or group projects on their own initiative which they believe will best fulfill their specific educational and career aspirations. Students make arrangements for the AST with faculty in the university's Applied Study Office.

Undergraduates are required to complete at least eight semester hours of Applied Study credit prior to graduation. Several scheduling options are available: a 16-weeks, part-time AST (eight semester hours); an eight-weeks, full-time AST (eight semester hours); a special full-time, semester-long program (16 semester hours); and a four-semester-hour program for 16 weeks for students already employed in a career position. Scheduling is flexible, and a number of other scheduling options are possible. Normally, a minimum of 320

hours of field experience is required for eight semester hours of credit. In some cases, an AST of less than eight semester hours may be allowed.

Generally, students do not enroll for the AST during the first or last eight weeks of residence at the university. They may, however, be permitted to enroll for a part-time AST during their last 16 weeks of residence.

Students are urged to discuss AST plans with their advisers during their first semester of residence. Application to the program should be completed no later than three months prior to the time when the student expects to begin the AST. Cut-off dates for application are posted on campus bulletin boards each semester.

In certain circumstances students may petition for a waiver from the Applied Study graduation requirement on the basis of such criteria as hardship, significant previous work experience, and age. Such petition should be submitted no later than 10 months prior to the student's anticipated date of graduation. Forms for petition are available in the Applied Study Office.

## AST REQUIREMENTS

In addition to completing an application form, each student must prepare a proposal before his AST is approved. The student must then prepare a more detailed learning contract, giving a description of the assignment, outlining the student's specific learning objectives, and explaining how the student intends to meet these objectives. Applied Study faculty, the student's academic adviser, and the field supervisor work with the student and require or recommend readings, research papers, and other learning exercises to be completed during the AST. All students are required to keep comprehensive daily journals giving their reactions to their experience. Students may also be required to attend seminars on campus. Academic components of the AST are designed to assist students in meeting the general and specific goals they have set in their learning contracts.

## EVALUATION OF THE AST

Applied Study faculty and, whenever possible, the student's academic adviser make on-site visits to the student during the field experience to discuss the student's project and to meet with the field supervisor. Self-evaluation is stressed, and at the conclusion of the experience the student prepares an in-depth written self-evaluation. Applied Study faculty and the student's field supervisor submit evaluations of the student's progress, in which the student is measured against the objectives stated in the learning contract. The academic adviser, after receiving these evaluations, is encouraged to schedule a special interview with the student to discuss the experience. Applied Study faculty bear the major responsibility for determining whether credit will be given. The AST is graded on a credit/no credit basis.

# Bachelor's Degree Requirements

## GENERAL REQUIREMENTS

To obtain a baccalaureate degree from Sangamon State University, the student must earn the equivalent of two semesters of credit or 30 semester hours after admission to the university. Also, the student is expected to demonstrate an appropriate level of scholarly competence as well as the skills required to produce clear, readable written papers.

Specific university requirements are as follows:

Earn 60 semester hours of credit at the upper-division level.

Earn a minimum of 30 semester hours of credit in residence.

Earn a minimum of six semester hours of credit in Public Affairs Colloquia.

Satisfy the Applied Study requirement of no less than eight semester hours of credit.

Earn a minimum of 24 semester hours of credit in the area of concentration.

Satisfy Illinois School Code Sec. 27-3 (constitution requirement) at least once at the collegiate level.

Complete the Graduation Contract and fulfill all program requirements.

## USE OF LOWER-DIVISION CREDIT

If a student has earned lower-division credit (freshman and sophomore courses) after he or she has achieved junior-year status, a



maximum of 12 semester hours' credit from lower-division courses may be used to help meet the university requirement of 60 semester hours of upper-division study. This requires the approval of the appropriate program committee and dean.

## THE BACHELOR OF ARTS DEGREE

Sangamon State awards the Bachelor of Arts degree in the following areas of concentrated study. Program and course descriptions may be found in a section of this catalog.

### *Humanities*

- History
- Literature
- Creative Arts

### *Science*

- Biology
- Physical Sciences
- Mathematical Systems
  - Operations Research
  - Computer Science
  - Mathematics
  - Statistics

### *Social Science*

- Psychology
- Economics
- Sociology/Anthropology
- Political Studies

### *Health*

- Medical Technology
- Nursing
- Health Services Management

### *University Programs*

- Communication in a Technological Society
- Environments and People
- Justice and the Social Order
- Work/Culture/Society

### *Individual Option*

### *Professional Programs*

- Accounting and Auditing
- Child, Family, and Community Services Management
  - Business
  - Public
- Social Justice Professions
  - Human Services
  - Law Enforcement



# Master's Degree Requirements

## GENERAL REQUIREMENTS

In order to graduate, master's degree candidates at Sangamon State are expected to demonstrate an appropriate level of scholarly competence; the ability to understand and develop research projects; the skills required to produce clear, readable reporting documents; and, in addition, must fulfill university and program requirements.

Each candidate must complete the following:

At least 30 semester hours of graduate credit, of which 15 semester hours must be in residence at Sangamon State (For 40-semester-hour M.A. programs, at least 20 semester hours must be in residence at Sangamon State University.).

At least 24 semester hours in the area of concentration (For 40-semester-hour M.A. programs, more hours are required in area of concentration.).

At least one Public Affairs Colloquium (four semester hours). Satisfaction of Illinois School Code Sec. 27-3 (constitution requirement) at least once at the collegiate level.

The problem-solving requirement.

The Graduation Contract and all program requirements.

## TRANSFER CREDIT AT THE GRADUATE LEVEL

Sangamon State University will transfer up to one half of the number of hours required for a graduate degree under the following conditions:

The work for which the credit is sought is considered appropriate to the student's educational objective and is approved by the program to which the student is being admitted.

The work was done in an accredited institution.

The work was at the graduate level.

A grade of "B" or better was earned.

## THE MASTER OF ARTS DEGREE

Sangamon State awards the master's degree in the following areas. Descriptions can be found in the section devoted to academic programs.

### *Humanities*

History

Literature

Community Arts Management

*Science*

Biology  
 Mathematical Systems  
 Operations Research/Systems Analysis  
 Computer Science  
 Mathematics  
 Statistics

*Social Science*

Psychology  
 Economics  
 Sociology/Anthropology  
 Political Studies

*University Programs*

Communication in a Technological Society  
 Environments and People  
 Justice and the Social Order  
 Work/Culture/Society

*The Individual Option**Professional Programs*

Administration  
 Business  
 Health  
 Education  
 Public  
 Human Development Counseling  
 Public Affairs Reporting  
 Social Justice Professions  
 Administration of Justice  
 Law Enforcement  
 Human Services

**THE PROBLEM-SOLVING EXERCISE**

In his final semester of work toward the M.A. degree, a student must demonstrate problem-solving capabilities in his area of concentration. An examining committee composed of the student's adviser, a faculty member chosen by the student, and a faculty member selected by the vice-president for academic affairs devises a suitably realistic problem related to his graduation report and submits it to the student, who has one week to devise a strategy for attacking the problem. The student outlines the limitations of his chosen strategy, suggests alternatives, discusses relevant materials, and specifies probable outcomes. The student and his committee decide whether the demonstration of competence is written or oral. Unanimous agreement of the examining committee is required for acceptance of

the problem-solving requirement. In the event of disapproval, the committee may ask the student to complete additional work to demonstrate competence, although a student may appeal a negative decision to the Graduation Appeals Committee. This committee then makes a recommendation to the faculty, who decide whether or not the student is to be granted the M.A. degree from Sangamon State University.

# Academic Standards

## THE ACADEMIC ADVISER

The academic adviser can play a central role in helping the student make important decisions concerning both academic and professional goals. For this reason, SSU encourages every student to select a permanent adviser as soon as possible after enrolling in the university.

After a student is admitted, he may seek initial guidance from the Academic Advising Office. Personnel in this office are prepared to assist the student in making the transfer from his previous school to Sangamon State, in selecting a major program, and in completing a course plan for the first semester. In addition to the Academic Advising Office, students are free to seek counsel from among the entire university community. Prior to or at the time of registration, faculty members are usually available to assist students in determining an initial program of studies.

As soon as possible after admission, the student should choose a permanent adviser who can help him map out long-range professional and educational goals, select an area of concentration appropriate to the goals, and design a course of studies that will lead to the realization of those goals. A student may select a permanent adviser from among all faculty at the university, although most frequently the choice is made from among the faculty in the student's major program.

As the student continues in his program of studies, the academic adviser gives guidance in many areas such as the selection of courses and the design of the Applied Study Term, and monitors the student's progress toward his stated goals. Consequently, students at SSU have much closer and more meaningful contacts with the faculty than is the case at most other universities. The academic adviser is a source of help and information throughout the student's stay at Sangamon State.

## ACADEMIC LOAD

For purposes of tuition, fees, and financial aid benefits, a student taking 12 or more semester hours of work during the Fall or Spring semesters, or six semester hours of work in the Summer Session, will

be considered a full-time student. Students taking less than this academic load will be considered part-time students.

Most courses at Sangamon State count for four semester hours. The normal course load for a full-time student is usually four courses, or 16 semester hours. Any student, undergraduate or graduate, who wishes to carry more than 18 semester hours must wait until the normal registration processes for the semester are completed and then register for his overload. A student must also submit to the Office of Admissions and Records a "With Permission of Adviser" form signed by his adviser.

## GRADING

Sangamon State University believes that any grading system should be primarily a means of marking a student's progress, and the grading systems at SSU reflect this belief. Sangamon State has three grading options from which the student may select: the student may choose to take grades for courses, he may select the credit/no credit system, or he may decide on a combination of the two.

## LETTER GRADES

Letter grades, when used, emphasize a student's successes rather than his failures. To successfully complete a graded course, the student must earn one of the following grades:

A — excellent

B — good

C — passing

(Note: For graduate students the grade of "C" is not counted toward graduation.)

Courses which are not successfully completed will not appear on the student's transcript.

## CREDIT/NO CREDIT

When a student successfully completes a course for credit, he receives an "S" (satisfactory). For M.A. candidates, the "S" indicates that the student has achieved "A" or "B" level work. Courses which are not successfully completed will not appear on the student's transcript.

## WRITTEN EVALUATION

Regardless of the grading system chosen, students may request written evaluations of their achievement in each course within a week after the end of the semester. This extra dimension in the student's evaluation gives him another means of determining his skills and progress, and an opportunity to see where he can improve in future performance. At the student's request, the written evaluations may be incorporated in his permanent record and transcript. Also, the student may appeal evaluation decisions which he believes to be unfair.

## INCOMPLETE WORK

A student who has not completed work as of the date grades are due will be given an Incomplete ("I"). A change to credit and/or grade can be made once the work has been completed to the satisfaction of the instructor. If the work is not finished within one semester, the Incomplete will be changed to "No Credit." Extensions may be granted.

## SATISFACTORY PROGRESS

Satisfactory progress for full-time students is defined as the completion of 12 semester hours of credit during each regular semester enrolled and the completion of six hours during each summer school enrollment. Students receiving financial aid for the purpose of full-time study will be expected to maintain satisfactory progress in their academic work.

## ACADEMIC PROBATION

If a student fails to complete one half of the course work for which he is registered on the 10th day of classes in any semester, he will be placed on academic probation during the following semester. If, after counseling and consultation with his adviser, the student again fails to complete at least half of his course work, he will be asked to withdraw from the university. The student will be notified of probationary status by letter.

## WITHDRAWAL FROM COURSES

A student may withdraw from a course or courses during the first 10 class days following the first day of the semester or term. The student will be billed only for those courses in which he is still enrolled on the 10th day of classes. Anyone withdrawing from courses after that time will be financially responsible for their tuition and fees. Intention to withdraw must be made in person or by writing to the Registrar's Office.

A student may choose to withdraw from a course after the 10th class day without academic penalty. In case of withdrawal, the student must notify the Registrar's Office in person or by letter of his intent to withdraw. This must be done at least three weeks before the end of the semester or term. Failure of the student to attend classes does not constitute a withdrawal.

## CHANGES OF COURSES

A student may make changes from one course to another or drop courses during the first 10 class days of the semester or term. A fee of \$5 will be charged for course changes made after the close of the regular registration period. No course may be added after the 10th class day of the semester or term.

## CLASS ATTENDANCE

There is no universitywide requirement regarding class attendance at Sangamon State University. Individual instructors, however, may set class attendance requirements which they consider to be reasonable, and which are consistent with the objectives of the course. Whether or not a student attends class is a matter of his individual choice, but he will be held responsible for the requirements of each course.

## AUDITING COURSES

A student who wishes to audit a course will be required to pay full tuition and fees and will receive a grade of "AU" for the course. A student may not change from "audit" to "credit" in any given course, nor can credit for the audited course be established at a later date.

All students taking courses for credit will be given registration priority over those students desiring to audit a course.

Students, once registered and wishing to change from "credit" to "audit" status, must submit a written request to the Registrar's Office.

## REGISTRATION PROCEDURE

Specific information regarding the dates and times of registration will be published in the schedule of classes for the semester or session that a student plans to attend. Generally, the schedule of classes bulletin will be available from the Office of Admissions and Records two months prior to the beginning of the semester or summer session.

## LATE REGISTRATION FEE

A fee of \$10 is charged any student who registers after the first day of classes for any semester or term.

## STUDENT ACTIVITY FEE

A student activity fee of \$12 per semester for a full-time student and \$6 per semester for a part-time student will be part of the student's bill. This fee supports such activities as films, art exhibits, dances, and visiting lecturers.

## APPLICATION FEE

An application fee of \$15 is charged each new student applying for admission. This is a one-time, nonrefundable fee and covers the cost of processing the application for admission. It must accompany the application.

## TRANSCRIPTS

Official transcripts of a student's academic record will be issued

at his written request and sent to other educational institutions or prospective employers. A fee of \$1 will be charged at the time of the request. Telephone requests for transcripts cannot be honored by the university. Requests should be made in person or by mail to the Registrar's Office.

### RIGHT TO REVIEW FILES

Students at Sangamon State University have the right to inspect and review their official university records, to request corrections or deletions, and to limit access to such records by other persons in accordance with the Family Educational Rights and Privacy Act of 1974.

# Graduation Requirements

### GRADUATION CONTRACT

The graduation ceremony for the awarding of the Bachelor of Arts and Master of Arts degrees is held only once a year at the end of the Spring Semester. However, a student may file a Graduation Contract during any semester or summer session in which the student feels he will complete the degree requirements.

The contract must be approved by the student's adviser, the program chairman, and the appropriate dean. The student should have sufficient time so that the contract reaches the Registrar's Office not later than the end of the eighth week of classes during a semester or the end of the fourth week of classes during a summer session.

Contracts are available in the Registrar's Office.

### GRADUATION REPORT

Every candidate for the bachelor's or the master's degree is expected to demonstrate an appropriate level of scholarly competence as well as skills required to produce clear, readable reporting documents, through the submission of a Graduation Report. The Graduation Report must be submitted prior to the beginning of the semester or session in which the student plans to graduate.

### CONSTITUTION REQUIREMENT

The Illinois School Code (Sec. 27-3) requires all students graduating from public institutions in Illinois to pass an examination on basic principles, documents, and practices of the governments of the United States and state of Illinois. Successful completion of certain courses at SSU or other institutions may be approved in lieu of a specific examination. This requirement need only be satisfied once at the collegiate level.



# Student Financial Aid



# Student Financial Aid

The Office of Financial Aid at Sangamon State University coordinates federal, state, institutional, and private financial aid programs. Assistance is available in the form of grants, tuition waivers, scholarships, loans, part-time employment, and veterans benefits.

Application procedures for non-need-based programs are indicated in the descriptions of the individual programs. Procedures for applying for need-based programs are in the section following those descriptions.

## Non-Need-Based Programs

### STATE MILITARY WAIVERS

These awards exempt the holder from the payment of tuition and admission, graduation, and activity fees. They are available to Illinois veterans who have served at least one year of active duty in the armed forces, were legal residents of the state of Illinois when they entered military service, were honorably discharged, and after leaving the service returned to Illinois within six months.

*(Special Note: Illinois veterans who served prior to Aug. 11, 1967, need not meet the requirement for one full year of active duty.)*

An application for a Military Waiver should be requested from the Office of Financial Aid, completed in full, notarized, and submitted along with a copy of the veteran's DD-214. Illinois veterans may also be eligible for federal assistance and are encouraged to contact the Office of Financial Aid prior to registration.

### VETERANS BENEFITS

A veteran of at least 181 days continuous active duty, any part of which occurred after Jan. 31, 1955, is entitled to veterans benefits. Eligible veterans are entitled to educational assistance for a period of one and a half months or the equivalent in part-time training for each month or fraction thereof of their service on active duty after Jan. 31, 1955, but not to exceed 36 months (45 months for undergraduates). A veteran's eligibility ceases 10 years from the release date or May 31, 1976, whichever is later. Veterans are encouraged to contact the Office of Financial Aid prior to registration.

### LAW ENFORCEMENT EDUCATION PROGRAM

*LEEP GRANTS.* In-service employees of police, courts, and

corrections agencies enrolled in courses related to law enforcement can receive up to \$400 per semester, not to exceed the cost of tuition, fees, and books. Grant recipients must agree to remain for a period of two consecutive years in the service of a law enforcement agency following completion of their courses.

**LEEP LOANS.** Pre-service students enrolled full time (12 credit hours) in degree programs can receive up to \$400 per semester, not to exceed the cost of tuition, fees, and books.

Full-time in-service students who demonstrate financial need can receive loans of up to \$2200 per academic year. In-service students applying for LEEP Loans must submit the ACT Family Financial Statement.

Loan recipients must intend to pursue or resume full-time employment in the criminal justice field upon completing courses. The loan is cancelled at the rate of 25 percent per year of full-time employment in law enforcement.

Applications for the LEEP program are available in the Office of Financial Aid and must be submitted *prior* to registration.

## STATE TEACHER EDUCATION WAIVERS

A student who currently holds a State Teacher Education Waiver may transfer the award to Sangamon State. To facilitate the transfer, the Office of Financial Aid should be notified in writing prior to registration. The award exempts the holder from the payment of tuition and admission, graduation, and activity fees. Waivers granted after Oct. 10, 1969, carry an obligation to teach in Illinois two of the five years following graduation, or the amounts waived must be repaid to the state of Illinois at the rate of 5-percent interest.

A limited number of new waivers are granted to students pursuing careers in special education. Students who ranked scholastically in the upper half of their high-school graduating class and/or persons who hold valid teaching certificates are eligible to apply. Application for Special Teacher Education Waivers may be made to the local educational service region superintendent or to the state superintendent of education.

## GENERAL ASSEMBLY WAIVERS

These awards exempt the holders from the payment of tuition and admission, graduation, and activity fees. Members of the General Assembly may nominate two persons annually from their districts. Interested students should contact their district member of the General Assembly.

## FRANKLIN LIFE INSURANCE COMPANY SCHOLARSHIP PROGRAM

This program was established expressly for use at Sangamon State University. Its purpose is to provide assistance to full-time

undergraduate students who are children of Franklin Life home office employees. Applications may be obtained from the personnel director of Franklin Life Insurance Company.

### WILLIAM H. CHAMBERLAIN SCHOLARSHIP PROGRAM

This program established in memory of Judge William H. Chamberlain was created to assist outstanding community college graduates who wish to pursue their academic careers at Sangamon State University. Each award includes a stipend of \$200 per year and a waiver of tuition. Application materials should be requested from the Office of Financial Aid.

### SANGAMON COUNTY DEPUTY SHERIFFS SCHOLARSHIPS

This program was established by the Sangamon County Deputy Sheriffs Association to provide scholarships to attract high-caliber individuals into the law enforcement profession. Preference is given to Sangamon County residents. Application materials should be requested from the Office of Financial Aid.

### UNIVERSITY INCENTIVE SCHOLARSHIPS

This program provides scholarships to full-time students who have completed at least two terms at Sangamon State with grades of A and B. Application materials should be requested from the Office of Financial Aid.

### FACULTY UNION SCHOLARSHIP PROGRAM

This program was established by the Sangamon State University Faculty Union to provide scholarship assistance to full-time students attending SSU. Each Scholarship award is for \$250 annually. Application materials should be requested from the Office of Financial Aid.

### PUBLIC AFFAIRS REPORTING SCHOLARSHIPS

Two scholarship programs have been created to assist students pursuing careers in public affairs reporting.

**JAMES E. ARMSTRONG SCHOLARSHIP PROGRAM.** This program was established in memory of the late James E. Armstrong, publisher of the *Illinois State Journal-Register*, Springfield.

**ROBERT P. HOWARD SCHOLARSHIP PROGRAM.** This program was established by friends of Robert P. Howard, retired Capitol correspondent for the *Chicago Tribune*.

Interested students should contact the director of the Public Affairs Reporting Program.

## ILLINOIS GUARANTEED LOAN PROGRAM

This program provides loans in amounts up to \$2500 per year at a rate of 7-percent simple interest. In cases where the loan request is for \$2000 or less and the student's adjusted family gross income is less than \$15,000, the federal government will pay the interest on the loan while the student is in school and for nine months after graduation or termination of attendance. If students can prove financial need, federal interest benefits may be provided for loans in excess of \$2000 or for students with adjusted family gross incomes of more than \$15,000. In these cases students must file the ACT Family Financial Statement. Loan applications may be obtained in the Office of Financial Aid.

## EMPLOYMENT OPPORTUNITIES

A job center is located just outside the Office of Financial Aid. Job books listing openings both on and off campus are maintained for interested students to review.

## GRADUATE ASSISTANTSHIPS

Graduate assistantships providing monthly stipends and a tuition waiver are available for graduate students. Interested students should contact the Office of the Vice-President for Academic Affairs.

# Need-Based Programs

## ILLINOIS STATE SCHOLARSHIP COMMISSION GRANT

Monetary awards in the form of grants are made to eligible full-time (12 credit hours) undergraduate students in amounts up to full tuition and some fees.

Application must be made directly to the State Scholarship Commission. Sept. 1 is the commission deadline for applications. **All undergraduate Illinois residents applying for financial aid are required to apply.**

## BASIC OPPORTUNITY GRANTS (BOG)

These are nonrepayable gifts to undergraduates with financial need. In most cases, students who began college before April 1, 1973, are not eligible. Applications must be made directly to the Basic Grants Program.

## SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS

These are nonrepayable gifts to undergraduate students with exceptional financial need. Supplemental Educational Opportunity Grants can amount to one half of the student's actual need up to a

maximum of \$1500 per year. The other half of the actual need must be met with matching aid from other programs or the grant may not be received.

### NATIONAL DIRECT STUDENT LOANS

This program provides loans for undergraduate and graduate students who have proven financial need. Interest of 3 percent and repayment begins nine months after the student graduates or terminates attendance. Some recipients may have up to 10 years to repay the loan. In some cases cancellation privileges exist for teaching and for service in the armed forces.

### COLLEGE WORK-STUDY

This program provides resources to employ undergraduate and graduate students who have proven financial need. Under the program students are provided with a CWS authorization and paid by check for work performed. Once an authorization is received it is the student's responsibility to interview for CWS assignments until a suitable position is found.

### INSTITUTIONAL TUITION WAIVERS

A limited number of tuition waivers are provided each year. Awards are made on the basis of proven financial need and in some cases for particular talents in various fields of activity. Foreign students are eligible to apply.

### INSTITUTIONAL GRANTS

The *UNIVERSITY GRANT PROGRAM* is funded with student activity fee monies and the *STUDENT-TO-STUDENT GRANT* program is funded with voluntary student contributions and matching state aid. Both funds provide monetary grants to financially needy undergraduate students.

### COMMUNITY GRANT FUND

This program, established during the university's inaugural year by the Junior League of Springfield, Inc., provides monetary grants to financially needy undergraduate students.

### THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN GRANT FUND

This fund provides financial assistance for mature women returning to complete an interrupted education. Undergraduate and graduate students are eligible to apply.

### LILLY FOUNDATION GRANTS

This program is designed to assist financially disadvantaged

undergraduate students who perform applied study assignments without pay in governmental and various public and private not-for-profit agencies.

### ALUMNI ASSOCIATION SCHOLARSHIPS

This program was established by the Sangamon State University Alumni Association to provide scholarships to full-time students with academic ability and financial need.

### ZONTA GRANTS

This program was established by the Zonta Club of Springfield to provide grants to students planning to work with the aged. Preference is given to full-time students with financial need.

### UNIVERSITY COMMUNITY EMERGENCY LOAN FUND

This fund provides short-term loans to students enrolled full-time to help them meet emergency educational expenses. Loans are interest-free. However, a service fee of 50 cents is charged at the time the loan is repaid.

This fund was established during the university's inaugural year through the cooperative efforts and combined contributions of the following Springfield banks and savings and loan associations:

- Bank of Springfield
- Capitol Bank and Trust Company
- First National Bank
- First State Bank of Springfield
- Illinois National Bank
- Land of Lincoln Bank
- Peoples National Bank
- Springfield Marine Bank
- Town and Country Bank
- American Savings and Loan Association
- Citizens Savings and Loan Association
- First Federal Savings and Loan Association
- Sangamon Home Savings Association
- Security Federal Savings and Loan Association
- United Savings and Loan Association

# Application Procedures For Need-Based Programs

To apply for consideration for need-based programs, the student should request from the Office of Financial Aid:

1. *An Application for Financial Aid.* This should be submitted before July 1 of each year. Applications are processed on the basis of date received, student eligibility, and availability of funds. An application will not be considered complete until the applicant has been accepted for admission and the appropriate financial statement is on file in the Office of Financial Aid.

2. *The ACT Family Financial Statement.* The ACT computer card must be submitted to the American College Testing Program for processing. The Parent's Confidential Statement will also be accepted.

## INDEPENDENT STUDENTS

In addition to the application and financial statement, students wishing to be considered as independent must submit the *Notarized Statement of Parental Non-Support* certifying that the student:

1. Has not been and will not be claimed as an exemption for federal income tax purposes by any person except his or her spouse for the calendar year(s) in which aid is received and the calendar year prior to the academic year for which aid is requested.

2. Has not received and will not receive financial assistance of more than \$600 from his or her parent(s) in the calendar year(s) in which aid is received and the calendar year prior to the academic year for which aid is requested.

3. Has not lived or will not live for more than two consecutive weeks in the home of a parent during the calendar year in which aid is received and the calendar year prior to the academic year for which aid is requested.

*Note:* Independent students are required to submit parental income and asset information. Those not submitting this information will *not* be considered for grants or tuition waivers and will be considered for loans and work-study only after all other applicants have been funded.

Independent students submitting the ACT Family Financial Statement should have their parents complete Sections Q, R, and T and sign the form.

## AID RENEWAL/SATISFACTORY PROGRESS

Students awarded federal and institutional financial aid must maintain satisfactory progress, i.e., must register and receive credit for a minimum of 12 hours per semester.

Inquiries regarding all financial aid programs should be directed to:

The Office of Financial Aid  
Sangamon State University  
Springfield, Illinois 62708  
Telephone: (217) 786-6724







# University Life

# Student Services

Student campus life at a university involves much more than academic programs and class schedules. Students are also concerned with the convenience of getting to classes, parking, personal health needs, someone with whom to talk over plans or problems, recreation and cultural activities to add light spots within the pattern of their scholastic day.

Sangamon State provides a variety of services to help make students' lives more interesting, healthful, and convenient — from organization of student activities, personal counseling, and health services to a day-care center for children and an office of veterans affairs. All students, both full-time and part-time, have access to these services and activities.

## HOUSING

The Springfield Cooperative Housing Association, a corporation of students formed exclusively to manage apartment buildings leased by the university, provides the Sangamon State student with good housing at low cost, as well as with opportunities for social and peer relationships.

Students are free to find their own housing if they choose to do so. The Office of the Dean of Students maintains an up-to-date list of space available in the co-op buildings as well as other apartments, rooms, houses, and mobile homes in the Springfield area; and the office is prepared to aid students in their search for suitable lodgings as well as to offer assistance in other housing-related matters. All Housing Office listings are accepted with the understanding that the facility is open to persons of all races and religions.

## TRANSPORTATION

The Springfield Mass Transit District has cooperated with Sangamon State to provide bus transportation for the university community. An intercampus bus runs regularly between the Main Campus and the Capital Campus. Schedules are available at the Office of the Dean of Students.

## USE OF VEHICLES

Students wishing to use Sangamon State parking lots at either campus must purchase parking decals from the bursar at the beginning of each semester. All state and community laws with respect to the operation of motor vehicles are applicable on campus. Maximum speed limits on campus are 20 miles per hour, with a limit of 15 miles per hour in posted pedestrian crossing areas. Restricted parking areas are posted. Dates for purchase and display of stickers are distributed at registration.

## STUDENT HEALTH SERVICE

The Student Health Service performs, without charge, most of the services which would be provided by a family physician. These services are available to all students, including part-time students and those who have signed insurance waivers.

The Health Service Office is located on the Main Campus in Building C, Room C-139. It is open from 8:30 a.m. until 5 p.m., Monday through Friday, staffed by a full-time Registered Nurse and a student helper. Office hours are also scheduled at the Capital Campus from 1:30 until 5 p.m. each Wednesday and Friday (except for those Wednesdays the psychiatrist is in). In addition, a physician and psychiatrist maintain scheduled office hours on the Main Campus and are available for consultation by appointment. All care is completely confidential.

Limited laboratory testing, shots, and immunizations are availa-



ble to students at nominal cost. Brochures regarding a variety of medical problems are available in the Health Service Office and on racks throughout the campus.

Each student, on admission to Sangamon State, must complete a Medical History Form and submit it to the Health Service Office. If the student is not of legal age (21), the form must be signed by a parent or guardian. Information contained in the record is completely confidential.

The Health Service staff includes: Dr. Douglas M. Gover, consulting physician; Dr. Lynn Cunningham, consulting psychiatrist, and Lynne Price, R.N.

## STUDENT HEALTH INSURANCE

By action of the Board of Regents, each full-time student is assessed a fee for group health and accident insurance, unless the student shows proof of equivalent coverage. SSU-insured students

are also eligible to purchase identical coverage for their dependents. A student insured during the Spring Semester who does not intend to enroll full-time in the summer may continue coverage for himself and his dependents for the summer by making application and paying the required premium prior to the last day of the Spring Semester.

Basic provisions of the group policy include coverage of 100 percent of the first \$500 of reasonable expense for hospital room and board (semi-private accommodations); 80 percent of these expenses beyond \$500; 80 percent of the reasonable expense of a licensed surgeon and his assistant for the performance of a surgical operation; 80 percent of any reasonable expense beyond the first \$25 for service by a physician either in or out of a hospital.

## UNIVERSITY DAY-CARE CENTER

A Day-Care Center is operated on the Main Campus by the university for the benefit of students and their children. The center is open from 7:30 a.m. to 5:30 p.m., Monday through Friday. Special daily and weekly rates are available, and there is a reduction in rates when more than one child per family is enrolled. A varied program appealing to the preschool child is offered by the center.



## I.D. CARDS

Each student is issued an identification card at registration. The card is for use of the library and may be requested for identification purposes at university-sponsored events. Lost cards may be replaced by contacting the Office of the Dean of Students.

## AFFIRMATIVE ACTION

It is the policy of Sangamon State University to provide equal employment and educational opportunities for all individuals regardless of race, color, ethnic and national origin, age, religion, or sex;

and to require that all actions concerning employees and students be governed by the Affirmative Action Program under the guidance of the Affirmative Action Officer in compliance with state and federal policy and principles.

## BOOK STORE

The Lakeside Book Shop, located in the east end of the Student Services Building, is operated by the Nebraska Book Company as a service to the campus community. The Book Shop is primarily responsible for providing textbooks and supplies required in the classroom. In addition, the shop also maintains a complete tradebook department and stocks special items of general interest.

## FOOD SERVICE

The university cafeteria, located in the west end of the Student Services Building, is open to serve three meals daily to the campus community, Monday through Thursday, with breakfast and lunch served on Friday. Located in the cafeteria is a hot-food line, a separate salad and dessert counter, and self-service beverage dispensers, offering a wide variety of selections. Also located in the cafeteria are several vending machines which can be utilized during the hours that the manual service is closed.

The present cafeteria reflects the work of a Special Food Service Task Force comprised of representatives from the university's student, faculty, and staff constituencies. This task force surveyed the needs and desires of members of the university community and recommended the type of food service which would best meet those needs.

The present cafeteria will be the primary food service facility only until completion of the Public Affairs Center. That building, now under construction, will include a cafeteria, a restaurant, and a snack bar.

## PUBLIC SAFETY DEPARTMENT

The Public Safety Department is located in Building C, Room 133. Its main function is the safety and security of the university community. The department is also charged with enforcement of university rules and regulations, including those relating to traffic control and parking.

The department investigates thefts and reports of stolen or lost items and handles general complaints. It is open every day, 24 hours a day. Department personnel will assist students, faculty, and staff in any way possible.

## CHECK CASHING SERVICE

Students with I.D. cards or other satisfactory identification may cash personal checks in amounts to \$25 at the Bursar's Office in

Building C, Room C-157. This office also has American Express money orders, First National City Bank of New York travelers checks, postage stamps for sale, and a free Notary Public service.

## COMPUTER SERVICE

Students and faculty members may use the University Computing Laboratory for instructional and research activities. The Computing Lab in Building J, Rooms J-127 and J-123, is generally open on weekdays and evenings and on Saturday mornings. It contains stand-alone computer capability and remote job entry capability with six interactive terminals tied to academic programs offered by the Mid-Illinois Computer Cooperative and four terminals tied to the PLATO computerized instructional program operated by the University of Illinois. Unlike large universities where computer operations are done by faculty or other attendants, at Sangamon State the students operate the computer and peripheral equipment and thus gain valuable learning experience.

## OFFICE OF VETERANS AFFAIRS

The Office of Veterans Affairs has been established at Sangamon State University to help with the many special problems which the veteran has when he is in contact with the university. All veterans are urged to contact the OVA when initially contacting the university as well as when they are in attendance. Should any question arise concerning the "GI Bill of Rights" or the "Illinois Military Waiver,"



the veteran should contact the OVA. Also, veterans who have any questions concerning academic problems, admissions and records matters, or need any assistance, please call the OVA at 786-6626 or toll free at (800) 252-9470. The purpose of the office is to provide

information and any assistance necessary to the veteran's goals while at Sangamon State University. The Office of Veterans Affairs should also be contacted for the following services.

*Serviceman's Opportunity College.* This is a new program established by the Department of Defense to improve post-secondary educational opportunity for men and women in the Armed Services. Sangamon State University has now officially established the program at the junior, senior, and graduate levels of education.

*Project "Ahead."* Established through the Armed Services to help those who wish to continue their education while serving in the military services, this program assists the serviceman working toward an educational goal when he or she cannot attend Sangamon State University, but plans to attend after release from active duty.

## COUNSELING SERVICE

The Counseling Service provides psychological services for students, staff, faculty, and spouses. The services are performed in a professional, ethical, completely confidential manner. The staff is recruited and hired for their high level of competency in counseling and for the special therapeutic skills and training that they have, which enables the university to offer a wide range of therapeutic techniques of an individual and/or group nature. The Counseling Service is essentially a counseling bureau without walls; it does not have a single counseling area but to some degree is spread out throughout the faculty facilities. A person in need of service from a member of the counseling staff should make inquiries at the Office of the Dean of Educational Services, at Student Services, or with Peer Group Counselors.

Some of the services which are offered include the following.

*Personal Counseling.* A trained staff of psychologists and social workers provide assistance with a wide variety of personal problems, ranging from severe psychological emergencies to brief mild stresses. If the personal problem is of a continuing and chronic nature, some arrangements for services beyond the university will be considered.

*Developmental Counseling.* Personal growth and personal development groups are available for individuals who want to become more fully actualized, sensitive, and aware. They may be organized as sensitivity groups, interpersonal skills groups, assertive training groups, psycho-drama groups, or social skills in modeling groups.

*Marital, Familial, and Sexual Counseling.* Several staff members have had special training in one or another of these specialties. For a person having problems in one or some combination of these areas, the therapists can be an intervening agent to help the individual and others involved examine the problems, what is generating them, and some alternatives in terms of feelings and responses.

*Vocational-Educational-Academic Counseling.* Most of the study skills and vocational decision-making kinds of problems are handled by either the staff of the Learning Center or of the university

vocational testing program. However, the Counseling Service staff is available if these problems are so critical that a major intervention or therapeutic technique is necessary.

*Consultation and Referral.* The counseling staff is available for consultation with faculty, staff, student groups, and others about a variety of social concerns. The staff can function as facilitators with the group involved and, where necessary, can be consultants to the group and arrange referrals when necessary and appropriate.



## PEER GROUP COUNSELORS

Sometimes the guidance needed by students can be provided more effectively by other students who are well informed on a variety of matters. Peer Group Counselors are trained to offer assistance in matters that are of personal and academic concern to fellow students; they can be contacted through the Office of the Dean of Students or the Counseling Service. This program serves, at least partly, in an ombudsman's role for students having difficulties with the university's structure.

## VOCATIONAL TESTING AND COUNSELING

Career planning assistance is available to all students who want help in determining their vocational direction.

The university regularly offers a battery of vocational tests — aptitude, vocational interest, and personality. Students are urged to avail themselves of this opportunity for self-exploration as soon as possible after enrolling, especially if they are uncertain about their major concentration or if they are considering a change of vocational direction. There is no charge to students for the administration and interpretation of the tests, and individual follow-up is offered to those requesting further help. Students wanting to sign up for the battery, or to obtain further information, should contact the Office of Career Services.



## PLACEMENT

Placement should be the final step in moving from the role of student to the beginning of a career. The Placement Office will assist with this by coordinating information on available positions from business, government, education, and social service employers and whenever possible arranging for on-campus interviews for graduating students. Assistance is given for the preparation of placement credentials and resumes. Information on professional and graduate schools is available.

In a highly competitive labor market it is important that career planning be a continuous part of the academic program. Career seminars are offered on areas of broad interest. The undergraduate student's Applied Study Term may also be a valuable career planning experience. Career Services is located in Academic Building G, Room G-3.

## THE LEARNING CENTER

The Learning Center offers students an opportunity to improve their communications skills at all levels. Individual instruction is available in the areas of reading speed and comprehension, writing improvement, and mathematics. Students may also get help with specific problems such as term papers (footnoting, documentation, organization), critical reading, study skills, listening skills, and speech. There is no charge to students or faculty.

## MINORITY SERVICES CENTER

The Minority Services Center has been established to work collaboratively with other units of the university in meeting the educational needs of minority students. The center is designed to provide service in the areas of recruitment and admissions, financial aid, and counseling — both personal and academic. The center also works to establish vital links between the university and the Springfield minority community for the benefit of minority students at Sangamon State University. In particular, it is concerned with the educational needs of the minority communities of Springfield as articulated by those communities.

More information about the MSC can be obtained from the office of the Dean of Educational Services.

# Student Life

## SPORTS AND OUTDOOR RECREATION

A wide range of recreation and sports activities for students and their families is planned and provided by the College and University Area YMCA. The University YMCA, with an office on SSU's Main

Campus, was formed in August, 1973, as a joint project of Sangamon State University and the Springfield YMCA. Programs are also available to students and families of nearby Lincoln Land Community College, residents of the southeast part of Springfield, and the faculties and staff and their families of both SSU and LLCC.

Fall programs include canoe trips, trips to professional football games, football and soccer leagues for both children and adults, tennis, table tennis tournaments, swimming instruction, karate, and road races. In 1974 the SSU Flag Football League included six teams. The Y Varsity Soccer Team, made up of SSU students and Y members, had a 7-1-1 record. The youth soccer program attracted more than 700 boys and girls, with more than 1000 attending the Youth Soccer Awards night held on Dec. 11, 1974.

During the winter, programs include ski trips, an intramural basketball league, girls basketball league, ice skating and roller skating parties, archery, and bowling.

Spring brings sailing and boating at the Y camp, a golf tourna-





ment, canoe trips, beach volleyball, road races, softball, and tennis.

Most successful of the Y programs has been the College and University Night at the downtown YMCA, held on Sunday evenings for the Sangamon State community and families. Activities include volleyball, basketball, paddleball, handball, swimming, use of the exercise room and running track, and gymnastics. SSU students and families also have use of the YMCA pool and gym on Tuesday nights.

Students interested in chess or bridge have an opportunity to join clubs, established under the auspices of the University YMCA. An International Club for students and community members provides an exchange of cultures, mutual understanding, and awareness of other cultures. The club sponsors an International Bazaar featuring foods, costumes, and crafts of many countries.

Nearby Lake Springfield has two public beaches, fishing facilities, public boat launching docks, park and picnic areas, and a Children's Zoo. The Abraham Lincoln Memorial Garden located on the lake shore features nature trails winding through 60 acres planted with trees, shrubs, and flowers native to the middle west of Lincoln's time. One public golf course is located at the lake, with three others in the city.

#### VETERANS CLUB

Sangamon State University is proud of its Veterans Club, established as both a social and service organization for college men and women who have served in the United States Armed Forces. The club is dedicated to constructive service functions, social activities, athletic events, and mutual assistance to promote students' common welfare and lasting friendship. Further, the club's purpose is to institute an atmosphere conducive to the creation and molding of character and leadership, intellectual curiosity, academic proficiency, and mature responsibility.

## MUSIC, ART, DRAMA

Both Sangamon State University and Lincoln Land Community College, as well as the community, offer a variety of cultural attractions. Throughout the year, the drama, dance, and music faculties present major productions, most of which are also open to the public. Folk and rock musical groups are scheduled frequently, for listening and dancing, by Sangamon State and Lincoln Land's Student Union, appearing at SSU's Main Campus Cafeteria; downtown at the student coffeehouse, Rudolph's Bean, located close to the Capital Campus; or at LLCC's Campus Center. Rudolph's Bean, which is supported by SSU student activity fees, also has movies each week. Through a reciprocal arrangement, both Sangamon State and Lincoln Land student I.D. cards can be used for activities offered by either institution free or at reduced rates to students. Lincoln Land's Festival Series brings outstanding artists to the area.

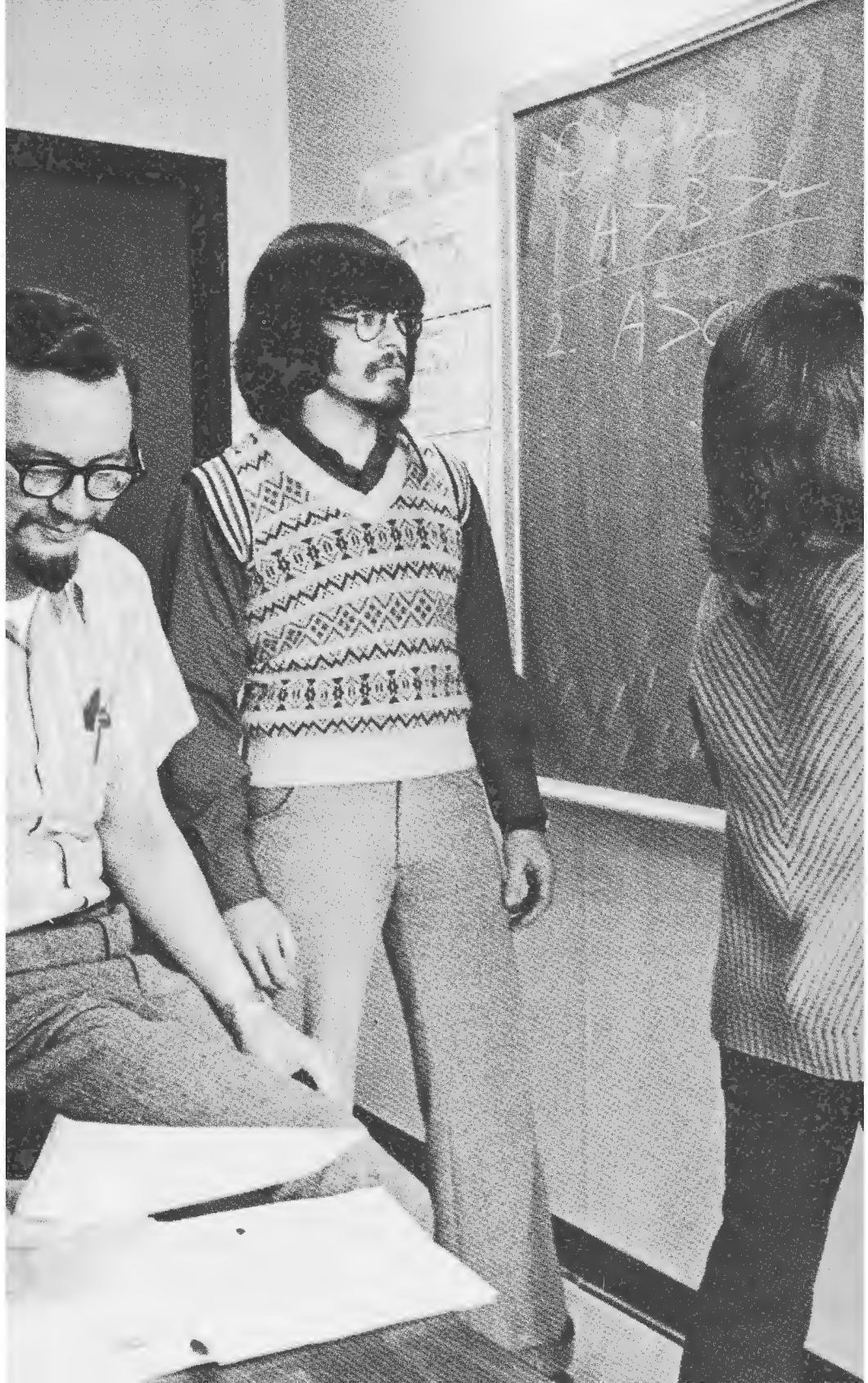
Concerts are given throughout the year by the Springfield Symphony Orchestra, Municipal Choir, and Municipal Band. There is a summer outdoor Municipal Opera and a Carillon Festival. Visiting professional symphony orchestras, soloists, and dance groups are presented during the year by the Community Concert Association.

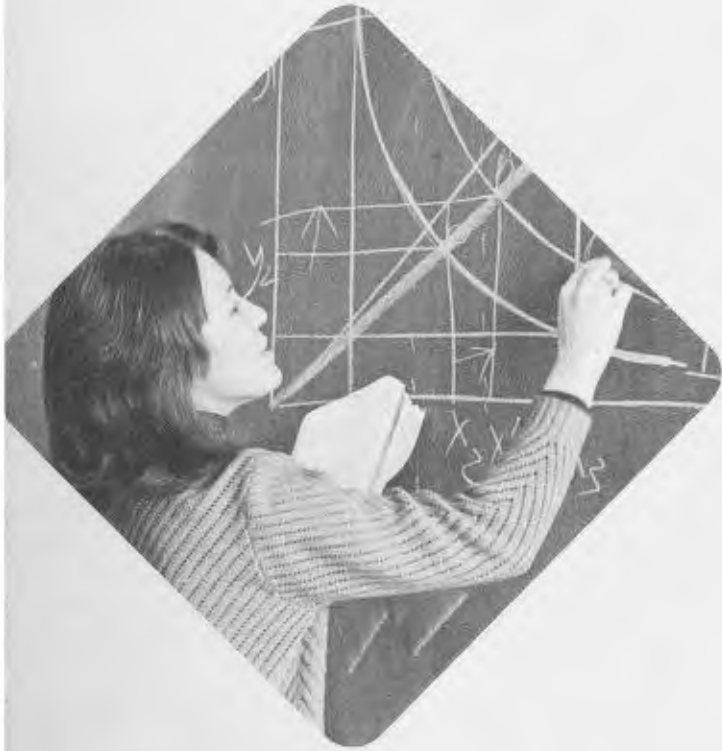
Both indoor and outdoor student art exhibits are held on the campuses. The city's interest in art is expressed through the Springfield Art Association, the Illinois State Museum Art Gallery, and an Annual Old Capitol Art Fair. The community also supports an amateur Theatre Guild and Children's Theatre Guild, as well as the Copper Coin Ballet which also features young people.

## LECTURES

Sangamon State is bringing an increasing number of public figures of note to the campus and to the community as well. During the past year figures prominent in the corporate world, outstanding journalists, social scientists, consumer advocates, and political leaders have been brought to Springfield by the university for students and area residents to hear.







**Academic**  
**Programs** / **Course**  
**Descriptions**

# Accounting and Auditing

B.A.  
(60 Hrs.)

*PROGRAM FACULTY* – Francis L. Bayley, Zachariah Mathew,  
Donald F. Stanhope.

The over-all goal of the Accounting and Auditing Program is to prepare students for careers in public accounting, auditing, and taxation. Consistent with this goal, the primary objectives of the program are to instill an awareness and understanding of the professional accountant's social responsibilities and obligations; to emphasize conceptual knowledge and the development of analytical and problem-solving skills; to develop basic technical competencies in each of the four major areas of accounting — financial, managerial, auditing, and taxation; to provide students with the educational qualifications for becoming Certified Public Accountants.

## RECOMMENDED ENTRANCE COMPETENCIES

A knowledge of principles of accounting is required for admission into the program. Students should also have taken intermediate accounting and business law prior to matriculation. However, for students who are otherwise eligible to transfer, deficiencies in these subjects may be made up at Lincoln Land Community College while enrolled at SSU.

Previous coursework, or its equivalent, in the following subjects is also recommended for admission into the Accounting and Auditing Program: principles of economics, descriptive statistics, and basic data processing. Deficiencies in any of these topics can be made up at SSU by taking the following courses, as appropriate:

ADG 415 Economics for Administration

MAT 401 Applied Statistics I

MAT 414 Computer Fundamentals and Programming I

Credits earned in these courses may be used as free electives, but may not be counted toward the satisfaction of any program requirements.

## PROGRAM REQUIREMENTS

In addition to satisfying university requirements, students



selecting the Accounting and Auditing Program must complete the following 40-semester-hour program of study.

Accounting Core .....	16 hours
Accounting Electives .....	8 hours
Quantitative Methods and Computer Science Topics .....	8 hours
Economics and Administration Topics .....	8 hours

## ACCOUNTING CORE

All students in the program are required to take the following courses to assure basic technical competencies in each of the four major areas of accounting.

ACC 323	Applied Financial Accounting Problems	4 hours
ACC 333	Cost Analysis and Control .....	4 hours
ACC 344	Auditing Concepts and Responsibilities .	4 hours
ACC 443	Federal Income Tax Concepts and Problems .....	4 hours

## ACCOUNTING ELECTIVES

In addition to the Accounting Core, eight hours of accounting electives may be included in the 40 hours required by the program.

Available accounting electives include the following:

ACC 454	Accounting for Public Sector Entities ...	4 hours
ACC 474	Financial Accounting Theory and Public Reporting Standards .....	4 hours
ACC 484	Advanced Financial Accounting Topics .	4 hours
ADB 506	Profit Planning and Budgeting .....	4 hours

These courses enable students to study in greater depth those aspects of accounting which are of particular interest to them, or which are specifically relevant to their career objectives. For example, students who plan careers in public service with federal or state accounting and auditing organizations should take ACC 454. Stu-



dents who plan careers in public accounting should take ACC 474 and ACC 484.

## QUANTITATIVE METHODS AND COMPUTER SCIENCE TOPICS

Accounting information systems in all but the smallest organizations are now computer based. The measurement and analysis of accounting data is becoming increasingly characterized by the use of statistical methods. Building upon the program entrance requirements, students are required to take eight additional credits in quantitative methods and computer science. Examples of courses which may be taken to satisfy this requirement include:

- ADG 411 Analytical Tools
- ADG 412 Management Information Systems
- ADG 413 Operations Research for Managerial Decisions
- MAT 355 Computer Architecture and Programming
- MAT 356 Information Structures
- MAT 402 Applied Statistics II
- MAT 415 Computer Fundamentals and Programming II

The objectives of this requirement are to provide students with the conceptual knowledge necessary for them to communicate effectively with operations research and systems specialists, assimilate applications in the literature of accounting, and participate in the development of computer-based accounting information systems.

## ECONOMICS AND ADMINISTRATION TOPICS

Careers in accounting and auditing — whether in public service with federal or state accounting and auditing organizations, with public accounting firms, or as individual practitioners — require extensive interaction with governmental and business organizations. Because of this, a minimum of eight hours of upper-division work in economics and administration topics are required. Since most students in the program will have taken a number of credits of lower-division work in these topics, specific courses are not required. Rather, the courses taken should be selected to complement each student's previously acquired knowledge and career interests.

Examples of courses which may be taken to satisfy this requirement include:

- ADB 502 Managerial Finance
- ADB 512 Marketing Management
- ADB 522 Production/Operations Management
- ADB 532 Business and Economic Research
- ADB 534 Sociological Environment of Business
- ADB 536 Business and the Urban Environment
- ADG 431 Organization Theory
- ADG 451 Human Resource Management
- ADG 452 Labor-Management Relations
- ADP 431 Public Budgeting

- ADP 542 Public Agency Program Evaluation
- ECO 401 Intermediate Microeconomics
- ECO 402 Intermediate Macroeconomics
- ECO 435 Money and Banking
- ECO 436 Portfolio Analysis
- ECO 456 Public Finance
- ECO 461 Industrial Organization

## ACCOUNTING AND AUDITING/Course Descriptions

### CORE COURSES

#### ACC 323 APPLIED FINANCIAL ACCOUNTING PROBLEMS (4 Hrs.)

Application of accounting concepts and principles to a variety of business problems and forms of business organizations, including partnerships and their formation, operation, and dissolution; business combinations and reorganizations; intercorporate investments and consolidations; actuarial science. Prerequisite: intermediate accounting.

#### ACC 333 COST ANALYSIS AND CONTROL (4 Hrs.)

A study of cost measurement and accumulation, cost behavior, cost-volume relationships, and direct vs. absorption costing. Includes flexible budgets, responsibility accounting, and standard costs. How cost analyses contribute to decision-making and planning; emphasis on capital budgeting, product mix, make or buy decisions, incremental analysis, role of costs in pricing decisions, and inventory control. Prerequisite: principles of accounting.

#### ACC 344 AUDITING CONCEPTS AND RESPONSIBILITIES (4 Hrs.)

The role of the attest function in society and a knowledge of the concepts and techniques underlying the audit process. Includes the historical evolution of the attest function; professional responsibilities and ethics; independence; auditing standards; legal liabilities; the audit process; concepts and considerations underlying audit approach and scope decisions; internal control concepts, techniques, and evaluation procedures; statistical and judgment sampling; application of audit concepts and techniques to major financial statement categories; nature, sources, and types of audit evidence; and audit reports and opinions. Prerequisites: ACC 323 and 333.

#### ACC 443 FEDERAL INCOME TAX CONCEPTS AND PROBLEMS (4 Hrs.)

Current tax law (1954 Internal Revenue Code and amendments) in its historical, social, and economic setting together with its resulting multiple economic, political, and social ramifications. The complexities of the Code and the vagaries of judicial and administrative rulings. Tax forms and returns. Prerequisite: principles of accounting.

### ELECTIVE COURSES

#### ACC 454 ACCOUNTING FOR PUBLIC SECTOR ENTITIES (4 Hrs.)

Major concepts, principles, and objectives of accounting for governmental and other nonprofit entities. Types of public sector entities, including governmental units and subunits; programs; funds — general, capital, debt service, trust, and revolving; and nongovernmental entities. Financial accounting information and control systems and techniques, including budgets and appropriation and incurrence systems. Management accounting information needs for planning, control, and performance evaluation, including cost-benefit analysis, cost-effectiveness studies, and program-planning-budgeting systems. Prerequisite: principles of accounting.

#### ACC 474 FINANCIAL ACCOUNTING THEORY AND PUBLIC REPORTING STANDARDS (4 Hrs.)

Accounting theory underlying asset and liability valuation and income measure-

ment, as well as responsibilities of the accounting profession in development of accounting principles and public reporting standards. Research studies and opinions of Accounting Principles Board and Financial Accounting Standards Board. Developments in corporate financial reporting and disclosure requirements. Prerequisite: ACC 323.

**ACC 484 ADVANCED FINANCIAL ACCOUNTING TOPICS (4 hrs.)**

Builds on ACC 323. Emphasizes advanced problems and issues relating to partnership liquidations, joint ventures, foreign operations, subsidiaries, currency translation, and consolidations. Also covers accounting measurement and valuation problems relating to fiduciaries and governmental entities. Prerequisite: ACC 323.

*SERVICE COURSES*

**ACC 421 ADMINISTRATIVE USES OF ACCOUNTING INFORMATION (4 Hrs.)**

For students whose objectives are to develop an understanding of the uses of accounting information for purposes of planning, control, and decision-making. Emphasizes accounting processes and measurements; significance and limitations of financial statements; managerial accounting concepts and applications; an overview of accounting for public sector entities; and program planning and budgeting systems. No prior accounting required. Not accepted toward the satisfaction of Accounting and Auditing Program requirements.

# Administration

M.A.  
(40 Hrs.)

*PROGRAM FACULTY* – **Business Arena** — William J. Crampon, David R. Day, Stephen A. DeLurgio, William Kyle, James E. Martin, James B. Spalding, Jr., Thomas Victor Wright. **Education Arena** — Stuart A. Anderson, Robert Bunnell, David Franklin, Mark Heyman, Redge Ranyard, Merrill Redemer. **Health Arena** — Fredric R. Hedinger, Sister M. Rosaria Kranz. **Public Arena** — Robert J. Batson, Gary W. Combs, Geoffrey Y. Cornog, Ronald J. Huelster, Eugene R. Kersey, Randolph P. Kucera, Ian McAndrew, Lynn Miller, A. Wayne Penn, Ron Sakolsky.

The Master of Arts in Administration is a graduate professional program based on the premise that the study of business, education, health services, public, and other institutional arenas of administration should be approached through the study of common processes inherent in most organizations and through examination of the specific features which distinguish particular types of organizations. This approach is directly related to three basic assumptions concern-

ing the process of administration: 1) there are significant phenomena and problems common to all organizations; 2) there exists a common set of concepts, techniques, and technologies which are appropriate to all organizations; and 3) there are significant administrative problems and professional skills which are specific to particular institutional kinds of organization.

In the administration M.A. program, the common aspects of organizational life are dealt with in a generic curriculum. A variety of generic courses are offered, concerning different functional facets of administrative activity, and addressing fundamental concepts of behavioral science which are related to particular management skills and techniques. Three "core" courses within this generic curriculum are required of all administration students. They are designed to provide a common set of concepts, skills, and techniques for all students of the program.

The distinguishing features of particular types of organization are treated within the curricula of the institutional arenas of the Administration Program — Business, Education, Health, and Public. Courses in each of these arenas focus upon environmental, functional, and policy-making aspects of administration, which are peculiar to that particular institutional setting. Students may choose to affiliate with one of these arenas within the Administration Program or they may pursue a primarily generic program of study. A portion of the degree requirements of the Administration Program are structured around this choice, and the transcript of the student reflects the arena chosen.

The Administration Program is designed to serve both full-time students whose major immediate commitment is to the program, and full-time employees who wish to pursue the program on a part-time basis. Flexibility in meeting diverse needs of students is achieved by appropriate scheduling of classes, requiring no distinction in either content or structure of the program with respect to the individual's choice of full-time or part-time enrollment. A full-time course load in the program consists of 12 hours (usually three courses) per semester. Full-time employees enrolled on a part-time basis normally take from four to eight hours per semester.

## DEGREE REQUIREMENTS

The M.A. in administration requires the successful completion of 40 semester hours of credit. The selection of courses within this 40 hours must include the three "core" courses required in the generic curriculum and must meet the curricular requirements of the institutional arena chosen by a student. In addition, each student must meet the university requirement of a four-credit-hours Public Affairs Colloquium as part of the 40 credit hours required. Otherwise, the student, in consultation with his adviser, may choose that particular combination of courses which best meets the student's professional goals.

It is the responsibility of the student, in consultation with the adviser, to design a program of study which meets all of these objectives. This advising process is central to the development of the student's program, given the great variety of areas in which the student may wish to specialize. For example, groups of courses from other programs may supplement those of the Administration Program for some areas of specialization. Many courses from other programs have been cross-listed with this in mind. Additional appropriate courses may be identified during the advising process for inclusion in the student's program. Students whose backgrounds are insufficient for entry into an institutional arena will be required to obtain the necessary preparation through noncredit courses or by other means approved by the adviser.

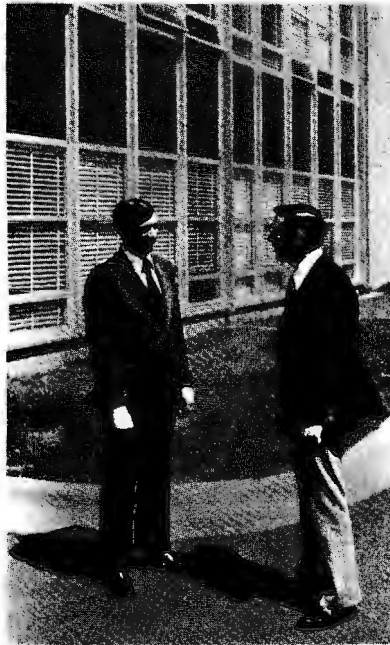
## CURRICULAR REQUIREMENTS

### *Generic Curriculum*

All administration students are expected to complete the following generic core courses (or possess equivalent competencies):

- ADG 411 Analytical Tools
- ADG 431 Organization Theory
- ADG 432 Organizational Behavior

It is recommended that all administration students pursue addi-



tional generic course work. Some generic courses are, in fact, integral to particular areas of concentration within the institutional arenas.

Students who pursue a generic program of study should take a substantial portion of their course work within the generic curriculum.

### *Business Administration Arena*

To pursue studies in this arena, a student must:

1. Demonstrate competence in, or complete at the undergraduate level at SSU, the fundamentals of business management included in ADG 415 Economics for Administration, and ACC 421 Administrative Uses of Accounting Information.
2. Complete 16 to 20 graduate hours, including the following two courses: ADB 502 Managerial Finance, and ADB 512 Marketing Management.
3. During the final semester, complete ADB 581 Business Policy, the integrative course.

### *Educational Administration Arena*

A student must complete 16 to 20 graduate hours including:

1. One course from the four core courses dealing with The School in the Social System.
2. One course from the four courses concerning The School as a Social System.

### *Health Services Administration Arena*

A student must:

1. Complete 16 to 20 hours drawn from Health Services Administration graduate course offerings.
2. During the final year complete ADH 579 Advanced Seminar in Health Services Organization, or ADH 527 Health Services Research and Evaluation.

### *Public Administration Arena*

A student of public administration must successfully complete at least 16 graduate hours in arena coursework, of which at least 12 hours must have primary listing in the arena. Two typical program profiles are recognized:

*General Program in Public Administration*, in which the student samples broadly from among areas of concentration within the arena.

*Specialized Program in Public Administration*, in which those students with relatively focused career goals pursue more specialized courses of study, primarily in an area of concentration within the arena. Each student, with his faculty adviser, determines the combination of courses which will best meet his needs. Courses are grouped into areas of concentration within the arena. Representative clusters of courses for a student's program in each concentration are listed. Other appropriate

courses in lieu of or in addition to these suggestions may be agreed upon by students and their advisers.

- A. Public Organization Management (ADP 400, ADP 402, ADP 451, ADP 481, ADP 542, ADG 412, ADG 413, ADG 451, ADG 573).
- B. Public Administration Theory (ADP 410, ADP 411, ADP 512, ADP 413, ADP 414, ADP 511, ADG 434, ADG 453, PHI 441).
- C. Political Environment of Public Administration (ADP 512, ADP 420, ADP 421, ADP 422, ADP 423, ADP 472, POS 462, POS 467).
- D. Public Budgeting/Finance (ADP 430, ADP 431, ADP 442, ADP 532, ADP 533, ADP 542, ADG 413, ECO 455, ECO 456).
- E. Policy Analysis/Program Evaluation (ADP 440, ADP 441, ADP 442, ADP 443, ADP 444, ADP 541, ADP 542, ADG 413, ECO 467, ECO 486).
- F. Public Personnel/Labor-Management Relations (ADP 450, ADP 451, ADP 452, ADP 551, ADP 552, ADG 451, ADG 452, ADG 453, WCS 403, WCS 421, ECO 425).
- G. Leadership and Organizational Development (ADP 402, ADP 460, ADG 433, ADG 454, ADG 456, HDC 481, HDC 485).
- H. Community Planning and Area Development (ADP 470, ADP 471, ADP 472, ADP 473, ADP 474, ADP 482, ECO 484).
- I. Municipal/Urban Administration (ADP 480, ADP 481, ADP 482, ADP 483, ADP 402, ADP 491, ADP 581, ADG 573, ECO 484, ENP 461).

## PUBLIC AFFAIRS

The Administration Program shares a unique responsibility for universitywide involvement in public affairs. A public affairs focus characterizes the entire Administration Program, including:

Degree programs with an emphasis on the public sector as a significant consideration for all administrative roles, and including applied studies and internships in public services for degree candidates.

Nondegree services to the public at large and particularly to public agencies.

Research related to these, including responsiveness to public needs, the development of options, responsible evaluation, and constructive criticism.

The Administration Program faculty provides support and leadership in the development of operational approaches to public affairs, including public organizations and private organizations as they interact with the public sector.

# ADMINISTRATION/Course Descriptions

## GENERIC CURRICULUM

### GENERAL

#### **ADG 414 SOCIAL MARKETING RESEARCH (4 Hrs.)**

The applicability of marketing research to defining and determining the extent of social needs, from traditional views to more recent broadening of the scope and meaning of marketing, and to research methodology common to business and social sciences. Application of social marketing research principles is made to specific problems. Prerequisites: background in marketing, social services marketing, social science research methods, and/or elementary statistics, and permission of instructor.

#### **ADG 415 ECONOMICS FOR ADMINISTRATION (4 Hrs.)**

The study of essential micro- and macroeconomic concepts as they apply to administrative decision. The principle theories and analysis of efficient resource allocation will be related to economic decisions of individuals, public and private organizations, and society. Intended primarily for students who have had no prior college-level work in economics.

#### **ADG 435 THE CHANGING CULTURE OF THE OFFICE (4 Hrs.)**

Examination and analysis of the character of the office work culture, focusing on similarities to and differences from factory work culture; current economic, technical, and social change agents; and behavioral economic, institutional, social, and political impacts and implications of those change agents.

#### **ADG 436 MAKING BUREAUCRACY ACCOUNTABLE: AN ACTIVIST APPROACH (4 Hrs.)**

Following discussion on bureaucratic accountability, students in the "public interest" become "muckrakers" (i.e., writing an exposé of a particular bureaucratic organization of which they are not a member) or "whistle-blowers" (i.e., blowing the whistle on what they view as the unethical practices of a bureaucratic organization of which they themselves are members).

#### **ADG 456 CONFRONTATION WITH SELF AND CAREER (4 Hrs.)**

Data is generated and participants are helped to explore their interests, values, and motive patterns in terms of their situational constraints and possibilities, in order to confront three questions: Where have I been? Where am I now? Where do I want to go?

#### **ADG 457 EXECUTIVE DEVELOPMENT: A RESEARCH PERSPECTIVE (4 Hrs.)**

For persons specializing in executive development work. Examination of research topics and activities involved in the division of managerial effectiveness within the organization. Includes aspects of research methodology; nature and measurement of managerial effectiveness; determination of management development needs in an organization; critical review of current management development approaches, programs, and techniques; and conduct of program evaluation.

#### **ADG 590 IN-AGENCY M.A. PROGRAM: CORE COURSE IV (4 Hrs.)**

Examination of alternative models of social, political, and bureaucratic organization. Examination of development of Illinois Environmental Protection Agency both internally and with respect to its changing political, economic, and social contexts. Open only to M.A. students employed by the IEPA and those who have successfully completed prior core courses.

### ANALYTICAL TOOLS

#### **ADG 411 ANALYTICAL TOOLS (4 Hrs.)**

Analysis of statistical and research methodology from the perspective of administration decision-making. Investigates the basic steps in applied research — problem formulation, study design, data collection, data analysis, and generalization of



results — carrying out research oneself, and evaluating and utilizing research carried out by others. Required for all arenas.

**ADG 412 MANAGEMENT INFORMATION SYSTEMS (4 Hrs.)**

A systematic approach toward the study of work organizations and establishment of criteria for information flows. An examination of data sources and uses for information systems for management planning and control in various types of administrative environments. Development of methodology for the design and implementation of management information systems.

**ADG 413 OPERATIONS RESEARCH FOR MANAGERIAL DECISIONS (4 Hrs.)**

Introduction to philosophy and methodology of operations research and techniques, with applications to managerial problems. Specific techniques include game theory, linear programming, network models, inventory and queuing models, dynamic programming, and simulation. Recommended that students have mathematics background equivalent to high-school algebra, geometry, and arithmetic.

**ADG 511 BEHAVIOR RESEARCH IN ORGANIZATIONS (4 Hrs.)**

An application of applied research in the analysis of behavioral problems within organizations. Involves the design and execution of a research project, analysis of data, and the formulation of conclusions and recommendations based on the empirical results of the study. Prerequisites: ADG 411 or equivalent and permission of the instructor.

## *ORGANIZATIONAL ANALYSIS*

**ADG 431 ORGANIZATION THEORY (4 Hrs.)**

How individuals use organizations and are used by organizations, and how individuals organize organizations. Examination of leading theories — such as bureaucratic, administrative, political, scientific, professional, systems, etc. — and topics — such as organizational goals, functions and dysfunctions of organizations, creating structure, etc. Emphasis is more on how the structure originated and its nature, than toward behavior within such structure. Required for all arenas.

**ADG 432 ORGANIZATIONAL BEHAVIOR (4 Hrs.)**

Focuses on human behavior in organizations — i.e., dyads, small groups, intergroup, and inter-organizational contexts. Analytical tools involve theories of human perception, cognition, learning, motivation, communication, interpersonal influence processes and the nature of work. Required for all arenas.

**ADG 433 ORGANIZATION (4 Hrs.)**

An examination and analysis of theories and approaches to organizational change. Components of change theory are examined including stimuli for change, systems diagnosis, resistance, conflict, role of third parties, and ethics of change. Methods and strategies of change are studied, examined, and field tested.

**ADG 434 BUREAUCRACY AS PORTRAYED IN MODERN FICTION (4 Hrs.)**

Analyzes the bureaucratic phenomenon through the eyes of the novelist. Areas of discussion include bureaucratic impersonality, bureaucratic labyrinth, technocratic society, "whistle-blowing," and the counter culture.

## *HUMAN RESOURCES*

**ADG 451 HUMAN RESOURCE MANAGEMENT (4 Hrs.)**

An operational approach to managing people at work, drawing from the behavioral sciences. Builds on concept of reconciliation and integration of worker-organizational interests through supportive situation-oriented leadership by both line and staff managers. Focuses on emerging issues and concepts through case analyses and discussion.

**ADG 452 LABOR MANAGEMENT RELATIONS (4 Hrs.)**

Examination of behavioral, economic, social, and institutional forces which affect quality of union-management relations and objectives. Analysis of relationships at

the individual work unit level and more complex levels as they interact with each other and influence negotiations, grievances, and administration of collective bargaining agreements in all kinds of work organizations.

**ADG 453 IRRELEVANCE OF ORGANIZATIONAL THEORY FOR INDUSTRIAL RELATIONS (4 Hrs.)**

Examines uses and abuses of organization theory within the context of ideologies of management which seek to justify subordination of large masses of employees to the discipline of work and to the authority of employers. Reassessment of the value of industrial conflict, and examination of constructive and destructive techniques of industrial conflict, ranging from strike action to worker sabotage. Prior course in organization theory recommended.

**ADG 454 LEADERSHIP AND EXECUTIVE DEVELOPMENT (4 Hrs.)**

A study of emerging understandings of personal leadership and its conscious development. Analyzes bases for exercising influence and situational factors affecting leadership. Includes evaluation measurements of personal growth, readiness for change, satisfaction, and productivity. Diagnostic and experiential methods are used. Prerequisite: ADG 432.

**ADG 455 PROFESSIONAL OCCUPATIONS (4 Hrs.)**

Study of various occupations and process by which they seek to become professions. Includes professionalization process, characteristics of professions, impact of the employing organization on the professional, and impact of the profession on the employing organizations.

## ADMINISTRATION

**ADG 571 MANAGERIAL ECONOMICS (4 Hrs.)**

The application of economic analyses and mode to business and managerial decision problems involving demand, cost, pricing, budgeting, and uncertainty. Analytical microeconomic techniques are used in assessing business decisions. Understanding of basic principles of economics and business, and knowledge of mathematics including calculus are recommended.

**ADG 573 GOVERNING BOARDS (4 Hrs.)**

Study of the governance of business, public, and education institutions. Reviews selection, qualifications, responsibilities, and activities of governing boards. Examines trends, theories, research, accountability, and issues.

**ADG 598 TUTORIAL (1 to 12 Hrs.)**

Individual study as directed by a faculty member.

**ADG 599 RESEARCH THESIS (1 to 12 Hrs.)**

Credit awarded upon completion of thesis.

*The following courses offered elsewhere in the university are approved by the Administration Program for cross-listing in the Generic Curriculum.*

- ACC 421 Administrative Uses of Accounting Information
- ECO 401 Intermediate Microeconomics
- ECO 402 Intermediate Macroeconomics
- ECO 463 Entrepreneurship and Organization
- ENP 451 Ecosystems, Value Systems, Social Systems
- HDC 545 Organizational Development: Supervision, Management, and Change
- MAN 442 Organizational Ethics
- PHI 451 Technology and Human Values
- PSY 482 Organizational Psychology
- PSY 514 Behavioral Sciences in Organizations
- SOA 435 Sociology of Occupations and Professions
- SOA 461 Social Psychology
- WCS 444 Industrial Psychology
- WCS 453 Work Roles and Sex Roles Liberation

## BUSINESS ADMINISTRATION

*PREREQUISITES:* ADG 415 and ACC 421 or equivalents.

*ACCOUNTING AND FINANCE***ADB 502 MANAGERIAL FINANCE (4 Hrs.)**

An introduction to the concepts and variables used in financial analysis, planning, and control. Topics include financial forecasting, capital budgeting, leverage, valuation, cost of capital, asset/liability management, and capital market instruments.

**ADB 504 CORPORATE FINANCIAL POLICY (4 Hrs.)**

A case-oriented course for students with a particular interest in decision-making variables of the corporate financial manager. Coverage includes money and capital markets' behavior and instruments, implications of federal monetary policy, considerations relevant to multi-national finance, and an exploration of the concept of the optimum capital structure of the firm. Prerequisite: Managerial Finance.

**ADB 506 PROFIT PLANNING AND BUDGETING (4 Hrs.)**

Systematic and formalized approaches to planning, coordination, and control functions of business management used to minimize expenses and maximize profits consistent with social and other responsibilities of management. A study of long-range objectives, long-range profit plan, and short-range profit plan detailed by relevant responsibilities including preparation of forecast financial statements and methods of analysis. Prerequisite: Managerial Finance.

*MARKETING***ADB 512 MARKETING MANAGEMENT (4 Hrs.)**

Planning, organizing, and control of activities necessary for manufacturers, wholesalers, and retailers to provide products and services to customers. Emphasis on the behavior research necessary to gain or hold competitive advantage and provide customer satisfaction and social benefit.

**ADB 514 MARKETING COMMUNICATIONS (4 Hrs.)**

Analysis of the elements of communication, with emphasis on behavioral aspects. How business firms organize to deliver messages to current and potential customers; how the tools of advertising, personal selling, sales promotion, and publicity are employed to serve the interests of the firm and, through research, its customers and larger society. Prerequisite: Marketing Management.

**ADB 516 MARKETING CHANNELS (4 Hrs.)**

Study of wholesale and retail market structure; buyer needs and motivation strategies involved in managing flows of goods and attendant flows of communication, title, financing, and other responsibilities; the case for cooperative channel-team effort; dealing with conflicts inherent in channel relationships. Prerequisite: Marketing Management.

*PRODUCTION – OPERATIONS***ADB 522 PRODUCTION OPERATIONS MANAGEMENT (4 Hrs.)**

Analysis of economic problems of production and operations of both product- and service-oriented organizations. Studies the managerial techniques of planning, scheduling, and controlling cost, quality, production, and inventory. The tools of microeconomic analysis and operations research such as linear programming, simulation, PERT, statistical inventory, and quality control are studied for general applicability to a variety of systems such as businesses, hospitals, banks, local and state government agencies, and others. Prerequisite: Any basic descriptive and inferential statistics course.

**ADB 524 OPERATIONS ANALYSIS (4 Hrs.)**

Advanced study of the applicability of systems and quantitative decision models

for production and operations management in both product- and service-oriented organizations. Linear programming, PERT, queuing theory, simulation, and other such tools are integrated with specific areas of operations planning, scheduling, and control. Prerequisite: Production/Operations Management or ADG 413.

## EXTERNAL ENVIRONMENT

### ADB 532 BUSINESS AND ECONOMIC RESEARCH (4 Hrs.)

Scientific method and basic research concepts and procedures of the social sciences with emphasis on problems of business and economics. Problem definition, establishment of hypotheses, research design, quantitative and nonquantitative methods of analysis. Prerequisite: ADG 411 or equivalent.

### ADB 534 SOCIO-LEGAL ENVIRONMENT OF BUSINESS (4 Hrs.)

A critical examination of the complex inter-relationships between a business and the institutional forces which make up its socio-legal environment: government bodies, consumer groups, industry/trade associations, and civic and cultural groups within its local community. Examines development of corporate policy for social responsibility, consumerism and revitalized administrative agencies, and the businessman's role in government and politics.

### ADB 536 BUSINESS AND THE URBAN ENVIRONMENT (4 Hrs.)

Examines selected aspects of major concern to business policy-makers: growth and development of metropolitan areas, housing and transportation, the inner city, poverty and racial problems, and urban finance and politics. Includes field work. Prior completion of ADB 534 recommended.

### ADB 538 MULTINATIONAL CORPORATIONS (4 Hrs.)

Identification and analysis of the critical variables in decision-making for multinational corporations. Evaluation of alternative strategies for the successful management of a multinational corporation.

## INTEGRATIVE COURSE

### ADB 582 BUSINESS POLICY (4 Hrs.)

Integrative course for the Business Arena, emphasizing the level of analysis necessary for top management decision-making and policy formulation. Each student will identify key variables, analyze these variables over a range of values, and integrate the analysis into a total conceptualization of the firm. Prerequisites: expected completion of M. A. degree requirements by end of the current semester; ADB 502, ADB 512, ADB 522 or their equivalents. Exceptions with permission of instructor only. Satisfactory completion of this course meets university graduation requirement of a problem-solving exercise for Business Arena students.

### ADB 590 THESIS

Credit awarded on acceptance of thesis.

*A student concentrating in Business Administration and wishing to take course work outside the Administration Program must consult with his adviser.*

## EDUCATIONAL ADMINISTRATION

### ADE 409 OPEN EDUCATION IN ENGLAND AND THE UNITED STATES (4 Hrs.)

Study of the British Primary School, "the open classroom," and "informal education" — what they are and the implications for our schools and classrooms. Especially appropriate for teachers, administrators, would-be teachers, and parents.

### ADE 506 PLANNING EDUCATIONAL FACILITIES (4 Hrs.)

Includes population study; educational goals; educational specifications, architect, plans; contractor; financing; referendum; legal considerations; school

board, involvement of community, faculty, students, and administrators; planning; site selection, additions, modernization, and renovation; equipment; and maintenance. Schools will be visited.

**ADE 514 TEACHER NEGOTIATIONS (4 Hrs.)**

Focuses on the impact of collective negotiations in the educational community. History of collective negotiations in private and public sectors. An examination of changing attitudes toward these new postures. Contemporary Illinois problems are examined.

**ADE 525 SUPERVISION OF INSTRUCTION (4 Hrs.)**

Application of the principles of supervision in the instructional setting. Current curricular and instructional practices, K-12, are studied. The specific goal of the course is to prepare school men and women to assist in the improvement of curricular and instructional practice through the supervisory role as curriculum supervisors, department chairmen, lead teachers, and principals, and in other middle-management positions in the public schools.

**ADE 590 THESIS**

Credit awarded upon acceptance of thesis.

*THE SCHOOL IN THE SOCIAL SYSTEM*

**ADE 501 ORGANIZATION AND ADMINISTRATION OF PUBLIC SCHOOLS (4 Hrs.)**

Examines the organizational implications of our federal system, administrative arrangements necessary for local districts, and nature and range of pressures on the schools.

**ADE 502 SCHOOL FINANCE (4 Hrs.)**

Sources of school revenue, analysis of expenditure policies, intergovernmental fiscal relationships, budgeting and salary policy, introduction to the economics of education, and other aspects of school finance.

**ADE 503 SCHOOL LAW (4 Hrs.)**

Exploration of principles of law applicable to public schools and school personnel. Legal aspects of Illinois public education with emphasis on statutory law, and the Illinois School Code and its interpretation by the courts. Constitutional law, judicial powers, and the duties of school districts and officers.

**ADE 504 POLITICS OF EDUCATION (4 Hrs.)**

Examines the effects of politics on education at federal, state, county, and local levels; political roles of superintendent of schools, board of education, professional politician, lobbyist, foundations and special interest groups; political activities of principals, teachers, teacher organizations, community groups, and organized religion; effects of court decisions and legislation.

*THE SCHOOL AS A SOCIAL SYSTEM*

**ADE 511 CURRICULUM: THEORY, PRACTICE, AND DEVELOPMENT (4 Hrs.)**

The nature of modern curriculum theories, practices, and development. Sources of knowledge utilized in formulation of elementary and secondary curriculum patterns that have emerged in American education. Approaches to curriculum study, revision, and evaluation studies.

**ADE 512 SCHOOL BUSINESS MANAGEMENT (4 Hrs.)**

An analysis of state and local school business management practices in Illinois. Particular emphasis on public school budgetary development and implementation. School district financial accounting systems based on accrual and cash basis accounting are analyzed. Auxiliary enterprises of school systems — such as transportation, lunch programs, and activity accounts — are studied.

**ADE 513 EDUCATIONAL EVALUATION (4 Hrs.)**

Evaluation of students, teachers, administrators, schools, and school districts. Study of teacher-made tests and standardized tests for students, National Assessment, Educational Testing Service, North Central Association of Colleges and Secondary Schools, and OSPI Circular Series A No. 160.

**ADE 519 THE PRINCIPALSHIP (4 Hrs.)**

A study of competencies of the building principal with attention to pressures bringing changes to the role. A specialized course for candidates for elementary and secondary school principalships with or without a background in administration.

*INTEGRATIVE COURSE***ADE 520 CASE STUDIES IN EDUCATIONAL ADMINISTRATION (4 Hrs.)**

Cases are used to examine the role of the public school (K-12) administrator. Primary emphasis on theoretical and practical rather than anecdotal considerations. Should be taken only in the last portion of the student's program.

*The following courses offered elsewhere in the university are approved by the Administration Program for cross-listing in the Educational Administration Arena.*

COM 465 School Television

HDC 461 Career Psychology

HDC 472 Developmental Child and Adolescent Psychology

PHI 436 Philosophy of Education

PSY 442 Exceptional Child

**HEALTH SERVICES ADMINISTRATION****ADH 425 INTRODUCTION TO PUBLIC HEALTH ADMINISTRATION (4 Hrs.)**

Public health administration is defined, health needs and resources of the community are considered, and the role of the health team is analyzed. Public health administration on the national, state, and local levels is outlined. Role and development of official and voluntary organizations are included. (Fall)

**ADH 499 TUTORIAL IN HEALTH ADMINISTRATION**

Individual study as directed by a faculty member.

**ADH 525 PERSONAL HEALTH SERVICES ADMINISTRATION (4 Hrs.)**

Examines major patterns of organization for provision of personal health services. Emphasis is on concepts, issues, and problems. Major attention given to primary care, ambulatory, preventive, and rehabilitative services to defined populations. Organizations and institutions are examined. Includes problems of distribution and planning personal health service, including the role of consumer participation. (Fall)

**ADH 527 HEALTH SERVICES RESEARCH AND EVALUATION (4 Hrs.)**

Enlarges upon the principles of design, problem formulation, and method used in research in the social sciences as these may be applied to the field of health services research. Special emphasis on evaluative research in health services programs. Each student prepares an original protocol for health services research in his or her area of special interest. Prerequisite: ADG 411. (Spring)

**ADH 537 HEALTH LEVELS AND HEALTH CARE ORGANIZATIONS (4 Hrs.)**

Raises relevant questions which must be asked and answered before health levels, as the dependent variable, can be related in a meaningful way to the organization of medical care as the independent variable. Characteristics of extant definitions of health and health levels are examined, followed by discussion of problems involved in measurement of qualities of health and devising a general health index. Critical review of research in this field and assessment of the possibilities of future



research relating health levels to health care organization. (Spring)

**ADH 545 MEDICAL SOCIOLOGY**

**(4 Hrs.)**

Provides a sociological framework for analysis of American society designed to aid in understanding current public policy issues in health and medical care. The American social structure and value system are considered in light of sociological concepts such as patterns of social change, urbanization, and industrialization. Public policy issues discussed include health care of rural population as affected by the shift in population; professional self-regulation; licensure and reciprocity; deployment of health care skills; quality of care. (Fall)

**ADH 579 ADVANCED SEMINAR IN HEALTH SERVICES ORGANIZATION**

**(4 Hrs.)**

An integrative course in which Health Arena students in their last year of graduate study will prepare, present, and defend a relevant case study report. (Fall)

*The following courses offered elsewhere in the university are approved by the Administration Program for cross-listing in the Health Services Administration Arena. Additional courses may be approved after consultation with the adviser.*

ECO 487 National Health Policy

SOA 435 Sociology of Occupations and Professions

## PUBLIC ADMINISTRATION

### *PUBLIC ORGANIZATION MANAGEMENT*

**ADP 301 CONTEMPORARY ISSUES IN PUBLIC ADMINISTRATION (4 Hrs.)**

Serves as an introduction to public administration. Emphasizes contemporary issues and challenges in such areas as: bureaucracy and public policy making; values and ethics of administration; urban administration; collective bargaining; unintended consequences of bureaucracy; and public finance. Also explores career opportunities in government.

**ADP 400 TOPICS IN PUBLIC MANAGEMENT**

**(4 Hrs.)**

Selected topics, announced when offered. Course may be repeated for credit, but topics must differ.

**ADP 402 THE EXECUTIVE IN STATE AND LOCAL GOVERNMENT (4 Hrs.)**

An examination of roles and function, powers and duties of state and local executives. A brief look at "no chief executive" local governments such as counties and townships.

*PUBLIC ADMINISTRATION THEORY***ADP 410 TOPICS IN PUBLIC ADMINISTRATION THEORY (4 Hrs.)**

Selected topics, announced when offered. Course may be repeated for credit, but topics must differ.

**ADP 411 CHANGING VIEWS OF AMERICAN PUBLIC ADMINISTRATION (4 Hrs.)**

An examination of approaches to the study and reform of public administration during the 20th century. From "efficiency and economy" in the first decades through the search for principles to current concern for human relations and public policy, the course examines classic reports and current criticisms.

**ADP 413 COMPARATIVE ANALYSIS OF PUBLIC ORGANIZATIONS (4 Hrs.)**

A broadly comparative approach to the study of public administration, involving bureaucracy in various social and cultural settings and relating bureaucracy to the processes of political and cultural development.

**ADP 414 PUBLIC ADMINISTRATION AND SOCIAL CHANGE (4 Hrs.)**

An examination of interrelationships between administrative systems and processes of social change, emphasizing theories of social change and substantive cases of administrative action.

**ADP 511 FUNCTIONAL ANALYSIS OF PUBLIC ORGANIZATIONS (4 Hrs.)**

A consideration of the functional importance of public administration in society, relating administrative activities to questions of social organization and problem-solving.

**ADP 512 PUBLIC ADMINISTRATION AND DEMOCRACY (4 Hrs.)**

An exploration of two general themes: the impact of democratic politics on processes of public administration, and the performance of administrative organizations in relation to ideals of democracy.

*POLITICAL ENVIRONMENT OF PUBLIC ADMINISTRATION***ADP 420 TOPICS IN THE POLITICAL ENVIRONMENT OF PUBLIC ADMINISTRATION (4 Hrs.)**

Selected topics, announced when offered. Course may be repeated for credit, but topics must differ.

**ADP 421 AMERICAN PUBLIC BUREAUCRACY: THEORY AND CASES (4 Hrs.)**

An examination of the application of theories of bureaucracy to American governmental organization. Considers role of bureaucracies in separation-of-power systems, their quasi-legislative and quasi-judicial functions, their functional and dysfunctional consequences, and their relationship to democratic values.

**ADP 422 POLITICS OF THE FEDERAL BUREAUCRACY (4 Hrs.)**

Seminar focusing on sources and limits of bureaucratic power in federal policy formulation and execution processes as well as inter-relationships between agencies, Congress, and the President. Students engage in in-depth analysis of one federal agency or major federal program of their choice. State programs examined as they relate to on-going federal programs.

*PUBLIC BUDGETING/FINANCE***ADP 430 TOPICS IN PUBLIC BUDGETING/FINANCE (4 Hrs.)**

Selected topics, announced when offered. Course may be repeated for credit, but topics must differ.



**ADP 431 PUBLIC BUDGETING (4 Hrs.)**

A study of budgetary decision-making in governmental units. Political, economic, and administrative aspects of budgeting are examined. Analysis of budget innovations such as the PPB System and Zero-Base Budgeting.

**ADP 532 BUDGETING AND DECISION-MAKING IN THE DEFENSE SECTOR (4 Hrs.)**

Innovative approaches to budgeting, decision-making, and relationships between government and the private sector which have emerged in the defense sector during the past decade, and their potential relevance to state government operations. Effects of defense decision-making systems and military-industrial relationships in defense contracting on defense spending and distribution.

**ADP 533 PUBLIC FINANCIAL ADMINISTRATION (4 Hrs.)**

Focuses on selected aspects, such as revenues and expenditures, accounting, public debt, special funds, and auditing.

*POLICY ANALYSIS/PROGRAM EVALUATION***ADP 440 TOPICS IN POLICY ANALYSIS/PROGRAM EVALUATION (4 Hrs.)**

Selected topics, announced when offered. Course may be repeated for credit, but topics must differ.

**ADP 441 PUBLIC POLICY ANALYSIS (4 Hrs.)**

Formal and descriptive approaches to policy analysis; theories and policy change and development; typologies of policy process and policy content; issues in implementing policy research.

**ADP 442 EVALUATION OF PUBLIC POLICY (4 Hrs.)**

Investigates alternative views of policy evaluation, application of social science methodology to the design and implementation of policy evaluation studies, political and administrative problems in implementation and use of evaluation research.

**ADP 443 AMERICAN POVERTY AND PUBLIC POLICY (4 Hrs.)**

After a preliminary discussion and critique of current theories of poverty causation, class members will select personally relevant aspects of poverty policy for research or action projects.

**ADP 444 APPROACHES TO THE STUDY OF PUBLIC POLICY (4 Hrs.)**

An investigation of various works which: analyze processes of policy-making and implementation; classify areas of public policy; and compare public policies of various political systems.

**ADP 541 RESEARCH METHODS IN PUBLIC POLICY ANALYSIS (4 Hrs.)**

Experimental and nonexperimental designs for policy analysis; policy measurement, statistical routines, and inference; designing data archives for policy monitoring and evaluation.

**ADP 542 PUBLIC AGENCY PROGRAM EVALUATION (4 Hrs.)**

Examines goals, methods, and problems involved in the movement to develop means for objective measurement and evaluation of the effectiveness of programs of governmental agencies. Involves students in the design of an evaluation of some program activity in an organization.

*PUBLIC PERSONNEL/LABOR MANAGEMENT RELATIONS***ADP 450 TOPICS IN PUBLIC PERSONNEL/ LABOR MANAGEMENT RELATIONS (4 Hrs.)**

Selected topics, announced when offered. Course may be repeated for credit, but topics must differ.

**ADP 451 PUBLIC PERSONNEL ADMINISTRATION (4 Hrs.)**

An examination of personnel administration in the public sector and specific

problems raised for the administrator in carrying out this important management responsibility. Special emphasis is placed on evaluation of psychological, administrative, political, and legal factors affecting management's ability to deal with the organization/employee relationship with examples drawn from federal, state, and local government.

**ADP 452 COLLECTIVE BARGAINING IN PUBLIC EMPLOYMENT (4 Hrs.)**

Examination of the development and nature of employee organization, collective bargaining, and public policies on labor relations in the public sector — federal, state, and local. Analysis of contemporary bargaining relations, procedures, problems, and consequences.

**ADP 551 PUBLIC EMPLOYEES AND POLITICS (4 Hrs.)**

Study of political aspects associated with public employment, including the patronage system; political implications of collective bargaining in the public sector; impact of organization of the role of public employees in the political system; legislative activities of public employees; and patterns of electoral participation by public employees and their organizations. Specifics of the Illinois scene provide the practical focus.

**ADP 552 ISSUES IN PUBLIC PERSONNEL ADMINISTRATION (4 Hrs.)**

Examines issues of contemporary significance, with focus on developments in employee staffing and evaluation, government/employee relations, organizational structure and innovation, and technologies affecting public employment. Topics include images of public service, merit systems, patronage, employee conduct, budgeting wage and salary levels, and effects of employee organization on personnel functions. Prerequisite: ADG 451 or equivalent.

*PUBLIC ORGANIZATIONAL DEVELOPMENT*

**ADP 460 TOPICS IN PUBLIC ORGANIZATIONAL DEVELOPMENT (4 Hrs.)**

Selected topics, announced when offered. Course may be repeated for credit, but topics must differ.

*PUBLIC PLANNING*

**ADP 470 TOPICS IN PUBLIC PLANNING (4 Hrs.)**

Selected topics, announced when offered. Course may be repeated for credit, but topics must differ.

**ADP 471 PLANNING AND POLITICS (4 Hrs.)**

City, metropolitan, regional, and state planning in the American political system. Special attention to the type of planning appropriate to the American political tradition. Students participate in small-group research efforts on significant case studies.

**ADP 472 INTRODUCTION TO COMMUNITY PLANNING (4 Hrs.)**

An historical survey of public planning in the United States as it has evolved in response to changing issues: city, metropolitan, regional, and state planning; the changing roles of the planner and current issues in the profession.

**ADP 473 THEORIES OF COMMUNITY ORGANIZING (4 Hrs.)**

Focuses on the theoretical approaches to community organizing. Major attention is devoted to the writings and work of Saul Alinsky and of rural organizer Si Kahn. Includes minimal field work with the Springfield Area Neighborhood Organization.

**ADP 474 NATIONAL URBAN POLICY (4 Hrs.)**

Seminar on the work of Edward Banfield and Daniel Moynihan, urban theorists for the Nixon administration. Critics of their analyses and prescriptions are also studied.

**ADP 475 ADVANCED COMMUNITY ORGANIZING (4 Hrs.)**

In many instances in American life, the only means for "The People" to be heard

and get what they need is through organizing. Course provides practical experience in advanced community organizing. Students will be expected to spend a great deal of time on intensive field work, in conjunction with the Springfield Area Neighborhood Organization.

**ADP 477 THE CITY (4 Hrs.)**

A study of the complex physical and social system that is called "city," using insights from economics, politics, sociology, and psychology. Survey of appropriate literature, field work, simulations, and other techniques are employed.

*MUNICIPAL/URBAN ADMINISTRATION*

**ADP 480 TOPICS IN MUNICIPAL ADMINISTRATION (4 Hrs.)**

Selected topics, announced when offered. Although this course may be repeated for credit the topics must differ.

**ADP 481 MANAGEMENT OF LOCAL GOVERNMENT (4 Hrs.)**

Exploration of the role of management in the system of local government, with application of political and management roles to multiplicity of functions performed by various local agencies. Evaluation of form and function, how they are affected by local issues, and their limits in problem-solving and service delivery. Performance evaluation, community development, and responsibility are related to resources. Examines managerial roles in performance of regulative, service, and rehabilitative functions.

**ADP 482 URBAN POLITICS AND ADMINISTRATION (4 Hrs.)**

A study of the ability of people in urban areas to collectively secure a viable social and physical environment. Examines the historical roots of urban political systems, and the present mythology that shapes our attitude of local government. Emphasis is on questions: Why are urban political systems unresponsive to the needs of the people? What alternative urban political systems can we devise to meet those needs?

**ADP 483 COMMUNITY ORGANIZING (4 Hrs.)**

In many instances in American life, the only means for the people to be heard and get what they need is through organizing. Provides practical experience in community organizing in conjunction with study of theories and strategies and experience in the field. Covers styles and forms of organizing with emphasis on methods and techniques of Saul Alinsky. Practical experience focuses on examining problems and issues confronting Springfield. Includes methods and techniques of organizing; understanding and awareness of the community process; internal organizational structure; and how the individual, who may or may not need help, fits into the picture. Resource people experienced in organizing are brought in.

**ADP 485 METROPOLITAN INTERGOVERNMENTAL RELATIONS (4 Hrs.)**

Impact of multi-district, multi-city relations within the metropolitan region. Comparison of state and federal requirements as an integrative device from the outside. Analysis of planning and operating agency experience.

**ADP 486 URBAN ADMINISTRATIVE STRUCTURES AND PUBLIC POLICY (4 Hrs.)**

This course will examine the inter-relationship between urban administrative structures and public policy in terms of the internal environmental power relationships which characterize urban bureaucracy.

**ADP 488 LOCAL POWER STRUCTURE RESEARCH (4 Hrs.)**

Local power structure research methodology and actual research on the Springfield power structure. Offered on a continuing basis each semester until the study is complete. Students may repeat course as many times as they desire.

**ADP 581 SEMINAR IN URBAN ADMINISTRATION (4 Hrs.)**

Analysis of city management functions as a multi-purpose agency. Advances in decision-making policy analysis, program budgeting, evaluation, and organization development which relate to the chief executive are stressed. Develops approaches to structure and function in a turbulent environment.

**INDIVIDUAL ARRANGEMENTS****ADP 590 THESIS**

Credit awarded on acceptance of thesis.

**ADP 599 TUTORIAL IN PUBLIC ADMINISTRATION**

Individual study as directed by a faculty member.

*The following courses offered elsewhere in the university are approved by the Administration Program for cross-listing in the Public Administration Arena.*

ACC 454	Accounting for Public Sector Entities
COM 442	Responsibilities of Mass Communications
ECO 455	State and Local Finance
ECO 456	Public Finance
ECO 458	Public Economics
ECO 467	Policy Analysis
ECO 486	Social Policy
JSO 431	Justice, Law, and Legal Process
POS 417	Political Corruption
POS 462	Intergovernmental Relations
POS 467	Legislative Politics and Policy Making
WCS 405	Power and Society
WCS 421	Work and the Future

# Biology

B.A.

(60 Hrs.)

M.A.

(40 Hrs.)

**PROGRAM FACULTY** – Isabel J. Barnes, Cheryl L. Bower, Robert C. Haynes, Ann M. Larson, Malcolm P. Levin, William W. Martz, John P. Pearson, Earl A. Rollins, Paul C. Stein, Richard W. Sames, Richard D. Wright.

The major goal of the Biology Program is to build a firm but broad foundation in biology, including those critical-thinking and laboratory skills which will enable graduates to choose a number of alternatives in the life sciences as their personal and career interests develop or change. The program seeks to achieve this goal by providing students with the resources and learning situations necessary to interpret facts in a variety of contexts and to solve problems effectively.

## THE BACHELOR'S DEGREE

The focus of the undergraduate program is the development of interpretive and problem-solving skills in biology within a framework of public responsibility. In defining the minimum background necessary for a contemporary biologist, the Biology Program expects a

student to demonstrate competence in the following areas:

1. **Cell Biology, Genetics, and Ecology:** these disciplines provide the foundation for modern biology.
2. **Biology of Organisms:** an experience in one of many disciplines whose emphasis is the whole organism with its many levels of organization.
3. **General Chemistry:** this provides the necessary background for an understanding of biological processes.
4. **Mathematics,** at least to the level of college algebra (or four years of high-school mathematics): it is a necessary tool in attacking the problems in biology.

Competency may be demonstrated by completion of an approved course at Sangamon State University, completion of an equivalent course at another institution, or by program examination. At Sangamon State, competency in cell biology, genetics, and ecology may be demonstrated by successfully completing BIO 311 Biology of the Cell, BIO 313 Classical and Molecular Genetics, and BIO 371 Principles of Ecology. SSU courses that can be used to meet the organismal biology requirement include: BIO 332 Functional Morphology of the Vertebrates, BIO 337 Plant Diversity, BIO 338 Plant Structure and Function, BIO 345 General Microbiology, BIO 435 Invertebrate Biology, and BIO 473 Parasitology.

In addition each student is expected to participate in two eight-weeks modules of general seminar where an opportunity is given to explore a problem in depth, to organize the material learned, and to present it in a meaningful way. The balance of the 24 required hours in biology should be selected to develop an individual area of concentration such as cell biology, physiology, biology of organisms, or ecology.

Mastery of certain areas of biology at the undergraduate level will be enhanced by one or more of the following courses: organic chemistry, introductory physics, calculus, and statistics. Entrance to many graduate and health professional schools requires completion of one or more of these courses.

An individual interested in the health pre-professional option through the Biology Program should consult the requirements of that option.

## THE MASTER'S DEGREE

The expectation for the M.A. degree presupposes the attainment of program objectives for the B.A. degree. The M.A. requires 32 hours of Biology Program approved course credit including participation in the graduate seminar and the satisfactory completion of a problem-solving situation. Each student must also meet the university requirement of four hours of Public Affairs Colloquia as part of the 40 hours required for the degree. Students with exceptionally



strong backgrounds in biology may petition to waive a maximum of 10 semester hours of the 32 hours of biology required.

A student may receive a Master of Arts in Biology degree in one of two ways:

Graduate Plan A is designed to meet a variety of student needs and interests. Although there are no program requirements other than those listed, each student must develop a program that will meet individual needs at a graduate level.

Graduate Plan B is designed to complement advanced course work by providing training in specific laboratory and field skills in the areas of cell biology and environmental biology. The cell biology option is presently available, with the environmental option in the planning stage.

Students electing the Cell Biology Skills Option are required to demonstrate competency in biochemistry, to master at least three skills areas, and to successfully complete problem-solving activities in these skills areas. The biochemistry requirement may be satisfied by completion of BIO 415 and BIO 416 at Sangamon State; completion of an equivalent course at another institution; or by program examination. Skill courses offered by the Biology Program are BIO 512, BIO 513, BIO 522, BIO 523, and BIO 524. To ensure that the skills mastery will rest on a firm foundation, a minimum of 20 of the 40 required semester hours must be in basic science content areas.

## LABORATORY FACILITIES

Some of the instrumentation available for class laboratories and independent student projects in molecular biology, cell biology, and physiology are an electron microscope, light microscopes, ultracentrifuges, and a variety of other specialized equipment.

trifuges, visible and ultraviolet spectrophotometers, gas chromatographs, liquid scintillation counting system, oscilloscopes, and polygraphs.

Available for environmental studies are underwater and terrestrial photometers, echo sounder, sampling gear for both terrestrial and aquatic systems, research boat and van. The Biology Program also maintains a greenhouse, terrestrial and aquatic animal facilities, and environmental chambers.

## BIOLOGY/Course Descriptions

(\* Denotes courses which satisfy the competency requirements for B.A. degree)

- \* BIO 301 GENERAL SEMINAR (1 Hr.)**  
Seminars are offered in eight-weeks module topic areas for 1 credit. Each student must take two modules to meet graduation requirements.
- \*BIO 311 BIOLOGY OF THE CELL (4 Hrs.)**  
Study of the structure and function at the cellular level, including mechanisms of biological processes.
- \*BIO 313 CLASSICAL AND MOLECULAR GENETICS (4 Hrs.)**  
A survey course of the processes and principles underlying the storage, transmission, utilization, and alteration of inherited information in biological systems. The chemical and physical nature of the gene and gene activity are analyzed. Lecture topics encompass Mendelian genetics through an introduction to modern population genetics.
- BIO 332 FUNCTIONAL MORPHOLOGY OF THE VERTEBRATES (4 Hrs.)**  
A comparative study of the structure, function, evolution, and developmental processes in the major vertebrate classes. These topics will be examined by considering separate activities at the molecular, cellular, and organ levels and the coordinated interaction among organ systems.
- BIO 337 PLANT DIVERSITY (4 Hrs.)**  
A survey of the structures, reproduction, and life histories of the major plant divisions with an emphasis on their evolution and phylogenetic relationships.
- BIO 338 PLANT STRUCTURE AND FUNCTION (4 Hrs.)**  
A study of structure, function, development, and reproduction of the vascular plants with an emphasis on the interrelationships between structure and function.
- BIO 345 GENERAL MICROBIOLOGY (4 Hrs.)**  
Structure, physiology, classification, and growth of bacteria and their viruses will be emphasized, although fungi and viruses of higher forms will be surveyed. Laboratory will include study of individual species as well as natural microbial populations.
- BIO 361 GENERAL PHYSIOLOGY (4 Hrs.)**  
A lecture/laboratory course designed to familiarize the student with physiological systems in selected vertebrates: nervous system, kidney function, cell membranes and permeability, the heart and circulation, respiration and gas transport, energetics and thermoregulation, and endocrine regulatory mechanisms. Prerequisite: general chemistry and mathematics. Knowledge of organic chemistry suggested.
- \*BIO 371 PRINCIPLES OF ECOLOGY (4 Hrs.)**  
Structure and function of ecological systems including basic ecological principles and concepts and the habitat approach with major units of both aquatic and terrestrial ecosystems being discussed. Laboratory aspect involves in-depth study of a terrestrial community. Background knowledge of plant and animal biology suggested.

**BIO 375 AQUATIC BIOLOGY (4 Hrs.)**

A study of microscopic and macroscopic aquatic animals and plants including ecology, functional morphology, and some taxonomy. Field experience is an integral part of the course.

**BIO 381 BIOPHYSICAL MAN (4 Hrs.)**

Various adaptive physiological functions of the human body. Includes: life processes, the cell, nerve and muscle physiology, the nervous system, the blood and circulation, respiration, digestion, general energy metabolism, hormones, renal physiology, reproduction, and nutrition. Knowledge of organic chemistry not required. Accepted for biology concentration credit by petition only.

**BIO 382 BASIC IMMUNOLOGY (1 Hr.)**

Final four weeks. Fall Semester. A survey of the essentials of immunology. Emphasis is on the use of antibody-antigen systems as tools. Accepted for biology concentration by petition only.

**BIO 383 NATURE OF LIFE (2 Hrs.)**

A survey of the current issues in modern biology, designed for the nonscience major. Topics include: diversity and adaptation of living organisms, reproduction and heredity, physical and biological aspects of the environment. Accepted for biology concentration credit by petition only.

**BIO 400 UNDERGRADUATE RESEARCH (1 to 4 Hrs.)**

Offered each semester. Investigation of a specific problem of interest to the student. Before enrolling, student must select a faculty member from the Biology Program to direct and review the project. A research paper, formal seminar, or both may be required for credit. A maximum of 4 semester hours may be applied toward degree credit.

**BIO 415 BIOCHEMISTRY I (4 Hrs.)**

First semester of a two-semester sequence. A comprehensive study of the structure, biological function, and biosynthesis of proteins and nucleic acids. The laboratory will illustrate biochemical techniques and principles and enable students to design and carry out their own experiments or projects. Prerequisite: organic chemistry.

**BIO 416 BIOCHEMISTRY II (4 Hrs.)**

Second semester of a two-semester sequence dealing primarily with energy metabolism. Focuses on the contribution of various metabolic pathways to the total energy requirements of an organism and their relative importance in "normal" and stress and disease states. Other topics include genetic molecular diseases and the biochemical basis of evolution and the origin of life. Prerequisite: BIO 415 or equivalent.

**BIO 421 PRINCIPLES OF ELECTRON MICROSCOPY (2 Hrs.)**

Theory and applications of electron microscopy, including preparative techniques, instrument operation, and interpretation of results.

**BIO 423 IMMUNOLOGY (4 Hrs.)**

Examines immunological responses and the cells which mediate the responses. Includes structure and synthesis of antibodies, and chemical nature of antigens; and application of the principles of immunology to the areas of tissue transplantation, immunohematology, and vaccination. The laboratory will demonstrate methods for detection and measurement of antibodies and antigens.

**BIO 426 PLANT PHYSIOLOGY (3 Hrs.)**

Physiology and biochemistry of basic plant processes with emphasis on vascular plants. Photosynthesis, respiration, water relations, nutrition, growth and development, and reproduction.

**BIO 427 EXPERIMENTS IN PLANT PHYSIOLOGY (2 Hrs.)**

Introduction to modern quantitative methods of plant physiology. Experiments in photosynthesis, enzyme activity, and hormonal regulation of development included. Prerequisite: current or previous enrollment in BIO 426.



- BIO 431 HISTOLOGY (4 Hrs.)**  
Structure and function of fundamental tissues and combinations of such tissues forming the different organs.
- BIO 432 CYTOLOGY (4 Hrs.)**  
Structure and function of cells and organelles. Laboratory studies include theory and application of cytological research techniques of electron microscopy, cytochemistry, and cell physiology. Prerequisites: general chemistry, BIO 311, or equivalents.
- BIO 435 INVERTEBRATE BIOLOGY (4 Hrs.)**  
A comprehensive study of the biology of the major and minor invertebrate phyla. Emphasis is placed on the morphology and "special features" of living and preserved specimens in order to facilitate recognition. Course involves students in lecture/discussions, seminars, laboratory, and occasional field work.
- BIO 438 ALGOLOGY (4 Hrs.)**  
Identification, morphology, physiology, and ecology of algae with emphasis on freshwater forms.
- BIO 439 ANATOMY OF VASCULAR PLANTS (4 Hrs.)**  
Structure, development, and organization of cells, tissues, and tissue systems of vascular plants and the comparative anatomy of root, shoot, flower, and seed.
- BIO 446 VIROLOGY (3 Hrs.)**  
Forms of interactions between a virus and a host cell. Studies of bacterial cells with their viruses will form the basis for study of interactions of mammalian cells and their viruses. Use of viruses in transfer of genetic information also discussed. Prerequisite: BIO 345 or BIO 416 or equivalent.
- BIO 447 MEDICAL BACTERIOLOGY (2 Hrs.)**  
First six weeks, Fall Semester. A concise overview of pathogenic bacteriology. Includes discussion of techniques for culturing and identifying bacteria. A brief introduction to epidemiology included. Prerequisite: BIO 345 or equivalent.
- BIO 448 MEDICAL MYCOLOGY (2 Hrs.)**  
Second six weeks, Fall Semester. A concise overview of medical mycology. Concentrates on the area of medically significant organisms. Provides both lecture and laboratory examination of these organisms. Prerequisite: BIO 345 or equivalent.
- BIO 449 ADVANCED MICROBIOLOGY (4 Hrs.)**  
Examines selected advanced topics in microbiology. Topics may vary in response to student population but aspects of microbial physiology such as growth, photosynthesis, and microbial metabolism will be discussed. One unit will examine the area of microbial genetics. Laboratory as well as lecture experiences included. Prerequisite: BIO 345 or equivalent.
- BIO 464 COMPARATIVE PHYSIOLOGY (4 Hrs.)**  
A comparative approach to study of the physiology of the major systems in representative animal phyla. Emphasis placed on individual or group experimentation to obtain physiological data on the organisms studied. Typical areas for study include osmotic and ionic regulations, respiration, circulation, endocrine function, nutrition, and excretion. Prerequisite: BIO 361 or equivalent.
- BIO 466 NEUROPHYSIOLOGY (4 Hrs.)**  
Over-all structure of the mammalian nervous system in relation to a variety of functions. Laboratory work involves study of prepared slides and electro-physiology.
- BIO 468 ETHOLOGY (ANIMAL BEHAVIOR) (4 Hrs.)**  
Introduction to the biology of animal behavior. Topics include historical foundations for the discipline; current methods, concepts, and research problems; early environmental influences on later behavior; and application of human behavior. Field observations, laboratory exercises, and independent projects emphasized.

**BIO 469 FIELD METHODS IN TERRESTRIAL BIOLOGY (4 Hrs.)**

Methods of studying terrestrial ecosystems. Includes collection methods, marking, population measurement including statistics, sexing and aging, home-range measurement and determination, and habitat analysis and evaluation. Laboratory portion involves group projects.

**BIO 472 FIELD METHODS IN AQUATIC BIOLOGY (2 Hrs.)**

A study of methods for the collection, enumeration, and biomass determination of aquatic plants, periphyton, plankton, nekton, and benthos as well as methods used to characterize the standing- or running-water environments in which the latter organisms live.

**BIO 473 PARASITOLOGY (4 Hrs.)**

Study of parasitic organisms with emphasis on life histories, morphology, and taxonomy of major groups. Field work required. Laboratory experiments deal with host-parasite relationships, physiology, and biochemistry of representative systems.

**BIO 474 POPULATION BIOLOGY (4 Hrs.)**

Adaptations and nature of populations. Topics include: analysis of population structure (demography); measurement of population productivity, density, and distribution; study of the ecological and evolutionary parameters which define the relationships within and between populations (population genetics). Includes both lecture and laboratory. Knowledge of statistics suggested.

**BIO 475 LIMNOLOGY (4 Hrs.)**

A study of the structure and function of aquatic ecosystems. Interrelationships of physical, chemical, and biological factors emphasized. With permission of instructor.

**BIO 476 PATHOBIOLOGY (4 Hrs.)**

Study of the disease process in animals and man as a function of alterations in normal biological mechanisms. Where possible, animal models are used to illustrate the fundamentals of the biological processes that cause disease. Examples of topics include: inflammation, host-parasite interactions, role of antibodies, antigens and complement in causing and preventing disease, allergy, and hypersensitivity.

**BIO 478 DEVELOPMENTAL BIOLOGY (4 Hrs.)**

A causal analysis of changes in form and function which occur during individual life histories of representative plants and animals. Major emphasis on factors operating at molecular, cellular, tissue, and organismal levels to control processes of gametogenesis, fertilization, embryonic growth and development, organ formation and regeneration, metamorphosis, senescence, and death.

**BIO 479 EVOLUTION (4 Hrs.)**

Concepts related to historical development of living systems — origins of life, origins and extinctions of species, origins of animal behavior and human culture, and possible factors involved in such evolutionary changes.

**BIO 481 PLANTS AND CIVILIZATION (3 Hrs.)**

A consideration of the interrelation of plants and man in his evolution and cultural development.

**BIO 486 HISTORY OF MEDICINE AND MEDICAL PRACTICES (3 Hrs.)**

An historical survey of the use of drugs, surgical practices, and other physical treatments to remedy disease, which includes study of the changes in the cultural, philosophical, and scientific interpretations of human function and dysfunction as these influenced medical practices.

**BIO 487 THE EVOLUTION OF BIOLOGICAL THOUGHT (2 Hrs.)**

Major trends in biological thinking from 1500 to the present: technological advances and interpretations of facts which gave rise to cell theory, theories of inheritance and evolution, applications of physical and chemical principles to biological phenomena, and the persons involved. Analysis of scientific bases for these trends, societal and scientific forces which influenced them, and ramifica-

tions of the emergent concepts on the scientific and nonscientific communities then and now.

**BIO 488 SCIENCE: AN INSTITUTION AND A PROCESS (4 Hrs.)**

Study of modern science in two contexts: a) the nature of science as a profession and of the methods used by scientists in their investigations, and b) the role and responsibilities of science as one of many institutions within a complex society. Specific issues include: philosophical foundations of science, impact of technology on both science and human welfare, strengths and weaknesses of the modern scientific approach, relationship of scientists to other members of the intellectual and political communities.

**BIO 500 GRADUATE RESEARCH (1 to 10 Hrs.)**

Offered each semester. Investigation of a specific problem of interest to the student. Before beginning a project, the student must select a faculty member from the Biology Program to direct and review progress of the project. Research paper and/or formal seminar may be required for credit. Maximum of 10 semester hours may be applied toward degree credit.

**BIO 501 GRADUATE SEMINAR (2 Hrs.)**

In-depth exploration of a topic of mutual interest with emphasis on methods of research material and techniques for presenting information.

**BIO 511 TOPICS IN CELL BIOLOGY (1 to 4 Hrs.)**

Offered as required. Intensive study of a specific topic being investigated by contemporary cell biologists. Description of the subject for a given semester will be stated in the schedule of classes for that semester. With permission of instructor.

**BIO 512 LIGHT MICROSCOPY AND PHOTOMICROSCOPY (2 Hrs.)**

Applications of optical research tools to various types of biological materials and problems. Special methods of illumination will include darkfield, phase, differential phase, and Nomarski phase. Principles of photomicroscopy and its applications included.

**BIO 513 MICROTECHNIQUE (2 Hrs.)**

Theory and practice of preparing histological and cytological materials for microscope examination.

**BIO 522 RESEARCH APPLICATIONS OF ELECTRON MICROSCOPY (2 Hrs.)**

Advanced techniques in electron microscopy are demonstrated including metal shadowing, freeze etching, and cytochemistry applied in the study of a variety of cell types. Term project required. With permission of instructor.

**BIO 523 PHYSIOLOGICAL INSTRUMENTATION (2 Hrs.)**

Designed to establish competency in techniques and instrumentation used in physiological research. Skill areas and instrumentation include surgical techniques, choice and use of anesthetics, multichannel polygraphs, oscilloscopes, and animal respirators. With permission of instructor.

**BIO 524 RADIOISOTOPES IN BIOLOGY (2 Hrs.)**

Combined lecture-laboratory course which includes specific techniques for handling and monitoring radioactive materials in the study of biological processes as well as health precautions which must be followed when pursuing such studies. With permission of instructor.

*The following courses offered elsewhere in the university are approved for cross-listing by the Biology Program.*

- ENP 337 Wildlife Resources
- ENP 435 Biology of Water Pollution
- PHS 401 Biophysics
- PHS 413 Radiation and Life
- PSY 415 Endocrinology and Behavior
- PSY 411 Physiological Psychology I
- PSY 412 Physiological Psychology II

# Child, Family, and Community Services

B.A.  
(60 Hrs.)

M.A.  
(40 Hrs.)

*PROGRAM FACULTY* – Martha L. Atteberry, Caryl T. Moy,  
Elaine J. Schwartz, Michael Townsend,  
Donald Yohe.

The Child, Family, and Community Services Program trains students to work effectively with people. Major emphasis is on personal growth, healthy functioning, prevention of breakdown, and realization of human potential.

The program is performance oriented rather than theoretical. The integration of knowledge and skills is provided through field work experience. Professional sequences and certification are available in early childhood education and in elementary education.

## THE BACHELOR'S DEGREE

*Core Courses.* There is a required core of 16 hours for all majors. This core focuses on professional self-awareness, an understanding of human development and functioning, techniques of professional interpersonal relationships, and the cultural network of helping.

*Specialty.* Each student entering the work world should have a specialized body of knowledge related to his interests or career. Each student must have 16 hours of work in a specialty. These courses may be within the CFC Program or in other university offerings. Specialties include families, children, emotional disturbance, adolescence,



aged, advocacy, parent education, and social work. There is also opportunity for the student with specialized educational or vocational goals to meet these needs through an individualized speciality.

*Field Work.* Every major must complete a minimum of eight hours in an approved community field placement. This generally means at least one day each week, or equivalent, plus supervision. In some situations where students are paid, more than one day per week is required. A student who is currently employed in a social service organization may receive field work credit for that employment if it is approved by the director of CFC. Supervision may include oral, written, taped, and video-taped presentations of students' work. As much as possible, students will be assigned to placement situations to match their interests, capabilities, and convenience.

Students who plan to conclude their education at the B.A. level should take 12 hours of field work. Those who plan to go further in professional preparation may take the minimum, as additional field work is required in most graduate-level work. Eight hours of CFC field work credit will meet the requirements of the Applied Study Term.

## GRADUATION REQUIREMENTS

For the B.A. degree, a graduate must complete the following requirements:

1. Core curriculum — 16 hours; this includes the following courses:
 

The Helping Relationship	CFC 301 (4)
Professional Self-Awareness	CFC 402 (4)
The Helping System	CFC 405 (2 to 4)
Dynamics of Being Human	CFC 408 (4)
Preventive Programming	}
Diagnosis	
Poverty	
Sexuality	
2. Student's area of specialty — 16 hours. Possible courses in each specialty are available from the adviser.
3. Field work — 8 hours minimum, 16 hours maximum.
4. Public Affairs Colloquia — 6 hours: a university requirement.
5. Electives — balance needed to complete 60 hours.

## THE MASTER'S DEGREE

The Master of Arts Degree in Child, Family, and Community Services is a flexible, individually tailored program. It is based on prior work experience and a sense of direction within the student rather than in the program.

To achieve the maximum in flexibility and yet maintain a coherent and balanced emphasis to the total program, there is a blend of a core of 12 academic hours expected of all students (Waivers may be

granted to a prospective student if through his work experience or through prior academic work he has adequately covered any or several of the core courses.); 12 hours of a specialty developed by each student depending on his interests or job requirements; and a 12-credit-hour internship, which provides on-the-job education in new dimensions or new areas. The university requires four hours of Public Affairs Colloquia.

*Core Courses.* The 12 hours of core curriculum will be chosen from these four core courses: CFC 501 Development of Persons: Normal and Abnormal; CFC 521 The Process of Change; CFC 531 Social Problems and Social Policy; CFC 541 Program Planning, Staff Development, and Evaluation.

*Specialty.* Three areas of specialty are currently available. The first, Prevention and Treatment Methods, is an intensive development of treatment skills, which includes in-depth therapeutic work and might include courses in the Psychology Program and/or Human Development Counseling.

The second specialty is offered in the field of Administration and Supervision, which often go hand-in-hand. Thus students need specific training to meet those job expectations. The CFC Program offers a basic course in supervision. The student may also take basic course work in Accounting, the Administration Program, and the Management Program.

The third specialty, Advocacy, might include courses in COPE administration; social justice professions; a basic advocacy course offered by CFC; and specific preparation for a field such as patient advocacy in the medical setting or child advocacy in the Illinois Department of Children and Family Services.

Students will be encouraged to analyze very carefully the demands that they will be required to undertake and to plan their specialties accordingly. In some cases, a student may need specific skills and a classroom course may not be feasible. In these situations the resources of the community will be utilized through a tutorial program in which a student can work closely with a community person, building those specific skills.

*Internship.* Since most M. A. students will already be working in the human services field, internship requirements generally will be met through the student's employment. However, it must include a new dimension of the job. Credit will not be given for only performing one's regular job. In some cases a thesis may substitute for part of the internship requirement.

## CHILD, FAMILY, AND COMMUNITY SERVICES/ Course Descriptions

### CFC 301 THE HELPING RELATIONSHIP (B.A. Core Course) (4 Hrs.)

An examination of the professional relationship as the basic tool for the helping professions; elements of the relationship; how it is built, fostered, and terminated. Treatment models, the philosophy of help, interviewing skills, empathy training, and principles of confidentiality are covered.

**CFC 306 CHILDREN'S SERVICES****(2 Hrs.)**

An overview of the means currently available to help the vulnerable child. Includes adoption, foster care, placement, day care, residential treatment, other special programs, and a brief history of child welfare services.

**CFC 315 COLLOQUIUM****(1 Hr.)**

A small-group experience integrating the CFC Program philosophy, course work, and field work. Also includes orientation to the university and its philosophy. Designed for new students.

**CFC 335 CREATIVITY AND PLAY FOR CHILDREN****(4 Hrs.)**

"Play is the single most powerful learning tool for children." This course develops that premise and looks at the role of play in social, emotional, physical, cognitive, and creative development of children. Also emphasis on how to utilize play to accomplish specific objectives in child development.

**CFC 338 CHILDREN AND THE LAW****(2 Hrs.)**

Designed to acquaint the lay professional who deals with children and their families on a service-oriented basis with the general framework of laws affecting the lives of children from birth to adulthood.

**CFC 341 THE PROFESSIONAL AND CHILD DEVELOPMENT****(4 Hrs.)**

Nature of the child and his development during the first 12 years, with emphasis on development as a process of social learning and how this process is nurtured by the professional who plans or supervises the child's care.

**CFC 353 FOCUS SERIES****(2 Hrs.)**

A series of seminars led by experts in various aspects of children, families, and communities. Each semester represents a different focus subject. Classes and seminars held at the Main Campus usually on Friday afternoons with approximately 8 class sessions throughout the semester. Seminars also open to the public.

**CFC 355 MARRIAGE: MYTHS, MEANINGS, AND MODELS****(4 Hrs.)**

Marital roles, communication in marriage expectations, marital relationships, illusions and disillusion, and marriage as a self-actualizing concept are all explored. Involves several reading sources, couple interviews, and film presentations.

**CFC 361 POSITIVE PARENTING****(2 to 4 Hrs.)**

Principles of good parenting and their sources. Emphasis on different models of parent education, and skill training in these models.

**CFC 375 BASIC COMMUNITY ORGANIZING****(4 Hrs.)**

Basic ingredients of how a community is organized, its strengths and weaknesses, and its processes. Includes skills for intervention into the community system.

**CFC 402 PROFESSIONAL SELF-AWARENESS (B.A. Core Course)****(4 Hrs.)**

Evaluation of the role and attributes of the effective helper. Emphasis on recognizing one's own patterns in a relationship and modifying those that are nonproductive. To be taken concurrently with CFC 450. Prerequisite: CFC 301 or with permission of instructor.



**CFC 405 THE HELPING SYSTEM: WHO SERVES WHOM?****(B.A. Core Course)****(2 to 4 Hrs.)**

Relationship between structures that the community provides for meeting needs, i.e. its social agencies, and societal groups that are designed to serve. Students survey range and adequacy of the community's helping services.

**CFC 408 THE DYNAMICS OF BEING HUMAN (B.A. Core Course)** (4 Hrs.)

Explores the relationship between human development forces and choices a person makes. Covers physical development and changes from birth to death, a few major theories of personality, and some major aspects of human behavior and their meaning.

**CFC 411 MANAGEMENT TECHNIQUES IN CHILD CARE SERVICES****(2 to 4 Hrs.)**

Course in management of advocacy programs. Students will be assigned small groups to direct, lead, and manage child advocacy programs. Students will be expected to function as monitors and to supervise other workers, and to do some performance appraisal. Evaluations of the total program, assessments, logs, and reports will be expected on a regular basis. The long-range goal will be to prepare students to initiate, operate, and maintain volunteer programs both of an advocacy and a therapeutic nature.

**CFC 412 PEER GROUP COUNSELING****(2 Hrs.)**

Intensive two-weeks training course to prepare Peer Group Counselors. Emphasis on effective communication, the helping relationship, the university system, and its key staff. Weekly supervision follows the training session.

**CFC 421 CASE ASSESSMENT AND TREATMENT PLANNING** (4 Hrs.)

Skills and information necessary for diagnosis and formulation of a treatment plan. A major emphasis is integration of self-awareness, relationship patterns, and human behavior into a broad understanding of the parameters in which each person or group functions. Prerequisite: CFC 408 or with permission of instructor.

**CFC 422 PROGRAM EVALUATION AND RESEARCH** (4 Hrs.)

Every social agency must continually examine its services in the light of need, effectiveness, and utilization of resources. This course studies the elements of such evaluations and helps students develop some basic skills and understandings in this area.

**CFC 425 PREVENTIVE PROGRAMMING** (2 Hrs.)

Study of the models available for conceptualizing preventive programs. Students design and when possible implement a preventive program in the community.

**CFC 444 CHILD CARE IN THEORETICAL AND HISTORICAL PERSPECTIVE** (4 Hrs.)

The theory of major thinkers and the application of those theories to practice.

**CFC 450 FIELD WORK** (2 to 8 Hrs.)

A basic experiential component of the program, wherein a student applies class learning in his field placement. Requires at least 8 hours per week in an approved community agency with regular weekly supervision.

**COPE**

Attitudes, skills, and knowledge necessary for working as "advocates" with de-institutionalized adolescents under the care of the state Department of Children and Family Services.

**BIG BROTHER — BIG SISTER**

Class and field experience in establishing constructive relationships with children, especially those with special relationship needs. Cooperative venture with Big Brother — Big Sister Agency and requires a one-year commitment.

**CFC 458 MAKING THE MOST OF MONOGAMY** (1 Hr.)

A group learning experience for couples who wish to enrich their marriage relationship by developing effective communication skills. Framework used is the



CHILD, FAMILY,  
AND COMMUNITY  
SERVICES

COMMUNICATION IN  
A TECHNOLOGICAL  
SOCIETY

**Minnesota Couples Communication Program.** Registration is limited to six couples. Both members must plan to attend all five sessions. Registration is limited to couples, married or about to be, heterosexually. Only one member of the couple need be a registered student.

**CFC 466 FAMILY COMMUNICATIONS (2 Hrs.)**

Course material focuses on the communication skills that can enhance family relationships. The Minnesota Couples Communication Program is an integral part of the class as are the learning experiences in the program of Parent Effectiveness Training. While not a requirement it is recommended that students enroll in pairs so that skills may be practiced outside the class setting.

**CFC 490 CURRENT PROBLEMS AND RESEARCH IN CHILDREN AND FAMILY SERVICES (2 to 4 Hrs.)**

Independent study, structured readings, or research in the fields of human services — especially the areas of children, families, or community service.

**CFC 501 DEVELOPMENT OF PERSONS: NORMAL AND ABNORMAL (M.A. Core Course) (4 Hrs.)**

Explores the subtleties of human development and looks closely at the way in which dysfunctions develop.

**CFC 521 THE PROCESS OF CHANGE (M.A. Core Course) (4 Hrs.)**

Examines the requests that clients bring with them, assessing those requests as to reality and feasibility, and evaluating what kinds of involvement with the person or agency would be most beneficial to the client.

**CFC 531 SOCIAL PROBLEMS AND SOCIAL POLICY (M.A. Core Course) (4 Hrs.)**

A broad overview of social conditions in our culture. Course meets once a week and makes extensive use of community people. Covers the broad perspective of the problem as well as social policy analysis and implementation.

**CFC 541 PROGRAM PLANNING, STAFF DEVELOPMENT, AND EVALUATION (M.A. Core Course) (4 Hrs.)**

Provides training and background for job responsibilities of persons involved in the broader issues of agency work and not just job performance, persons who are called on to provide training to other staff people and to plan programs and evaluate those programs.

*Students in Child, Family, and Community Services who are interested in taking courses offered by other programs should consult their advisers for prior approval and make these cross-listed courses part of their prospectuses.*

## Communication in A Technological Society

B. A.  
(60 Hrs.)

M. A.  
(30 Hrs.)

**PROGRAM FACULTY** – Richard Bayley, Howard Hill, Norman Hinton, Walter Kimmel, Dale Ouzts, Larry Smith, Dan Spillane, Lynda Toth, Dave Viera.

Communication in a Technological Society is concerned with the exchange of information, how that exchange is often blocked, and how people can improve the exchange of ideas. The program deals



with the relationship between the understanding of communication and the practical means of communication. The aim of this study is to enlarge our sensitivities to the messages that surround us, whether that message be a word, a gesture, a piece of film, or even a noise. The program is theoretical and philosophical in that it offers students a chance to compare the contributions of communication theorists from a variety of fields. It is also a pre-professional program for those who seek a career in film, television, and like areas of message transmission. Above all, the program attempts to develop competence in the use of all available modes of communication.

The requirements for admission to the Communication in a Technological Society Program as a candidate for the Bachelor of Arts degree are identical with general university requirements.

For admission to the Master of Arts program, the student must have a Bachelor of Arts degree or its equivalent.

## THE BACHELOR'S DEGREE

For a Bachelor of Arts degree the student must satisfy the general university requirements, with 24 hours at the upper-division level in COM courses with appropriate distribution.

## THE MASTER'S DEGREE

In addition to all university requirements, the master's degree in CTS requires 24 semester hours in the concentration. The student, together with his adviser, is responsible for developing a meaningful program of study for submission to the program committee for its approval.

## COURSE OFFERINGS

Course offerings in the Communication in a Technological Society Program fall into three broad categories. Both B.A. and M.A. students construct their programs in consultation with an adviser,

with at least one course chosen from each category. Each student presents a concentration that has breadth and is not merely a specialist program. Final approval of all programs is determined by the CTS program committee. The three categories are:

1. *Philosophy and Theory*. Offering the student a general introduction to the field of communication, courses cover such areas as psycholinguistics, communication theory, print, visual literacy, and the impact of media.
2. *History and Criticism*. Courses examine the development of modes of communication, explore specific ideas, or compare aspects of several communication arts. Such issues as ideology and art, the thought of McLuhan, current issues in broadcasting, film and literature, or the history of US journalism are covered in this category.
3. *Lab and Studio*. Courses explore the satisfactions and problems of personal creation, as well as develop basic skills for the media professions. Students participate in graphics production, creative writing, music composition and performance, filmmaking, television production, or other applied communication activities.

Tutorials may be designed by the student who wishes to explore a subject not covered by a regular course. However, determination of the applicability of the tutorial toward a CTS concentration must be made by the adviser and the program committee.

A wide variety of courses in Creative Arts, Literature, History, and other programs are available to the CTS student, as indicated by the sample of cross-listed courses. However, the number of such courses that may be applied to the concentration in CTS will be determined in every case by the program committee.

“Topics” and “Studies” courses, identifiable on the course list by a number ending in “0,” represent areas within which courses on different topics are offered. A student may repeat these courses inasmuch as the topics change from time to time. Some of the specific subjects included in the Topics/Studies descriptions may not be contemplated at this time, but are included to illustrate the character of the category. Other courses listed are offered on an alternating or irregular basis. For the offerings any given semester, please consult the published course schedule or a member of the CTS faculty.

## COMMUNICATION IN A TECHNOLOGICAL SOCIETY/Course Descriptions

### *PHILOSOPHY AND THEORY*

#### **COM 400 TOPICS IN COMMUNICATION**

**(4 Hrs.)**

Deals with a variety of subjects from advertising and traditions in freedom of the press, to time, sound, language, and the like. Each topic gets a full semester.

#### **COM 401 WORDS**

**(4 Hrs.)**

Cultural epochs are partially defined by the way people use words. Although no progression is implied, we have used words in this order: orally, then in written

and oral form simultaneously, and finally we have electrified them. Perhaps there is no more sensitive indicator of a culture's style than its use and esteem of words. We shall look at these uses, discover their biases, and enjoy the insights into ourselves. A requirement is that each student complete, in some form determined by the student, a creative project with words.

**COM 402 COMMUNICATION (4 Hrs.)**

Helps students arrive at a definition of communication and begins the development of a philosophy of communication. Looks at the evolution process as a function of media.

**COM 403 LANGUAGE IN SOCIETY (4 Hrs.)**

A methodical look at the way people communicate on an interpersonal level, using language as a genesis term rather than a descriptive one. How the language forms the society and vice versa.

**COM 410 TOPICS IN COMMUNICATION SCIENCE (4 Hrs.)**

Topics which reflect the contributions of the natural and social sciences to communication study, including physiology of perception, theory of sound, psychology of small-group communication, and the like.

**COM 413 THE INDIVIDUAL IN A MASS CULTURE (4 Hrs.)**

Deals with individual coping in a technological society and provides alternatives to mass regimentation. While communication theory is reviewed, topics basic to the class include contact: the first four minutes; how to fight fair; channeling anger; effects of architecture on human systems; and developing creative lifestyles.

**COM 414 PEOPLE AND VISUAL ENVIRONMENTS (4 Hrs.)**

Translates mental experiences into visual experiences and deals with perceptions of visual environments such as mass media, architecture, artifacts, advertisements, body language, and spacing. Students participate in discussions and create visual environments using still, motion, and video-tape media.

**COM 415 LANGUAGE: THE FORMATIVE YEARS (4 Hrs.)**

Begins with a study of language acquisition in the infant and traces that development through the acquisition of writing at grade-school age. A comparison of spoken and written communication is a major focus, as well as the writing readiness of a child of six.

**COM 416 TECHNOLOGY AND PUBLIC COMMUNICATION (4 Hrs.)**

Through a review of contemporary information transmission systems, the course examines and criticizes several major theories of mass communication, and develops a perspective on their adequacy in light of contemporary technology.

***HISTORY AND CRITICISM***

**COM 420 STUDIES IN SOUND (4 Hrs.)**

A forum for the investigation of special topics in sound, from sound as art to film music.

**COM 421 ELECTRONIC MUSIC (4 Hrs.)**

For all students interested in materials, techniques, styles, and problems of electronic music. No musical background needed.

**COM 422 ELECTRONIC MUSIC AS COMMUNICATION (4 Hrs.)**

An examination of the theory, history, social context, and current practices of electronic and concrete music; development of facility with synthesizer and tape techniques.

**COM 427 MUSIC OF AMERICAN SUBCULTURES (4 Hrs.)**

Music of blacks, youth groups, workers, etc., in terms of the social conditions that give rise to it.

**COM 430 STUDIES IN THE ART OF THE FILM (4 Hrs.)**

Explores in depth a particular film genre, the cinema of a nation, or the work of a particular director. Topics include Italian cinema, French cinema, the Western,

Orson Welles, Federico Fellini, and others. The advance film-making seminar and certain other film studies of a broad nature also appear in this category.

**COM 431 FILM AS ART (4 Hrs.)**

An examination of the techniques of film art. Major works are screened and analyzed: films by Bergman, Fellini, Kurosawa, and Resnais. Students will be encouraged to undertake short film projects. Some practical instruction given.

**COM 432 EXPERIMENTAL FILM WORKSHOP (4 Hrs.)**

It has been called the underground film, the independent film, and the last hope for American cinema. It has taken many forms, from handpainted to poetic-expressive, from the mythological to the abstract-visual. This class views a large selection of "experimental" films and attempts to arrive at some formulation for what an experimental film really is.

**COM 434 FILM AND LITERATURE (4 Hrs.)**

An exploration of the interaction between film and literature; the relationship between the prose of poets, novelists, and dramatists, and the cinematic techniques of Griffith, Eisenstein, and others.

**COM 436 TELEVISIONLAND (4 Hrs.)**

Television is the dominant form of communication in our age, yet little attention is paid to the implications of programming. The course's content is current television fare from network news to soap operas. The power of television to inform and change people is the over-all concern of the class.

**COM 439 COMMUNITY VIDEO (4 Hrs.)**

Examines the current status of community access video and small format television production as they give expression to local needs and interests. Students examine the video phenomenon at large as well as become involved in its application to the Springfield community.

**COM 440 STUDIES IN MEDIA CRITICISM (4 Hrs.)**

Among media criticism courses which have been offered are Music for Critics, and Contemporary Comedy. Others may include such topics as children's television, violence and the media, and the underground press.

**COM 441 THE CELLULOID CURRICULUM (4 Hrs.)**

Deals with how to enjoy films, how to talk about a film in the classroom, and how to utilize motion pictures most effectively in the classroom. "Texts" are motion pictures applicable for the classroom.

**COM 442 RESPONSIBILITIES OF MASS COMMUNICATIONS (4 Hrs.)**

Includes the philosophy and theory of mass media and the responsibilities inherent in proper use of mass communications. Areas of particular concern include Congressional actions, Federal Communications Commission rules and regulations, judicial precedents, and public responsibilities.

**COM 443 IMPACT AND POTENTIAL OF TELEVISION (4 Hrs.)**

Covers the birth, adolescence, and near-adult period in the history of television's growth. Areas of particular concern in regard to TV's impact and potential and possible forced alterations include news, race relations, sports, entertainment, politics, and the family.

**COM 444 RADIO BROADCASTING (4 Hrs.)**

An overview of radio from Marconi to the present including probes of current programming, management, and news philosophies. A study of how citizens may have an impact on what radio stations do. For those interested, study of material needed to receive a third-class FCC license and an introduction to some practical radio arts as practiced at WSSR, the university's public radio station.

**LAB AND STUDIO**

**COM 355 MEDIA WORKSHOP (4 Hrs.)**

An introduction to the world of hardware, emphasizing a "hands-on" approach to video, audio, film, and photography. Each student is expected to produce a creative media project for the course.

- COM 450 STUDIES IN VISUAL COMMUNICATION (4 Hrs.)** COMMUNICATION IN A TECHNOLOGICAL SOCIETY  
Subsumed under this heading are several topics which relate to the visual aspects of communication experience, from signs and symbols to the perception of space and color, and the creation of illusion.
- COM 451 FILMMAKING I (4 Hrs.)**  
An investigation of the techniques and art of filmmaking designed for the serious student of film; emphasis is on cinematography.
- COM 452 FILMMAKING II (4 Hrs.)**  
A continuation of Filmmaking I with an emphasis on editing.
- COM 455 MULTI-MEDIA PRODUCTION (4 Hrs.)**  
Students conceive, design, and execute a multi-media production. Involves video, slides, tapes, films, and graphics.
- COM 460 PRACTICUM (2 to 4 Hrs.)**  
Various media practica provide opportunities to gain experience and hone skills in such production/practice areas as filmmaking, radio broadcasting, television production, synthetic sound production and recording, and still photography.
- COM 462 BASIC TELEVISION PRODUCTION (4 Hrs.)**  
An introduction to equipment, materials, and techniques used in television broadcasting, including television cameras, graphic materials, and fundamental principles of television writing. Students also develop basic skills in television directing.
- COM 463 WRITING FOR BROADCAST (4 Hrs.)**  
A survey of fundamental writing and scripting requirements of the broadcasting industry. Covered are basic news style, the public service program, the commercial, and "unscripted" productions.
- COM 465 SCHOOL TELEVISION (4 Hrs.)**  
A survey of school-related uses of television, from classroom applications of videotape to the writing and producing of school shows for broadcast.
- COM 470 STUDIES IN VERBAL COMMUNICATION (4 Hrs.)**  
In addition to dealing with the written or printed word, like Magazine or Communication in Print, this category will include topics in linguistics, speech, and other areas.
- COM 471 INTERPERSONAL COMMUNICATION (4 Hrs.)**  
Various approaches to interpersonal communication are viewed and "tried" with observation work in role playing, body movement, journal-keeping and reading, fantasy and dream work in Gestalt, and related modes of process change of the self.
- COM 474 JOURNALISM THEORY AND PRACTICE (4 Hrs.)**  
Besides reviewing major issues in journalism in the United States, students examine and discuss major American journals as well as write and edit news and feature stories.
- COM 476 ORAL READING (4 Hrs.)**  
Primarily a production course leading to dramatic reading performance. Students who want to write for oral performance as well as students who want to develop oral reading skills are encouraged to enroll. Suitable for educators and librarians who deal with story reading and telling, since the dramatic potential of the voice is studied and developed. Basically, a study of the art of oral reading in its many uses within the human community.
- COM 479 PUBLIC SPEAKING FOR BUSINESS, LEGISLATIVE, AND COMMUNITY LEADERS (4 Hrs.)**  
A performance course preparing the individual for formal and informal speaking where there is a need to inform and persuade. Communication strategies as well as Aristotelian forms of debate and argumentation are studied. Basic microphone and announcing technique may be included according to class needs. Videotape facilities available.

**COM 480 COMMUNICATION SYSTEMS AND TECHNOLOGIES (4 Hrs.)**

“Systems” as used here may refer to organizational structures or institutions which have a primarily communicative function. Technologies may include simple ones relating to writing and its origins as well as complex ones exemplified by laser and satellite communications technologies.

**COM 481 PHOTOGRAPHY FOR COMMUNICATORS I (4 Hrs.)**

For teachers, librarians, media specialists, and others who wish to employ photography as a means of communication. Students gain basic competencies in determining exposure, composition, operation of cameras, processing black and white film, and making prints. Students are assisted in formulating a photographic philosophy of their own through exposure to pictures and thoughts of a variety of photographers.

**COM 482 PHOTOGRAPHY FOR COMMUNICATORS II (4 Hrs.)**

Builds on knowledge and skills developed in COM 481. Each student completes a photo documentary project. Class and lab instruction focuses on techniques useful in completing projects, refinement of existing skills, and other topics in which students have expressed interest (e.g., artificial light, mounting and display, color-slide processing). Prerequisite: COM 481 or with permission of instructor.

**COM 483 CREATIVE PHOTOGRAPHY (4 Hrs.)**

The course presumes a basic knowledge of photography and some darkroom technique. Photography as an art form is studied, and students develop their own techniques and experiments. Students with limited background in photography should take COM 481 and/or COM 482 prior to taking this course.

**COM 499 TUTORIAL (1 to 12 Hrs.)**

Individuals or small groups of students may arrange for special courses on otherwise unavailable topics, subject to availability of an instructor, and program committee approval if it is to be applied to the CTS concentration.

*The following courses offered elsewhere in the university are approved for cross-listing by the Communication in a Technological Society Program. Through petition to the program committee, it is possible for the student and adviser to obtain approval for additional courses in other programs.*

- CRA 308 Graphics
- CRA 335 to 338 Graphic Design I, II, III, IV
- HIS 424 American History Through the Camera's Eye
- HIS 426 The Reporter as Reformer: Investigative Journalism in America
- LIT 465 History of the English Language
- LIT 471 Perceptual Writing
- LIT 472 The Personal Journal
- LIT 474 Journalism: Theory and Practice
- PHI 434 Philosophy of Language and Art
- SOA 463 Propaganda, The Mass Media, and Social Control

## Community Arts Management

M.A.  
(40 Hrs.)

**PROGRAM FACULTY** – David C. Sennema.

The Community Arts Management Program is a graduate program offering the Master of Arts degree. Its purpose is to prepare people for work in the area of community arts activities. Graduates of



the program will be prepared to make things happen in multi-arts situations, such as community and state arts councils, arts centers, or the relatively new and growing field of arts divisions within community recreation programs.

### ENTRANCE REQUIREMENTS

The program is open only to the graduate student with a background in the arts and an inclination toward administration. A student interested in the program must apply to the director of the program for entrance consideration. Being admitted to the university does not secure admission to Community Arts Management. Enrollment will be limited to ensure that students receive a maximum of individual attention.

### DEGREE REQUIREMENTS

Students should expect to complete the degree program in two full years, one year of course work and the second year in an internship. Each student in the first year will participate in a field study program arranged with community arts organizations in the Springfield area and a weekly Forum series involving some of the nation's leaders in the arts. The second year of the program will involve a nine-months to one-year internship with an arts organization somewhere in the country. During the internship period the student will be able to test the information and ideas generated in the first year of the program and will at the same time be gaining actual work experience.

## COMMUNITY ARTS MANAGEMENT/ Course Descriptions

### CAM 501-502 EXPERIENCE

(4 Hrs.)

Students work with local arts organizations and campus productions which offer practical experience in arts administration. The course gives students an oppor-



tunity to learn the language of the various arts and a chance to test ideas. Field trips outside Springfield will be arranged to provide exposure to more sophisticated arts operations. Prerequisite: admission to Community Arts Management Program.

**CAM 521-522 FORUM****(2 Hrs.)**

Recognized leaders in the field of arts administration are brought to Springfield to meet with students. This provides current information on trends in the arts while giving students the opportunity to exchange ideas with the guests. Prerequisite: admission to Community Arts Management Program.

**CAM 570 INTERNSHIP****(8 Hrs.)**

The Community Arts Management internship consumes from nine months to a year of the second year of the M.A. program. The internship location is arranged by the program director after consultation with the student and might take place anywhere in the country. The location takes into consideration the student's interests and background and what's available. The internship is intended to give the student an opportunity to develop greater depth in arts administration, building on the experience and course work of the first year. An attempt is made by the university to find at least partial funding for the internship.

After the internship period, the student returns to Springfield for a final two-weeks session. This involves a review of the internship and the first year of course work as well as some problem-solving exercises. Upon satisfactory completion of that session the degree will be awarded.

**CAM 599 INDIVIDUAL PROJECT****(2 to 4 Hrs.)**

Students work on individual projects in consultation with faculty members.

## Creative Arts

**B.A.**  
**(60 Hrs.)**

**PROGRAM FACULTY** – Norman Hinton, Nina Kasanof, Marian Levin, Bruce Magidsohn, Guy Romans, Phyllis Safman, Mark Siebert, Dan Spillane, Larry Smith, Jerry Troxell.

**ADJUNCT FACULTY** – Leslie Conavay, Carlton Eldridge, Robert Evans, Lucinda Garretson, Richard Garretson, Fred Greenwald, Sr. M. Annunciate Horan, Raymond Keldermans, David Mitchell, Daniel Reuning, Robert Wagenknect, Harriet Williams.

The Creative Arts Program provides a setting within the university for the study of music, the visual arts, theatre, dance, and creative writing that is both inter-disciplinary and multi-disciplinary in nature. It is a program dedicated to the belief that all human beings share a basic desire to gain perspective, joy, and inspiration by creating, each to her or his own measure, something which is original; is imaginative; and can be, if desired, shared with others. In keeping with this belief most courses in the program are open to all members

of the university community. Even the more specialized offerings are made available to students outside the program who are willing to demonstrate to the instructor a basic preparation for their study. The program is aimed particularly at the needs of students who wish to pursue the arts as an instrument of personal growth and fulfillment, or who should explore creative activities to better equip themselves for careers in such fields as education, communication, recreation, town planning, and arts administration. When augmented by directed individual study the program can serve as a preparation for advanced work in certain arts areas.

## ENTRANCE REQUIREMENTS

While the program encourages participation from all segments of the university, those students intending to complete a creative arts major should be able to demonstrate to the program faculty a basic competence in at least one of the arts within their first semester of study. Other requirements for entrance into the program are identical with general university requirements.

## DEGREE REQUIREMENTS

In keeping with the idea that a real knowledge of the arts stems from doing as well as studying, the student's work is directed towards two major goals: 1) understanding Craft and Materials and 2) understanding Ideas and Contexts. In the area of Craft and Materials two categories of classes are offered: Alpha Courses which are intended to provide introductory and exploratory experiences in a particular field where students have had no prior instruction, and Methods-Process Courses which are designed to provide a more advanced kind of instruction that continues the development of previously acquired skills. Under Ideas and Contexts, courses are offered in two groupings: Style-Period Perspectives and Topical Perspectives. There are no prerequisites for these.

To complete work for a Bachelor of Arts in the Creative Arts, a student must fulfill the following requirements:

Craft and Materials .....	16 hours
Multi-Arts Workshop .....	4 hours
Alpha Courses .....	minimum 4 hours
(must be outside student's	
general area of competence)	
Methods-Process Courses .....	minimum 4 hours
Private Study .....	Optional
Ideas and Contexts .....	14 hours
Style-Period Perspectives .....	minimum 4 hours
Topical Perspectives .....	minimum 4 hours
Multi-Arts Colloquium .....	2 hours
Public Affairs Colloquia .....	6 hours
Applied Study Term .....	8 hours
Electives .....	16 hours



## CREATIVE ARTS/Course Descriptions

### *CRAFT AND MATERIALS*

*Alpha Courses* are designed to provide introductory experiences in the sense-realms of the various arts. Previous arts experience or training is not required and classes are open to the entire university community.

**CRA 301 PRINCIPLES OF ACTING (4 Hrs.)**

A general framework for expanding awareness of the dramatic potential of life, including effective communication and behavior. The student is introduced to acting and directing, as well as the concept of relating theatrical practice to "staged" situations in the world of work.

**CRA 302 PAINTING AWARENESS (4 Hrs.)**

Introduces the student to various techniques and media of drawing and painting. Problems in analyzing and criticizing are also explored.

**CRA 303 SCULPTURE (4 Hrs.)**

Introduces the student to a variety of three-dimensional media, the processes involved, and the possibilities of appropriate expression.

**CRA 305 MOVEMENT (4 Hrs.)**

The development of sound dance techniques as applied in all movement experiences; the culminating project to be in performance form.

**CRA 307 DOING MUSIC (4 Hrs.)**

Performing and organizing sound using a variety of musical processes and notations. Emphasis is on learning tool skills for future explorations.

**CRA 308 GRAPHICS (4 Hrs.)**

An introductory investigation into the use of free design elements to prepare the student for future study in painting or graphic design.

**CRA 315 MULTI-ARTS WORKSHOP (4 Hrs.)**

A semester-long sequence of mini-workshops by all program faculty in the arts areas they represent. Designed to be taken during a student's first semester as an introduction to the program and its faculty. Auditing permitted as resources and space permit.

*Methods-Process Courses* are designed to continue the development of previously acquired skills and techniques in a particular arts area. Enrollment generally is with permission of the instructor.



Since classes are labeled I, II, III, and IV due to the changing content and the individualized nature of the instruction, a student may enter many of them out of sequence. Such courses are marked with an asterisk. Some courses do require a sequential progression, however, so early consultation with the instructor is advisable.

**\*CRA 311, 312, 313, 314 THEATRE AND COMMUNITY I, II, III, IV (4 Hrs.)**

The role of the director and the various elements of the production process in community theatre. Technical, analytical, and critical problems as well as practical needs of managing the house, ticket office, and publicity are studied in relation to an actual production.

**\*CRA 321, 322, 323, 324 PAINTING I, II, III, IV (4 Hrs.)**

Concentrates on the use of various painting media, such as acrylics, oil, and watercolor. Students are encouraged to work on individual as well as group projects.

**\*CRA 325, 326, 327, 328 SCULPTURE I, II, III, IV (4 Hrs.)**

A course in three-dimensional media relating to form and space. Each student works individually with the instructor.

**\*CRA 331, 332, 333, 334 CERAMICS I, II, III, IV (4 Hrs.)**

A course designed to let each student develop skills with clay, including use of the potter's wheel, slab-building, glazing, etc. Each student works individually with the instructor.

**CRA 335, 336, 337, 338 GRAPHIC DESIGN, I, II, III, IV (4 Hrs.)**

Design for printing and reproduction, from layout to finished art.

**\*CRA 341, 342, 343, 344 INSTRUMENTAL ENSEMBLE—  
CLASSICAL I, II, III, IV (4 Hrs.)**

Ensemble performance with small wind, string, and percussion groups. Music of various styles and periods is rehearsed and performed. Previous training and skill in playing a musical instrument is required.

**\*CRA 345, 346, 347, 348 INSTRUMENTAL ENSEMBLE—  
JAZZ ROCK I, II, III, IV (4 Hrs.)**

Ensemble performance in Jazz and Rock styles with an emphasis on developing a student's potential for improvisation within the idiom. Experience in playing Jazz or Rock is necessary.

**\*CRA 351, 352, 353, 354 VOCAL ENSEMBLE I, II, III, IV (4 Hrs.)**

The development of vocal ensemble techniques and building of repertoire representative of various periods. Practical experience through performance at university and community functions.

**\*CRA 355, 356, 357, 358 OLD MUSIC ENSEMBLE I, II, III, IV (4 Hrs.)**

Performance of older music — from the Middle Ages through approximately 1750 — with attention to historical accuracy. When possible, historical instruments are used; and students generally have the opportunity to develop some performance skills on at least one of them. Open to selected instrumentalists and singers.

**\*CRA 361, 362, 363, 364 DANCE I, II, III, IV (4 Hrs.)**

To be announced.

**CRA 367-368 COMPREHENSIVE MUSICIANSHIP III, IV (4 Hrs.)**

Deals with musical form and analysis, conducting, and performance in an integrated setting. A competency equivalent to at least one year of undergraduate music theory instruction is required as a prerequisite, as is the ability to perform vocally or on a musical instrument.

**CRA 370 PRIVATE STUDY (1 or 2 Hrs.)**

Private, applied study in one of the arts. Part of the Craft and Materials requirement may be satisfied by private study, although students are urged to enroll in course work when possible. The program coordinator will provide a list of approved instructors for students desiring such study for credit. Fees for private study are arranged directly between student and instructor, and are paid in addition to the regular university fee for the semester hours of credit granted. The provision for private study applies mostly to students in music and dance but may be used by students in other areas. This course may be repeated for an indefinite number of semester hours.

**CRA 371 MULTI-ARTS COLLOQUIUM (2 Hrs.)**

A class devoted to the articulation of critical insights as they apply to student works, especially those completed in the more advanced Methods-Process courses. All program faculty participate at times in joint discussion with students and fellow faculty members and at times in individual presentations. Recommended as a closure experience during a student's final semester.

**CRA 390 INTEGRATED PROJECT(S) (4 Hrs.)**

In consultation with the instructors and on a contractual basis, the student devises a project relating and integrating work in more than one of the Methods-Process courses currently being offered. The course may be repeated.

***IDEAS AND CONTEXTS*****CRA 470 STYLE-PERIOD PERSPECTIVES (4 Hrs.)**

An examination of the interrelation of the various arts in a specific time period — usually a period of stylistic change. At least four different periods are considered during each two-year academic span. Although the course may be repeated without limit, the course on a particular period may not be repeated for credit.

**CRA 480 TOPICAL PERSPECTIVES (4 Hrs.)**

An examination of thematic connections among the arts cutting across time periods. At least four different topics are considered during each two-year academic span. Although the course may be repeated without limit, the course on a particular topic may not be repeated for credit.

***OTHER COURSES*****CRA 410 APPLIED THEATRE (2 or 4 Hrs.)**

Applied work in the production and presentation of a play. Credit is allowed for acting and for various aspects of production, such as set design and construction, electrical work, management, etc. The course may be repeated.

**CRA 440 FOLK MUSIC WORKSHOP (2 Hrs.)**

A study of the originals and variants of American folk songs. The class shares instrumental and vocal techniques and performs for university and community functions. This course may be repeated for an indefinite number of semester hours.

The following courses offered elsewhere in the university are approved for cross-listing by the Creative Arts Program, in the categories indicated.

*Alpha*

- COM 421 Electronic Music
- COM 426 Music Since 1950: Composition for Non-Musicians and Musicians
- COM 355 Media Workshop
- COM 462 Basic Television Production
- COM 476 Oral Reading
- COM 481 Photography for Communicators I
- LIT 375 Expository Writing

*Elective*

- COM 427 Music of American Subcultures
- COM 450 Studies in Visual Communication
- PHI 434 Philosophy of Language and Art

*Methods-Process*

- COM 451 Filmmaking I
- COM 455 Multi-Media Production
- COM 482 Photography for Communicators II
- COM 483 Creative Photography
- LIT 470 Creative Writing
- LIT 471 Perceptual Writing
- LIT 472 The Personal Journal

## Economics

B.A.  
(60 Hrs.)

M.A.  
(40 Hrs.)

*PROGRAM FACULTY* – Michael Ayers, John D. Bowman, Clarence Danhof, Walter D. Johnson, William Moskoff, John R. Munkirs, Wayne Snyder, Ronald Sutherland, Leroy Wehrle.

*ADJUNCT FACULTY* – Lewis Herndon.

The tools of economic analysis are relevant to many contemporary issues and problems facing our society. Economists have found viable career opportunities in all major sectors of our economy – business, government, and other nonprofit organizations. At the B.A. level employment opportunities have been greatest in business and government. However, the B.A. degree does not usually qualify the student to work solely as an economist. At the M.A. level the student can expect to find many more employment opportunities which directly utilize the tools of economic analysis.

The Economics Program at Sangamon State emphasizes the development of an analytical framework applicable to the dynamic problems of man. In addition to preparing students to apply the tools of economics to social, governmental, and business problems the program also aims at developing citizens literate in the economic problems of society. The program consists of a basic core of theory covered by undergraduate courses in microeconomics, mac-

roeconomics, and statistics; specialized field courses which emphasize areas closely related to human and environmental problems; and opportunities for the application of the background provided in the first two segments of the program to community, business, and governmental situations through seminars, courses, tutorials, and workshops.

The primary program goal is to offer top-quality education in all the sub-specialties within economics. This permits the student to choose that specialty which best suits his or her career goals, e.g., Money and Banking, Public Finance, and so on. However, within this framework students are expected to acquire the theoretical and quantitative skills common to all economists.

The existing structure within economics represents a judicious blending of the traditional and the new and innovative. Beyond covering traditional areas common to all quality economics programs, the faculty have expertise in such new areas as economic discrimination, environmental economics, educational economics, poverty and welfare, portfolio analysis, and social and governmental problems.

## THE BACHELOR'S DEGREE

The student entering the Economics Program should have a background in the social sciences or the equivalent in experience, plus basic mathematical skills. With his adviser and, when necessary, with other members of the economics faculty, the student works out his own individual program. Generally, the undergraduate takes the three core courses in theory and statistics and a minimum of four additional courses in the various fields of economics.

## THE MASTER'S DEGREE

The basic objective of the M.A. program is to provide an experience which will assist the student in becoming a competent

THE LABOR/OUTPUT STRUCTURE OF THE UNITED STATES ECONOMY



economist. This means that emphasis will be given to applying the principles of economic theory and quantitative tools to real world problems. Entering graduate students are not required to have had an extensive undergraduate training in economics, although in some cases making up certain deficiencies may be an extra requirement. The requirements for the M.A. degree in economics are 40 hours of course work to consist of a minimum of 24 hours in economics at the 500 level, including a four-credit-hour master's project. These must include two areas of advanced economic theory and one area of quantitative methods. With prior approval certain 400-level courses may be counted towards fulfilling the 500-level requirements. The remainder of the program must include four hours of PAC, and up to 12 hours of electives.

## **ECONOMICS/Course Descriptions**

### *THEORY, STATISTICS, AND ECONOMETRICS*

#### **ECO 401 INTERMEDIATE MICROECONOMICS (4 Hrs.)**

Theory of prices and markets covering theory of demand, theory of production; pricing under conditions of competition and monopoly; allocation and pricing of resources; partial and general equilibrium theory; and welfare economics. An analysis of current economic practices and technological changes in firms and industries; practical applications of all theory. Students concentrating in Economics should take this course as early as possible. Students with no previous work in economic theory should consult with an adviser before enrolling.

#### **ECO 402 INTERMEDIATE MACROECONOMICS (4 Hrs.)**

Analysis of the role of government, consumers, and business in the determination of aggregate income, employment, and price level. Primary classroom attention will be given to development of a model of income determination, with discussion of the model's relation to classical economic theory and its policy and social implication. Students concentrating in economics should take this course as early as possible. Students with no previous work in economic theory should consult with an adviser before enrolling.

#### **ECO 403 INSTITUTIONAL THEORY (4 Hrs.)**

Analysis of impact of recent developments in philosophy, logic, anthropology, and other social sciences on conventional economic theory.

#### **ECO 406 MATHEMATICAL ECONOMICS (4 Hrs.)**

Organized along economic rather than mathematical lines, intended to equip the student with the ability to integrate mathematical techniques and economic analysis.

#### **ECO 408 HISTORY OF ECONOMIC THOUGHT (4 Hrs.)**

The creation and evolution of the body of knowledge and doctrine designated as "economics." Particular attention to the historical and social circumstances from which various concepts evolved, and "theory" creation as an art.

#### **ECO 409 RADICAL POLITICAL ECONOMICS (4 Hrs.)**

Covers development of radical thoughts in Western civilizations from Socrates through Trotsky, Stalin, and into the present. The orientation will be identifying relationships between theoretical ideas and pragmatic implementations.

#### **ECO 411 THE ECONOMIC AND PHILOSOPHICAL THOUGHT OF KARL MARX (4 Hrs.)**

An analysis of the Marxian system, developing in detail the Marxist critique of



capitalism. Includes the theories of value, surplus value and exploitation, reserve army of the unemployed, and alienation; nature of crisis under capitalism; tendency to a falling rate of profit under capitalism; and tendency toward monopoly under capitalism.

**ECO 412 ECONOMICS OF INFLATION (4 Hrs.)**

Leading theories of the causes of inflation — i.e., cost push, demand pull — are developed and analyzed both empirically and theoretically with reference to the postwar US period. Keynesian and monetarist theories are compared, as well as their policy implications. A course in intermediate macroeconomics or money and banking is recommended prior to enrolling.

**ECO 413 ECONOMETRICS (4 Hrs.)**

Develops the statistical techniques used to estimate economic relationships, e.g. demand, supply, production, consumption functions, etc. An introductory statistics course is very strongly recommended.

**ECO 414 ECONOMIC AND BUSINESS FORECASTING (4 Hrs.)**

Methods for forecasting general economic activity and such individual business variables as sales, inventories, and production. Principal topics include: econometric expenditure models, forecasting price changes, production functions, productivity, and estimating supply and demand functions. Student research is a large component of this course. Prerequisite: ECO 401, ECO 402, and statistics or equivalents.

**ECO 501 ADVANCED MICROECONOMIC THEORY (4 Hrs.)**

Optimization techniques as applied to demand, cost, and production theory. Other topics include general equilibrium, market structures, capital theory, distribution theory, as well as recent mathematical topics of game theory and input-output.

**ECO 502 ADVANCED MACROECONOMICS (4 Hrs.)**

Designed to follow Intermediate Macroeconomic Theory. A further and more in-depth study of the theory and models of macroeconomics. Involves theory from the "classical model" through Keynesian ideas. Some knowledge of math helpful.

**ECO 503 ADVANCED INSTITUTIONAL ECONOMICS (4 Hrs.)**

Evolution, organization, and allocation functions of the modern industrial economy. Contribution and limitations of conventional economic concepts. Philosophical and theoretical interpretations of the economy in light of contemporary developments in philosophy and social science.

**ECO 508 SEMINAR: HISTORY OF ECONOMIC THOUGHT (4 Hrs.)**

An in-depth study of particular schools of economic thought: i.e., Physiocratic, Mercantilist, Classical, Neo-Classical, Marxism, etc. Students have considerable latitude in choosing an area of concentration.

**ECO 512 ADVANCED MONETARY AND FISCAL POLICY (4 Hrs.)**

Considers the principles of monetary and fiscal policy in depth, then documents how the policies have been enacted in the postwar US period, and finally examines critically the relative effectiveness of these policies. Prerequisites: ECO 402 and ECO 435.

**ECO 519 MASTER'S PROJECT (4 Hrs.)**

A research project individually designed to permit the student to demonstrate knowledge of economic theory and ability at applied analysis. With permission of instructor.

*ECONOMIC HISTORY AND COMPARATIVE SYSTEMS*

**ECO 415 US ECONOMIC HISTORY (4 Hrs.)**

A survey of the major sources of economic development from colonial era to

World War II. Special attention is given to sectoral contribution: foreign trade, cotton and slavery, government, finance, transportation, and industry.

**ECO 416 GROWTH OF THE AMERICAN ECONOMY 1945-1980 (4 Hrs.)**

Analysis of developments, current focus, and trends in the principal areas of the American economy: population, income and its distribution, industrial labor and market organization, agricultural, the service industries, governmental expenditures and service, international economic relationship, and others. Synthesized and interpreted in the light of changes in technology and social values.

**ECO 417 EUROPEAN ECONOMIC HISTORY (4 Hrs.)**

A survey of major economic change, 1000-1914. Feudalism, mercantilism, the era of industrialization.

**ECO 418 THE WESTERN EUROPEAN ECONOMIES SINCE 1945 (4 Hrs.)**

Post-World War II development of the economic organization and policies of the Western European countries. Emphasis on the development of the European economic community in its political, administrative, and programmatic aspects. Significance of the EEC to the United States.

**ECO 421 COMPARATIVE ECONOMIC SYSTEMS (4 Hrs.)**

A number of economic problems and subject areas are analyzed as they are treated under different economic systems and by different countries. Study options include environmental pollution, social security, fiscal policy, monetary policy, mass transit, leisure, and women.

**ECO 422 SOVIET ECONOMICS (4 Hrs.)**

A comprehensive examination of Soviet economic planning since 1917. Emphasis on analyzing the functional and dysfunctional aspects of planning, especially as they relate to ideological and pragmatic questions.

**ECO 423 POLITICAL ECONOMY OF TECHNOLOGICAL CHANGE (4 Hrs.)**

A critical review of the processes whereby new technology is developed, applied, and regulated. Evaluation of the aggregative effects of technological change and the impact of changing social values upon the technological system.

## *LABOR ECONOMICS*

**ECO 425 LABOR ECONOMICS (4 Hrs.)**

The application of economic principles to the problems of the labor sector of the American economy. Includes employment, unemployment and manpower policies, wage determination and wage policy, development and organization of trade unions in the private and public sectors, and social legislation and policy for the labor market as these relate to contemporary social and economic problems.

**ECO 426 MANPOWER ECONOMICS (4 Hrs.)**

The functioning of the labor market with consideration of wages, mobility, labor supply, and unemployment. Analysis and evaluation of the role of government in the labor allocation process, and projecting future tasks.

## *MONEY AND FINANCE*

**ECO 435 MONEY AND BANKING (4 Hrs.)**

The first part of the course concentrates on the principles of banking, with commercial banks and the Federal Reserve System as central topics. Monetarist and Keynesian monetary theories are then developed and empirical evidence on the effectiveness of monetary policy is presented.

**ECO 437 ECONOMICS OF SECURITIES MARKETS (4 Hrs.)**

Methods of security analysis for defensive and enterprising investors. Examination of financial statements, security markets, types of investment media, and

investment practices. The economic function of saving and capital formation and its reflection in securities, security markets, and types of investors.

**ECO 438 ECONOMICS OF FUTURES MARKETS:  
THEORY AND PRACTICE (4 Hrs.)**

First part focuses on the economic functions of future markets in general. Analysis is on speculation and its impact on price movements. The last part focuses on the actual workings of real world futures markets, emphasizing specific exchanges, the roles of trading firms, dealers, and speculators.

**ECO 535 ADVANCED MONETARY THEORY (4 Hrs.)**

An advanced course which makes extensive use of the professional literature. Topics include supply of money, demand for money, interest rates, and monetary policy.

*INTERNATIONAL AND DEVELOPMENT ECONOMICS*

**ECO 445 ECONOMIC DEVELOPMENT (4 Hrs.)**

Introductory course presents an overview of the principal problems of the Third World. Some major theories of the causes of low income are examined as are various applications of economic analysis to specific policy issues. Social and political considerations surrounding the development process and problems are also discussed. A limited number of country cases are presented for illustration.

**ECO 447 INTERNATIONAL TRADE (4 Hrs.)**

The first half centers on establishing and examining the free trade model. The remaining time is spent studying real world impediments to the theoretical model with particular emphasis on the problems encountered by the United States in the past decade. Completion of a course in intermediate microeconomic theory prior to enrollment is recommended.

**ECO 449 THE WORLD ECONOMY (4 Hrs.)**

An overview of the fabric of the world economy, in terms of trade, finance, exchange rates, monetary reserves, poverty, wealth, multi-national corporations, and governments, with the objective of understanding and assessing current performance and future prospects. The complexity and precariousness of the international economic system will be examined. Emphasis is given to how the over-all system functions, who it serves, and what directions of reform are needed. Prior economic study is not required.

*PUBLIC ECONOMICS*

**ECO 455 STATE AND LOCAL FINANCE (4 Hrs.)**

The impact of recent changes in the Federalism system: radical cutbacks in federal grant-in-aid programs, state and local government fiscal positions and priority problems, and revenue sharing. Primary interest centers around revenue sharing both in its historical context and its current dimensions.

**ECO 456 PUBLIC FINANCE (4 Hrs.)**

An analysis of the meaning and economic significance of the government sector in a private enterprise economy.

*INDUSTRIAL ORGANIZATION AND PUBLIC POLICY*

**ECO 461 INDUSTRIAL ORGANIZATION (4 Hrs.)**

The structure, conduct, and performance of American industry. Historical evolution of American industry; alternative industrial systems; antitrust policies and their alternatives. Technological change and its impact on both industrial performance and conventional economic theory.

**ECO 462 GOVERNMENT REGULATION AND BUSINESS (4 Hrs.)**

Topics examined include 1) the basic facts surrounding our private and public institutions wherein the current problems of regulation emerge; 2) the central economic principles that form the foundations for government regulation, and 3) the antitrust laws and their administration.

**ECO 463 ENTREPRENEURSHIP AND ORGANIZATION (4 Hrs.)**

Problems of the establishment, growth, and management of larger private organizations as viewed historically and biographically. Emphasis on analysis of opportunities and problems and appraisal of solutions relating to significant institutional, administrative, technological, and economic concerns.

**ECO 465 MACROECONOMIC POLICY (4 Hrs.)**

An analysis of the monetary and fiscal institutions of modern American society in regard to their ability to implement policy goals concerned with employment, income distribution, and economic growth. Students should confer with instructor prior to registration.

**ECO 467 POLICY ANALYSIS (4 Hrs.)**

An introductory and survey course examining how policy questions in business and government can best be analyzed and presented to decision-makers. Covers questions of knowledge and various theories of decision-making directed toward the question: can better policy analysis lead to better decision-making? Each student prepares a policy analysis paper for presentation to the class. Practical orientation. No prior economics or mathematics required.

**ECO 561 ADVANCED SEMINAR IN INDUSTRIAL ORGANIZATION (4 Hrs.)**

A detailed analysis of several industries and corporations with emphasis on the development of data gathering and research techniques. Specific attention will be given to the development of multinational/anational corporations and their import on the nation state concept.

***HUMAN RESOURCE AND WELFARE ECONOMICS*****ECO 474 ENVIRONMENTAL ECONOMICS (4 Hrs.)**

Designed to acquaint the student with the basic theoretical tools necessary to examine current environmental problems from an economic standpoint. Externalities, cost assignment, and environmental problems associated with economic growth are covered. Course in intermediate microeconomic theory prior to enrollment is recommended.

**ECO 479 ECONOMICS OF POVERTY (4 Hrs.)**

Examination of the development of nature of employee organization, collective bargaining, and public policies on labor relations in the public sector — federal, state, and local. Analysis of contemporary bargaining relations, procedures, problems, and consequences.

**ECO 481 ECONOMICS OF WOMEN (4 Hrs.)**

This course examines such issues as the factors determining the supply and demand for female labor, occupational concentration of women, unequal pay, credit discrimination, professional women, male-female income differentials, women and the labor unions, the historical evolution of women's work roles, and the sociological factors which determine these roles.

**ECO 482 ECONOMICS OF DISCRIMINATION: BLACK AMERICA (4 Hrs.)**

A survey course focusing on a brief economic history of black America; economic impact of racial discrimination against black Americans; and an evaluation of past, present, and proposed future programs to ease or eliminate economic problems created by white racism. While the focus is entirely on black Americans, much of the analysis is relevant to other minority groups subjected to economic discrimination based on race.

**ECO 483 BUSINESS AND GOVERNMENT AND URBAN ENVIRONMENT (4 Hrs.)**

Examines selected aspects of the urban environment that are increasingly major

concerns of business policy makers: growth and development of contemporary metropolitan areas, housing and transportation, the inner city, poverty and racial problems, and urban finance and politics. Recognition is given to the particular urgency which the contemporary American urban scene has for most large-scale businesses and the changing character of possible responses.

**ECO 484 URBAN ECONOMICS****(4 Hrs.)**

The study of social concerns within the urban environment: the historical relationships between science and man's processes for creating value; an investigation of how science and technological change have affected the form and substance of urban life, including some anthropological studies on tribal behavior; and finally an investigation of the urban process in a more contemporary tone.

**ECO 486 SOCIAL POLICY****(4 Hrs.)**

A survey course covering government policy and programs in the areas of health and welfare, with emphasis on the cultural and political setting in which social policy is made. Includes both an historical review of health and welfare policies and an examination of economic, sociological, administrative, and political factors which shape current policy and which define policy choices for the future.

**ECO 487 NATIONAL HEALTH POLICY****(4 Hrs.)**

An analytic and descriptive study of national health policy in America in terms of the philosophy, history, politics, economics, sociology, and administration of health care with emphasis on the broad social policy setting in which health policy is made and the complex workings of the system by which health care is provided. Within this general context the various national proposals for health care reform are examined. No prior study of economics is required.

**ECO 584 ADVANCED URBAN ECONOMICS****(4 Hrs.)**

An in-depth study of the interworking of an urban economy. It deals with some theoretical constructs and issues as well as some of the more practical aspects of the urban economy. The student should have a working knowledge of economic principles and previous exposure to urban economics.

*The following courses offered elsewhere in the university are approved for cross-listing by the Economics Program. With prior approval, other courses can also satisfy the concentration requirements.*

- ACC 421 Administrative Uses of Accounting Information
- ADB 532 Business and Economic Research
- ADG 411 Analytical Tools
- ADG 413 Operations Research for Managerial Decisions
- ADG 571 Managerial Economics
- ADP 431 Public Budgeting
- ADP 433 American Poverty and Public Policy
- ADP 533 Public Financial Administration
- MAT 341 Applied Statistical Methods
- MAT 345 Managerial Statistics
- MAT 401 Applied Statistics I
- MAT 402 Applied Statistics II
- MAT 403 Statistics for Economics and Management
- MAT 404 Statistics — A New Approach
- MAT 405 A Computer-Oriented Approach to Statistics
- MAT 409 Techniques of Analysis
- MAT 433 Mathematical Models I
- MAT 434 Mathematical Models II
- MAT 436 Applied Multivariate Analysis
- MAT 437 Applied Regression Analysis
- MAT 447 Mathematical Statistics I
- MAT 448 Mathematical Statistics II
- MAT 481 Linear Programming Theory
- MAT 482 Linear Programming Applications
- MAT 545 Multivariate Analysis
- MAT 547 Linear Statistical Models
- PSY 301 Quantitative Methods in Behavioral Sciences: An Introduction

# Environments and People

B.A.  
(60 Hrs.)

M.A.  
(40 Hrs.)

*PROGRAM FACULTY* – Alexander J. Casella, Robert C. Haynes, Edward L. Hawes, Peter Kakela, Malcolm P. Levin, John P. Pearson, Charles Schweighauser, Jerry Wade.

*ADJUNCT FACULTY* – Vernon Bowser, Charlotte Campbell, D. K. Caspary, W. H. Kline, Morris Cooper, Carl L. Faingold, Forrest Goodall, Walter Kippel, Dennis Mann, Leonard Maroun, Walter Myers, Dighton F. Rowan.

Interrelationships between people and their environments is the program focus. People are regarded as forming parts of biologically and culturally adaptive systems. The natural environment — including both the biotic and the abiotic, the living and the nonliving elements — is considered in detail. Ecosystems, social systems, and value systems are studied not as separate entities but as parts of interrelating wholes. Faculty from the humanities, social sciences, and natural sciences are brought together to provide diverse discipline bases on which interrelationships and interdependencies can be thoroughly explored.

The over-all goal of the Environments and People Program is to create harmonious relationships, essential for the survival of human society in a quality environment, between people and the natural world. The program believes that to make this possible it is necessary to have an aware citizenry and knowledgeable professionals who have had training in analyzing environmental problems and dealing with their complexities. Consequently, the program objectives emphasize problem-solving approaches. These objectives, which make clear the commitment to students, are as follows:

1. To explain human dependence on the natural environment for energy, air, water, land, nutrients, and other resources.
2. To demonstrate through examples how people have used and abused environmental resources.
3. To explain the processes and consequences of mankind's continued increase in numbers, in addition to our individual increase in rates of consumption.
4. To interpret the ways in which social systems and related value systems have shaped human interaction with the physical environment.
5. To train students to apply certain analytical tools approp-

riate for assessing the interaction of people with their environments and to use this knowledge as environmentally effective citizens.

6. To inform the community and its governments about environmental problems, opportunities, and solutions.

We expect Environments and People graduates to be:

1. Characterized by actions reflecting the importance they place on the interrelationships of ecosystems with social and value systems.
2. Able to identify and explain the roots of current environmental issues as well as longer-range environmental problems and opportunities.
3. Aware of a range of applications to which the systems concept can be applied.
4. Able to make independent assessment of goals in which environmental choices are weighed against private needs, and capable of acting in the best interests of the community.

### THE BACHELOR'S DEGREE

Any student with at least 60 semester hours acceptable to San-gamon State University may enter the Environments and People Program. A minimum of 28 credit hours (normally seven four-hour courses) in the program is required for the B.A. degree. ENP 451 Ecosystems, Value Systems, Social Systems is a core course required of all majors. It is strongly recommended that the student take this course as early in the concentration as possible, preferably during the first semester of study at SSU. Program approval is required for more than three cross-listed courses applied to the concentration.

Because the interactions between human societies and natural environments have many implications, the Environments and People Program is centered around thematic study areas. A theme deals with a specific aspect of the more general interactions between societies and ecosystems. The student selects a theme from an already existing list or develops a new one to meet specific educational goals and needs. An individually developed theme requires approval by the program. Theme approval should be obtained as early as possible in the student's course of study. Examples of themes include: population dynamics, bioecology, environmental history, environmental economics, resource management, and environmental policies. A student must file, by the end of the second semester of study, a prospectus that details the intended theme. The prospectus may be amended at a later date. It is highly recommended that the advisers of majors in the program be active members of the Environments and People program committee.

### THE MASTER'S DEGREE

A total of 40 semester hours is required for the M.A. degree; at least 32 must be chosen from Environments and People courses. The

graduate student may waive the Ecosystems, Value Systems, Social Systems colloquium if the program committee feels that the student has been exposed to equivalent subject matter. The graduate student is expected to have a theme in mind and should use most of the program course hours to explore specific elements of that theme. Electives and PAC's may also be chosen to elaborate the theme. Program approval is required for more than two cross-listed courses applied to the concentration.

## **ENVIRONMENTS AND PEOPLE/Course Descriptions**

### *CORE COURSE*

#### **ENP 451 ECOSYSTEMS, VALUE SYSTEMS, SOCIAL SYSTEMS (4 Hrs.)**

Focus is on interactions of people with natural-physical environments. Organizing structure is that of bioecosystems; main purpose is to bring this ecological approach fully into the social-cultural world of global human activity today. Includes energy flows, matter flows, regulation and stability of ecosystems, human population dynamics, resource consumption, cultural values, institutions, and environmental decision-making. Required of Environments and People majors.

### *ENVIRONMENTAL ANTHROPOLOGY*

#### **ENP 406 HUNTERS AND GATHERERS (4 Hrs.)**

Social, cultural, and biological characteristics of people who live by hunting and foraging, applying the principles of ecology, ethology, and evolution to the study of hunters and foragers for understanding.

### *ENVIRONMENTAL HISTORY*

#### **ENP 411 MIDWEST RURAL LIFE AND ITS EUROPEAN BACKGROUND (4 Hrs.)**

English, French, German, Norwegians, and other groups important in shaping the Midwest are examined. Perspectives and methods of ethnology are combined with those of social and cultural history. The aim is to understand the interrelationships of natural environment, material culture, social systems, and values.

#### **ENP 413 MIDWEST RURAL LIFE AND ITS AMERICAN REGIONAL BACKGROUND (4 Hrs.)**

A study of Midwest culture and the various folk cultures, such as those of New England and the Southern Uplands, which have contributed to it. History and ethnology are brought together to understand relationships of such factors as natural environment, buildings, and food with social patterns and values. Focus is on 18th and 19th centuries.

#### **ENP 415 WORKSHOP IN RURAL LIFE AT CLAYVILLE (4 Hrs.)**

Participation in the re-creation of the past is one way to genuine understanding of history. This is the philosophy behind the lectures, readings, discussions, and practical exercises in living history and museum technique. Student projects involve research in libraries, archives, and historic sites together with participatory demonstrations of farm and household tasks and crafts. These projects are expected to contribute to the development of the Clayville Rural Life Center.

#### **ENP 417 ENVIRONMENTAL HISTORY, A PROBLEMS APPROACH (4 Hrs.)**

The environmental crises facing us now and in the future require investigation and understanding of the institutions, values, and artifacts from the past which have contributed to them. Origins can be seen and solutions for the future mapped out. The method is to raise questions in the minds of students, present tools and material for answering many of them, and give experience in problem-solving.



*ENVIRONMENTAL SOCIOLOGY***ENP 421 SOCIOLOGY OF NATURAL RESOURCES****(4 Hrs.)**

Sociology has tended to ignore the role of nature and natural resources in its explanations of social stability and change and the study of the dynamics of social processes, including both social structure and value systems. Conversely, bioecology has tended to ignore the role of human society in its explanations and study of the structure, function, and change of ecosystems. This course examines both. Two general sets of questions include those concerned with the role, implications, and effect of nature and natural resources for human society, and an understanding of the role, implications, and effect of the nature of human societies on ecosystems. Provides a forum of exchange and understanding between natural science students and social science students and the content of each area.

**ENP 422 SOCIAL ASPECTS OF ENVIRONMENTAL ISSUES****(4 Hrs.)**

Examines the contention that environmental issues are manifestations of social concerns. Includes inquiry into the nature of the interrelationship between the human social system and the ecosystem. Emphasis is on value systems and their implications in ecological problems. Special attention is given to the consideration of how each of us as individuals both reflect and reinforce these values and the extent to which we are part of the social factors underlying environmental issues.

*RESOURCE MANAGEMENT***ENP 337 WILDLIFE RESOURCES****(4 Hrs.)**

Survey of fish, bird, and mammal resources of North America, from a historical, taxonomic, ecological, and management point of view. For both science and nonscience students who want an overview of wildlife conservation.

**ENP 433 PEOPLE'S ENERGY NEEDS****(4 Hrs.)**

Why do we have an "energy crisis" and how long will it last? How critical is energy to the development of human societies? How are we going to meet the growing demand for energy? How flexible are our energy demands? What are the alternative sources of energy that we might use? What impact is the human consumption of energy having on global climates? Assigned readings deal with these questions and class time is used mostly for discussing such questions.

**ENP 434 WATER RESOURCES****(4 Hrs.)**

Study of water problems, quantity and quality; water needs; impact on the physical-natural environment of additional human use of water; water hazards as flooding, erosion, droughts, etc.; government agencies and management of water resources.

**ENP 435 BIOLOGY OF WATER POLLUTION****(2 Hrs.)**

A close examination of an old problem but a new crisis. Major topics include pollution by organic wastes, industrial chemicals, and thermal discharges; the



contamination by bacteria; and algal overgrowth. The core theme is the biological aspects of water pollution, but a subordinate theme is an examination of the complex political, social, and economic interrelationships that preclude an easy solution to this kind of environmental degradation. Assigned readings and class discussion. Several Saturdays or a weekend field trip required.

**ENP 436 WEATHER AND LIFE (4 Hrs.)**

How does the weather affect plants, animals, and people? What are we doing that might be changing our weather patterns? These are the focus of the course. Climatic techniques of energy budgeting and water budgeting are explored as means of organizing weather processes. The impact of specific technologies, such as the supersonic transport and the automobile, on climatic change is investigated.

**BIO-ECOLOGY**

**ENP 441 HEREDITY, EVOLUTION, AND SOCIETY (4 Hrs.)**

Evolution is the unifying principle of biology. This course emphasizes principles of evolution, particularly as they relate to origins of man and man as a social animal. Includes information on origin of life and deals with the future of man in view of recent advances in biomedical engineering.

**ENP 442 ECOLOGY AND SOCIETY: IMPLICATIONS FOR PUBLIC INSTITUTIONS (4 Hrs.)**

Emphasis is on the implications of man's activities within the context of change. Organized around five interacting ecological models, change is viewed as a process in natural systems preventing over-specialization and simplification. Student discovers the many parallels between biological systems and man's institutions. Evolution of complexity in nature and its survival value is examined in contrast with man's attempt to achieve stability through simplicity. These inquiries will suggest new and alternate ways of solving environmental problems through interdisciplinary action. Students may receive credit for either ENP 442 or ENP 443 but not both.

**ENP 443 ECOLOGY AND PEOPLE (4 Hrs.)**

An overview of the principles of ecology and biological systems as they relate to the biosphere. An attempt to show cause and effect relationship between these biological principles and actions of human societies which have led to our present environmental crisis. In analyzing these relationships, the course endeavors to present biological alternatives which could lead toward solutions of environmental problems.

**ENP 445 ISSUES IN POPULATION — THE CONTROVERSY (4 Hrs.)**

The desired number of humans has long been a concern and topic of discussion for man, with the debate rapidly intensified and expanded since W.W. II. This course explores this debate by examining and analyzing major schools of thought on overpopulation and considering the types of actions each would imply. Some of the questions to be asked of each perspective are: Is there a population problem? If so, what is the nature of the problem? What are the important factors? What considerations must be taken into account in determining the "optimum population?" If not, then what is the issue? What is the interrelationship between population and other social concerns?

**ENP 446 ISSUES IN POPULATION: POLICY AND ACTION (4 Hrs.)**

A study of what is involved for human populations to control their own growth. Includes consideration of "optimum" population size, possible consequences of different social action for achieving population control, and new social issues that will arise with a stable population or zero population growth.

**ENVIRONMENTAL GEOGRAPHY**

**ENP 461 URBAN GEOGRAPHY (4 Hrs.)**

A study of the internal functions and spatial patterns of cities and towns, and interrelationships between urban centers and their hinterlands. Contemporary problems of the large city and the declining small town are given special emphasis. Each student is expected to develop a field-study project involving some aspect of internal or external urban relations.

**ENP 463 PHYSICAL ENVIRONMENT I — METEOROLOGY  
AND CLIMATOLOGY****(4 Hrs.)**

A systematic analysis of the elements of the atmosphere, their controls, and the combinations of similar atmospheric phenomena surveyed from a regional viewpoint. Emphasis is on characteristics of weather and climate in the US and more specifically in Illinois and Midwest, and to how man's activities are affected by them as well as how man's actions have resulted in atmospheric pollution. Field trips to meteorological installations in the Springfield area.

**ENP 465 PHYSICAL ENVIRONMENT II — GEOMORPHOLOGY****(4 Hrs.)**

A systematic analysis of the earth's major landforms and other surface features, and the processes which are, and have been, responsible for their development. Emphasis is on the impact exerted by the various landforms, features, and processes on man's developments.

**ENP 466 GEOGRAPHY — LIFE GEOSYSTEMS****(4 Hrs.)**

Consideration of the life support systems of the earth in terms of what humans need from the natural environment and what impact they are having on it. Specific attention is given to the earth systems of energy, oxygen-carbon dioxide, water, land, food, material resources, and finally people themselves. Variations in consumption rates and degrees of impact are considered as they occur between countries, between urban and rural inhabitants, and between people of different value sets.

**ENP 469 THE HISTORICAL GEOGRAPHY OF THE UNITED STATES****(4 Hrs.)**

A study of the sequential and regional growth of the United States with particular emphasis on the impact of the physical environment. The historical-geographical factors in the settlement and growth of Illinois and neighboring states are given specific attention.

***ENVIRONMENTAL EDUCATION AND LITERATURE*****ENP 372 MORNINGS AT CLAYVILLE****(2 Hrs.)**

A basic practicum in historical and environmental interpretation for those interested in rural life and living museum studies. Students take part in planning the program for fifth-graders and work with the children as they engage in cooking, gardening, and doing other activities of the 1850s at the Clayville Rural Life Center. Some written work is expected. Each fall and spring.

**ENP 471 ENVIRONMENTAL EDUCATION****(4 Hrs.)**

Problems and issues are examined in the context of how to make students aware of their depth and complexity. The direction is toward finding solutions on two levels: that of the environmental problems and issues themselves; that of effectively increasing awareness and affecting behavior of students.

**ENP 472 ENVIRONMENTAL AND HISTORICAL  
INTERPRETATION WORKSHOP****(4 Hrs.)**

Interpretation, to use the museum jargon for teaching, requires people who have a knowledge of the interactions of the natural environment, material culture, and values together with experience in translating this into tangible programs. Through field trips to historic sites and state parks, reading, and discussion, students learn how to research, plan, and carry out re-creations of the past and to deepen awareness of the natural environment. Students assist in planning and carrying out several events.

**ENP 474 ENVIRONMENTAL PERCEPTION****(4 Hrs.)**

Human perception of the natural environment and our response to environmental stimuli are studied. Included is analysis of: the eye and other senses considered as perceptual systems; specific landscapes and ways in which we interpret them; process of constructing metaphors and symbols based on natural environment and its function in shaping human attitudes toward and activities in that environment; ideas of aesthetics that depend on our perceptions of the natural world and its dynamic processes.

**ENP 477 EXPRESSIONS OF AMERICAN NATURALISM: FROM  
COLONIAL DAYS TO SAND COUNTY ALMANAC****(4 Hrs.)**

Historical and literary sources, with artistic representations, are studied in

chronological order to uncover the growth and change of America's attitudes toward its natural environment. Our intellectual antecedents, primarily European, and their corruptions are also analyzed for their influence on American naturalistic thinking. Readings include selections from Jefferson, Cooper, Audubon, Emerson, Thoreau, Whitman, Cather, Sandburg, and Frost.

**ENP 572 ADVANCED INTERPRETIVE WORKSHOP (2 Hrs.)**

Students help organize and take part in Mornings at Clayville program in which fifth-graders and interpreters re-create the life and environment of people who settled in central Illinois by 1850. A significant research project which expands the knowledge upon which the program is based is expected, as well as an interpretive plan to enable it to be brought to life.

**ENVIRONMENTAL POLITICS AND ACTION**

**ENP 481 DIGNITY AND THE WASTELAND: NATURE IN THE POLITICAL TRADITION (4 Hrs.)**

Is the good environmentalist the good citizen? This course compares environmental ethics with civic morals. Characteristic types of each are considered according to the several traditional languages and forms of conscience and in light of changes in the political attitude which makes civic environmentalism more or less feasible as a guide to action. Conducted as a seminar, and emphasizes careful discussion of texts and opinions.

**ENP 482 ENERGY AND THE ENVIRONMENT (4 Hrs.)**

Energy is the ultimate resource in the natural world. As such, considerations of its allocations and uses must be the basis for all environmental analysis and planning. This course relates thermodynamic (energy) principles, and the parallel concepts of information theory to environmental considerations. Analysis of both biological and technological energy flow systems, and the consequences of their interactions on the natural world, are explored. Systems analysis and model making are used in the classroom for analyzing environmental problems and for planning practical applications of energy policy to encourage sound societal and technological development.

**ENP 483 ENVIRONMENTAL POLICIES (4 Hrs.)**

Relates environmental issues to existing federal, state, regional, and community regulation. Theoretical approach is taken on such topics as land use planning and control, natural resource development (primarily water resources), energy, and the federal National Environmental Policy Act of 1969. In the practical mode, problem-oriented independent research and analysis based on environmental issues in Springfield and its region are emphasized.

**ENP 485 CITIZEN ACTION IN ENVIRONMENTAL AFFAIRS: INDEPENDENT STUDY OF REGIONAL PROBLEMS (4 Hrs.)**

Responsible citizen action in environmental affairs through legislative/legal processes contributes to a more acceptable physical environment. Basic activity is researching, writing, and presenting testimony on selected topics that come before the Illinois Pollution Control Board for hearings. (Positions taken in the testimony will be those of the individual and not of SSU or the instructor.) Supplementary work involves researching, writing, and editing environmental reports and other documents relative to regional problems and opportunities in the Springfield area with which SSU and various faculty may be involved.

**ENP 486 ENVIRONMENTAL DEFENSE THROUGH LEGISLATIVE ACTION (4 Hrs.)**

Focus is on specific environmental issues currently under consideration in Illinois legislative or legal arenas. Students do environmental public affairs through making presentations on behalf of public interests. For example, an energy or environmental bill before the Illinois legislature could provide the issue focused upon. Students would research the bill, talk to sponsors, observe committee and floor action, present testimony, become aware of agency and vested-interest-group opinions, and finally write their over-all analysis of the issue and the legislative process as it applied to the issue. This is an applied problem-solving course.

**RESEARCH****ENP 400 UNDERGRADUATE RESEARCH****(1 to 4 Hrs.)**

Investigation of a specific interaction between people and their natural-physical environment. Before enrolling the student should arrange for an Environments and People faculty member to direct and review the proposed project. Research paper and/or program seminar required for credit. Course may be repeated for a maximum of 6 hours.

**ENP 500 GRADUATE RESEARCH****(1 to 5 Hrs.)**

Investigation of a specific interaction between people and their natural-physical environment. Before enrolling, the student should arrange for an Environments and People faculty member to direct and review the proposed project. A research paper and/or program seminar are required for credit. A maximum of 10 hours may be applied toward the M.A. degree — 1 to 5 hours in any one semester.

*The following courses offered elsewhere in the university are approved for cross-listing by the Environments and People Program.*

BIO	371	Principles of Ecology
BIO	474	Population Biology
BIO	481	Plants and Civilization
ECO	474	Environmental Economics
HIS	457	European Rural Life: An Ethno-Historical Approach
PHS	311	Problems of Our Physical Environment
PHS	331	Chemistry and the Environment
PHS	403	Energy Resources
PHS	414	Solar Energy: Principles and Applications
PHS	441	Environmental Geology
SOA	441	Techniques and Utilization of Demography
SOA	442	Human and Social Ecology

# Health Services Management

B.A.  
(60 Hrs.)

**PROGRAM FACULTY** – Fredric R. Hedinger, Sister M. Rosaria  
Kranz, O.S.B.

The undergraduate program in Health Services Management is designed to prepare students for direct entry into middle-management careers in health services as well as broadening the knowledge and skill bases of those already employed in health organizations. While focusing on health, the program builds on and complements the university's Management Program, integrating a philosophical and humanistic approach to management study in the field of health care. It is designed not only for students seeking careers in the growing field of health services administration, but also for persons currently working in the field who need courses for job advancement or to keep abreast of the rapid changes in the field. (Graduate-level courses are offered within the Health Arena of the Administration Program.)



### THE BACHELOR'S DEGREE

Students are strongly urged to participate in the generic core of courses of the university's Management Program and must meet the entry requirements of the Management Program. The Health Services Management Program extends the "operating systems" sequence of this generic core, focusing on the managerial requirements for those in the health field.

Designed to give students analytical capabilities and fundamental knowledge in the area of management, the first year of the program concentrates on generic management topics, while the second year provides an intensive, sequential study of the health care system, mechanisms, and managerial needs.

Students participate in applied studies and Public Affairs Colloquia in the second year of the program. In the Applied Study sequence they concentrate on a particular organization or facility according to their own aptitudes and interests.

Requirements for the B.A. degree are distributed as follows:

- Generic Management Core (MAN 301, 303) . . . . . 24 hours
- Applied Study . . . . . 8 hours
- Public Affairs Colloquia . . . . . 4 hours
- Health Services I, II, III . . . . . 12 hours
- Administrative Use of Accounting Information  
(ACC421) . . . . . 4 hours
- Electives . . . . . 8 hours

(Note: Two hours of the Generic Management Core is counted toward the Public Affairs Colloquia requirement. Therefore, the university requirement for 6 hours of PAC will be met by enrollment for 4 additional PAC hours.)

## HEALTH SERVICES MANAGEMENT/ Course Descriptions

### HSM 350 HEALTH SERVICES MANAGEMENT APPLIED STUDY EXPERIENCE

(8 Hrs.)

Students should consult with their adviser at least one semester in advance of enrolling in this Applied Study Term portion of the Health Services Management Program. Appropriate placement and experiential expectations will be arranged jointly by the student, the adviser, and the preceptor organization. The student's final semester of study is the recommended time to complete this requirement. With permission of instructor.

- HSM 415 MEDICAL TERMINOLOGY FOR HEALTH SERVICES MANAGERS** (2 Hrs.)  
An elective course for HSM students and others who want to attain familiarity with the construction and meaning of medical words and phrases. (Fall)
- HSM 431 HEALTH SERVICES I** (2 or 4 Hrs.)  
A survey and introductory analysis of the function of organized health services within society. Three modules of the Health Services Management Program will be completed: study of the social necessity for a healthy population as related to the need for organized health services; a cross-cultural comparison of health service systems; and U.S. health services considered as an agglomeration of components in a social utility complex. (Fall and Spring)
- HSM 432 HEALTH SERVICES II** (2 or 4 Hrs.)  
An examination of the dynamics of health services system in the United States in which students develop an analytic and synthetic framework for an understanding of our health services system. Two modules of the Health Services Management Program will be completed: macro-dynamics of the system and micro-dynamics of organizations within the system. (Fall and Spring)
- HSM 413, 423, 433, 443 — HEALTH SERVICES III** (4 Hrs.)  
Four separate, one-hour courses focus on vital and specific aspects of the role, functions, and responsibilities of middle managers in health services organizations. One module of the HSM program will be completed in each one-semester-hour course. Health Services Management students are strongly encouraged to complete the Applied Study Term and HSM III during the same semester. With permission of instructor.
- HSM 413 Management Science for Health Services Managers (Spring)  
HSM 423 Management Information Needs for Health Services Managers (Spring)  
HSM 433 Personnel Management for Health Services Managers (Spring)  
HSM 443 Financial Management for Health Services Managers (Spring)

*The following courses offered elsewhere in the university are approved for cross-listing by the Health Services Management Program. Additional courses may be approved after consultation with the adviser.*

\*ACC 421 Administrative Uses of Accounting Information

\*MAN 301

\*MAN 303

\*Required for HSM students.

## History

**B.A.**  
(60 Hrs.)

**M.A.**  
(30 Hrs.)

**PROGRAM FACULTY** – Leonard P. Adams, Nina S. Adams, Christopher N. Breiseth, G. Cullom Davis, Edward L. Hawes, J. Richard Johnston, John H. Keiser, Philip W. Kendall, Eldridge Pendleton, Robert W. Sherman, Ralph Stone, Charles Strozier.

**ADJUNCT FACULTY** – Dan Holt, John Squibb.

The History Program works with the student toward an understanding of self in time and place, emphasizing an empathetic yet

critically analytical appreciation of the development and complexity of the contemporary world. Students should assume major responsibility in articulating their program of study, assisted by a close student-adviser relationship. History faculty concerns cut across disciplinary lines and represent divergent area and thematic interests. A variety of unique projects such as Oral History, Rural Life, Museum Curatorship, and the Lincoln sites grant provide opportunities for specialized training. Yet in scope and commitment the program offers a liberal arts experience which is both structured and individualized, and which is planned to serve students from other areas as well as history majors.

## ENTRANCE REQUIREMENTS

Requirements for admission to the Bachelor of Arts program and to the Master of Arts program are identical with general university requirements.

## THE BACHELOR'S DEGREE

Every student entering the History Program on the undergraduate level must, in the first semester of work toward the B.A., submit a prospectus of study to the program for approval. This prospectus should outline what the student expects to gain from the study of history and how he intends to pursue this goal. The prospectus drawn up by the student at the beginning of his career in the university can represent a preliminary formulation of the university requirement for an evaluative statement from each student, prior to graduation, of his study at Sangamon State. The program requires that students majoring in history take HIS 351 Roots of Contemporary History I on entering the program, and recommends enrollment in HIS 452 prior to graduation.

## THE MASTER'S DEGREE

Students entering the History Program on the graduate level must, in the first semester of work toward the M.A., submit a detailed prospectus of study to the program for approval. This prospectus, which will be periodically reviewed, should include a statement of what the student expects to gain from the study of history and how he intends to pursue this goal.

## HISTORY/Course Descriptions

### HIS 351 ROOTS OF CONTEMPORARY HISTORY I

(4 Hrs.)

Explores the significant but often incomprehensible themes in contemporary history. Each topic is systematically defined and traced to its emergence in the modern age. Primary goal is a search for humane understanding and a grasp of the complex interrelationships between themes such as nationalism and internationalism, colonialism and imperialism, race relations, in world perspective. Focus of study is contemporary western civilization. Readings include important monographs on specific topics and a systematic weekly discussion of the *Sunday New York Times*. Designed as an introduction to SSU's History Program; history



majors are required to enroll. However, any student who seeks to understand his/her world is welcome.

- HIS 399 RESEARCH AND READINGS IN HISTORY (2 to 4 Hrs.)**  
Undergraduate directed study. Topics vary. May be reading course or research proseminar. Students should contact members of the History Program faculty to arrange these courses.
- HIS 401 HISTORY COLLOQUIUM (4 Hrs.)**  
Explores the variety of approaches to the study of history, focusing on methodology rather than subject matter.
- HIS 402 ILLINOIS HISTORY TO 1900 (4 Hrs.)**  
Focuses on the relationship of Illinois to the nation, and pursues those historical developments relevant to the political, social, and economic characteristics of the Illinoisan or Midwesterner in today's world.
- HIS 403 ILLINOIS AND THE NATION IN THE 20th CENTURY (4 Hrs.)**  
Discussion of national issues from the parochial viewpoint of a state and her people. Illinois' problems such as labor and social unrest, reform, politics, and the war periods explored in relation to national attitudes.
- HIS 404 THE AMERICAN MIDWEST: A CULTURAL AND HISTORICAL VIEW (4 Hrs.)**  
A multi-disciplinary examination of country and city life in middle America; explores how historians, sociologists, novelists, artists, and others have viewed the Midwestern experience and culture.
- HIS 406 AMERICAN DECORATIVE ARTS TO 1900 (4 Hrs.)**  
Survey in American material culture designed to introduce students to the evolution of furniture design and of the practical arts prompted by changing patterns of living during our nation's formative years. Attention is given to European influences, high-style furniture, and its country cousins, and covers crafts such as quilting, weaving, pottery, and other creative folk art forms.
- HIS 407 AMERICAN CRAFTSMEN AND THEIR TOOLS (4 Hrs.)**  
A study of the various crafts practiced in the American Middle West prior to the 20th century. Examples of individual crafts studied include those of the blacksmith, cooper, spinner, weaver, tin smith, potter, etc.
- HIS 408 AMERICAN HOUSING AND DAILY LIFE (4 Hrs.)**  
An approach to the material culture of America. A study of the history of American architecture, furniture, art, implements, and tools. Includes a survey of American architectural and furnishing forms from colonial times through the 19th century.
- HIS 409 WORKSHOP IN RURAL HISTORIC PRESERVATION (4 Hrs.)**  
A field and research practicum focused on projects connected with the re-creation of a rural community at Clayville. Depending upon what is underway at any given time, the course offers experience in a combination of library and archival research, oral interviewing, archeological excavation, architectural surveying, and restoration of buildings and sites.
- HIS 410 WORKSHOP IN ORAL HISTORY (4 Hrs.)**  
Deals with a research technique, not a body of historical data. The technique is oral history — the tape recording, transcribing, and editing of personal reminiscences. Students learn about oral history and then perform all of the various activities involved in the process from tape to type. Their projects will be added to the university's Oral History Collection.
- HIS 419 SEMINAR ON SLAVERY IN THE AMERICAS (4 Hrs.)**  
A comparison of slavery in its American setting, from the Colonial period to 1888. Special emphasis on Brazilian, Cuban, and US slavery.
- HIS 420 SEMINAR ON THE HISTORY OF SPRINGFIELD (4 Hrs.)**  
Students select topics in local history, conduct the necessary research in secondary and primary sources, submit a first draft for class criticism, and write a final

draft at the end of the term. Periodic class discussions focus on persistent themes in Springfield history.

**HIS 421 THE MELTING POT RECONSIDERED (4 Hrs.)**

The experience of minorities in American history, including European immigrants, Afro-Americans, Asian-Americans, Spanish-speaking Americans, and native Americans: their origins, opportunities, frustrations, and cultural distinctiveness in contrast to the American majority. Topics vary.

**HIS 423 THE WORLD OF W.E.B. DUBOIS (4 Hrs.)**

A black man in the era of white supremacy, enjoying the foremost training the white world had to offer plus the wisdom gained as a black American, DuBois surveyed the world with unique vision. The course comprises study of his life and works, offering some understanding of the color line which he regarded as the major problem of the 20th century.

**HIS 424 AMERICAN HISTORY THROUGH THE CAMERA'S EYE (4 Hrs.)**

Films as a source of historical (mis)understanding and (mis)interpretation of modern American history, and the historical impact of the films themselves. Critical analyses of films, some historical works, and literary texts that served as the basis for screenplays.

**HIS 426 THE REPORTER AS REFORMER:  
INVESTIGATIVE JOURNALISM IN AMERICA (4 Hrs.)**

The function of investigative journalism during the 20th century from the muckrakers to such contemporary journalists as I. F. Stone and Jack Anderson.

**HIS 427 THE AMERICAN WORKER IN THE 20th CENTURY (4 Hrs.)**

An historical analysis of the changing views and nature of work; the cause and effect of workers' organizations; and the culture of workers through the use of songs and novels of and about ordinary people.

**HIS 431 NEW INTERPRETATIONS IN AMERICAN HISTORY:  
MARXIST PERSPECTIVES (4 Hrs.)**

In the past few years a number of books have appeared which pose basic challenges to established interpretations of the American past. The course examines some of these new interpretations by writers such as Eugene Genovese, Gabriel Kolko, James Weinstein, Ann Gordon, and others, comparing their outlook to more mainstream historians. Subjects include: racism, socialism, the Progressive Movement, feminism, and foreign policy. How can a different view of the nation's past help in coping with problems of the present and future?

**HIS 432 THE AGE OF JACKSON 1815-1845 (4 Hrs.)**

History of the United States in the era of expansion and democracy with special emphasis on the westward movement and social and economic developments.

**HIS 435 CIVIL WAR AND RECONSTRUCTION (4 Hrs.)**

American society from the Age of Jackson through the end of the Reconstruction



period. Emphasis on the roles of race and slavery during this formative period for American culture.

**HIS 436 THE UNITED STATES FROM RECONSTRUCTION TO THE GREAT DEPRESSION (4 Hrs.)**

America's emergence to a position of united nationhood, industrial might, urban culture, and world responsibility. Topics include the industrial revolution, the 1890s, progressivism, World War I, and the 1920s, with interpretive readings and various exercises in politics, diplomacy, economics, society, thought, and literature.

**HIS 437 AMERICA SINCE THE GREAT DEPRESSION: SELECTED PROBLEMS (4 Hrs.)**

An in-depth examination of certain domestic problems from about 1930 to the present. Problems are viewed both from the perspective of their own time and from their effect on today's world. Subjects of investigation include: the depression as an economic-social-cultural watershed; the domestic consequences of Cold War foreign policy; the protest movements of the 1960s.

**HIS 439 AMERICAN FOREIGN POLICY IN THE 20TH CENTURY (4 Hrs.)**

How, why, and toward what end the United States has grown from a minor power in 1898 to the world's most powerful nation in the 1970s. Major themes are isolationism, collective security, internationalism, and imperialism. Includes World Wars I and II, the Cold War, and Vietnam.

**HIS 445 PERSPECTIVES ON NAZI GERMANY (4 Hrs.)**

Multiple perspectives are necessary for an understanding of any historical problem, but are particularly important when the problem is Nazi Germany. Phenomena such as mass irrationality and the peculiar distortion of German culture by the Nazis are studied from several points of view, especially the social, intellectual, and psychological.

**HIS 450 FRANCE AND ENGLAND IN COMPARATIVE PERSPECTIVE (4 Hrs.)**

Surveys the developing of France and England as leading nations and cultures in the European world hegemony of the late 19th and early 20th centuries. Beginning with a study of medieval origins, the course focuses on the emergence out of monarchy of two modern democracies, whose political, social, and economic institutions helped shape the contemporary world.

**HIS 452 ROOTS OF CONTEMPORARY HISTORY II (4 Hrs.)**

Analyzes several interpretations of world history, including theories on the origin of human society, the development of nation states, and the increasing interdependence of the world's peoples. Students should have taken Roots of Contemporary History Part I, or receive permission of the instructor.

**HIS 453 AN OVERVIEW OF PSYCHOHISTORY (4 Hrs.)**

Survey of the many aspects of psychohistory including the theoretical foundations and methodological considerations, defining basic problems and predicting the most productive avenues for further development.

**HIS 454 PERSONALITIES OF REVOLUTION: MARTIN LUTHER TO MALCOLM X (4 Hrs.)**

An exploration of selected historical personalities who dominated or are identified with major revolutionary events, including Luther, Robespierre, Marx, Lenin, Gandhi, Mao, and Malcolm X, to understand the nature of revolution and of revolutionaries.

**HIS 457 EUROPEAN RURAL LIFE: AN ETHNO-HISTORICAL APPROACH (4 Hrs.)**

The realities of rural life since 1200, the processes of modernization of their significance for the larger society. Particular attention to ways in which natural environment, technologies and values, social institutions, and classes interact to produce cultural regions.

**HIS 459 THE SEARCH FOR JUSTICE: EXPERIMENTAL COMMUNITIES IN AMERICA (4 Hrs.)**

The history, theory, and practice of intentional communities with an emphasis on

Midwestern examples. Includes study of such historical communities as New Harmony, Amana, Bishop Hill, and Nauvoo, with field trips to some sites. Also concerned with contemporary intentional communities, including a survey of spiritual and utopian communes and such radical social experiments as group marriage and drug cults.

**HIS 461 EUROPEAN SOCIETY AND HISTORY IN THE INDUSTRIAL AGE** (4 Hrs.)

Political and social developments in the geographically amorphous area between England and Russia. Key themes include problems of national consolidation; social tensions and the process of industrialization; nature and effects of 20th-century wars and revolutions; and diverse cultural patterns.

**HIS 464 EUROPEAN RURAL LIFE:  
AN ETHNO-HISTORICAL APPROACH** (4 Hrs.)

The realities of rural life since 1200, the processes of modernization of their significance for the larger society. Particular attention to ways in which natural environment, technologies and values, social institutions and classes interact to produce cultural regions.

**HIS 467 LATIN AMERICAN HISTORY TO 1860** (4 Hrs.)

Colonization by Spain, Portugal, and France. Causes and developments of independence movements. Political, social, economic, and ideological aspects of national development to 1860.

**HIS 468 LATIN AMERICAN HISTORY SINCE 1860** (4 Hrs.)

Political, social, economic, and ideological aspects of national growth, with special emphasis on the development of Neo-Colonialism.

**HIS 473 THE POLITICS OF FOREIGN AID** (4 Hrs.)

An examination of how foreign aid works and for whom. Looking at the US from the historical perspectives of Laos, Philippines, Cambodia, Vietnam, and Thailand as they have received various forms of economic and political assistance. A study of the interplay of altruism and self-interest within the foreign and indigenous groups which select, absorb, administer, or reject aid.

**HIS 474 THE EMERGENCE OF SOUTHEAST ASIA 1800-1973** (4 Hrs.)

The nature and extent of cultural absorption, the definition and rejection of forms of colonial rule and the problems of decolonization, "lesser development" and internal divisions. Major emphasis will be on Indochina, Indonesia, Thailand, and the Philippines.

**HIS 475 WOMEN'S REVOLUTION IN CHINA** (4 Hrs.)

The course both moves forward through history and looks backward from today's vantage point in examining the role and status of women in urban and rural China from the traditional era of the 19th century to the post-1949 communist society. Readings and discussion cover the changes in expectations and reality as traditional Chinese social and economic practices were revolutionized by the impact of the West and by political forces emerging within an often turbulent history.

**HIS 476 JAPAN'S CHALLENGE TO THE WEST** (4 Hrs.)

Focuses on the changing nature of the Japanese state during the Tokugawa period, the Meiji Restoration, the country's development as an imperial power prior to World War II. Major emphasis is on Japan's resurgence as a world power in the post-war period.

**HIS 477 THE LONG REVOLUTION IN CHINA AND VIETNAM** (4 Hrs.)

Compares and contrasts the experiences of the two societies in confronting Western power and developing revolutionary nationalism, including the impact and legacy of feudalism, colonialism, patriarchy, and military struggle in the period from 1898 to 1974. Readings include sources dealing with the issues of conservative nationalism, radical socialism, conservative and radical feminism, and the varieties of communism espoused by leaders of society in China and Vietnam in times of civil war, anti-colonial struggle, and anti-imperialist war.

**HIS 479 TOWARD TODAY'S CHINA: IMPERIALISM AND  
REVOLUTION 1800-1949** (4 Hrs.)

Focuses on the political and economic impact of 19th-century Western im-

perialism, the dissolution of the traditional Chinese state, and the development of a successful revolutionary movement in the 20th century.

**HIS 493 ADVISING COLLOQUIUM (2 Hrs.)**

The purpose of this experimental colloquium taught by History Program faculty is to encourage relatively new students in the university to think systematically about their personal and academic interests and goals. The colloquium seeks both to ease adjustment to the university as well as to point students toward a program of study that creatively builds on their own experience, interests, and capabilities. To provide structure for open-ended discussion, students read "classic" texts such as a Plato dialogue and John Stuart Mill's *On Liberty* as well as "modern" attempts to pose the problems of structuring utopias, such as B. F. Skinner's *Waldon Two*.

**HIS 500 WORKSHOP FOR TEACHERS: SPECIAL TOPICS IN HISTORY (4 Hrs.)**

Designed primarily for elementary and secondary school teachers. Emphasis on adapting the course subject matter to school curriculum. Topics vary.

**HIS 501 20TH CENTURY AMERICA: A WORKSHOP FOR TEACHERS (4 Hrs.)**

A study of the United States since 1900, designed for the needs of elementary and secondary school teachers. Emphasis on curriculum planning.

**HIS 502 WORLD HISTORY: A WORKSHOP FOR TEACHERS (4 Hrs.)**

A study of Europe since 1900, designed for the needs of elementary and secondary school teachers. Emphasis on curriculum planning.

**HIS 510 WORKSHOP FOR TEACHERS: INTRODUCTION TO THE STUDY OF RURAL LIFE (4 Hrs.)**

A basic course in the study of rural life specifically intended to aid elementary and secondary school teachers in planning a rural life dimension for their class curriculum.

**HIS 520 MIDWEST RURAL LIFE: PROBLEMS IN RE-CREATING RURAL HISTORY (4 Hrs.)**

Research directed toward the re-creation of typical farms and a rural community of mid-nineteenth century. Information and analysis produced by the seminar will be used in the planning and design of the Clayville Center.

**HIS 511, 512 LIVING HISTORY IN MUSEUMS AND HISTORIC SITES I AND II (4 Hrs.)**

A study of curatorship, museum administration, and historic sites interpretation.

**HIS 535 AMERICAN HISTORY IN BLACK AND WHITE (4 Hrs.)**

This course for school teachers and administrators is part of the Summer Institute on Interracial Education. Its goal is to explore the fundamentally interracial character of American history. Using readings on the American experience from such observers as Frederick Douglass, W. E. B. DuBois, and Malcolm X, we attempt to understand the nature and development of America's history with its racial dimension included. With permission of instructor.

**HIS 580 HISTORICAL RESEARCH (2 to 4 Hrs.)**

Topics vary.

**HIS 599 READINGS: SPECIAL TOPICS IN HISTORY (1 to 4 Hrs.)**

Independent and directed readings on an individualized topic. Students should consult members of the History Program faculty to arrange these courses.

*The following courses offered elsewhere in the university are approved for cross-listing by the History Program.*

ADP 411 Changing Views of American Public Administration

BIO 481 Plants and Civilization

ECO 408 History of Economic Thought

ECO 409 Radical Political Economics

ECO 411 The Economic and Philosophical Thought of Karl Marx

ECO 415 US Economic History

- ECO 416 Growth of the American Economy 1945-1980  
 ECO 417 European Economic History  
 ECO 418 The Western European Economics Since 1945  
 ECO 445 Economic Development  
 ECO 449 The World Economy  
 ECO 479 Economics of Poverty  
 ECO 481 Economics of Women  
 ENP 406 Hunters and Gatherers  
 ENP 411 Midwest Rural Life and Its European Background  
 ENP 413 Midwest Rural Life and Its American Regional Background  
 ENP 415 Workshop in Rural Life at Clayville  
 ENP 417 Environmental History. A Problems Approach  
 ENP 441 Heredity, Evolution, and Society  
 ENP 469 The Historical Geography of the United States  
 ENP 472 Environmental and Historical Interpretation Workshop  
 ENP 477 Expressions of American Naturalism: From Colonial Days to Sand  
       County Almanac  
 JSO 421 The American Constitution and Civil Liberties  
 JSO 423 The Civil War and the Constitution  
 JSO 424 Justice in Western Political Thought: Classical  
 JSO 425 Justice in Western Political Thought: Modern  
 JSO 427 Revolution as Social Change  
 LIT 403 Literature of the Vikings  
 PHI 441 Human Space, Human Time  
 POS 431 Marxism, Leninism, Maoism  
 POS 433 Mao's China: Maoism and China's Development Experience  
 POS 447 Twentieth-Century Political Thought  
 SOA 486 Peasant Society  
 WCS 417 Women in Public and Private Power  
 WCS 433 Marxist Political and Social Theory

# Human Development Counseling

M.A.  
(40 Hrs.)

*PROGRAM FACULTY* - Marilou Burnett, Robert Crowley,  
 Gerald Curl, Barbara H. Eibl, John F.  
 Eibl, William T. Gorrell, Walter Gren-  
 nier, Andrew Hedekin, Frank Little,  
 John Noak, James J. Pancrazio, Asa  
 Ruyle, A. Dan Whitley, Jr., Robert H.  
 Zeller.

The Master of Arts program in Human Development Counseling, a major helping professions program, has a generic core of courses designed to educate professionals who can perform comprehensive facilitative counseling and consulting services in a wide range of community and professional environments. Career opportunities for HDC graduates include: mental health, corrections, employment counseling, ministerial counseling, teaching, work in social welfare and community agencies, junior college personnel

work, private and public school counseling, human relations consulting, personnel work, rehabilitation counseling, and work in institutional care settings.

Whatever the professional emphasis within the program, the HDC graduate is a leader who has communication skills; has understandings of organizational systems development and change; and is able to facilitate growth and positive change with individuals, groups, and organizations.

The Human Development Counseling Program identifies three broad competency-based areas:

1. Self-awareness and understanding.
2. Affective, cognitive, and psychomotor human development.
3. Professional skills in psychological assessment, individual and group counseling, consulting processes, and the etiology of behavior disorders.

## ADMISSION TO THE PROGRAM

Each individual interested in starting in the Human Development Counseling Program must complete a pre-candidacy admission application and submit the application to the program committee. The application includes general background information, professional emphasis area, and at least two recommendations from previous employers or professors.

## GENERIC CORE

Human Development Seminar (PAC) . . . . .	4 hours
Developmental Psychology (includes Childhood, Adolescent Psychology) . . . . .	4 hours
Psychological Tests and Measurements . . . . .	4 hours
Professional Individual Human Development . . . . .	4 hours
Professional Human Development Within Groups . . . . .	4 hours

Each individual is required to complete the generic core of courses and then, in consultation with his or her adviser, design a personalized program of study which will be multi-disciplinary in nature. The advising process is seen as helping the individual to focus upon a specific professional emphasis and increase his or her professional competencies. Those individuals who wish to emphasize counseling psychology are required to complete HDC 580 Practicum in Individual Counseling (6 semester hours) prior to the completion of the program.

In addition to the generic core, each individual must complete 20 additional semester hours for a total of 40 semester hours. Including university requirements, all HDC students must:

1. Demonstrate professional skills via (choose one):
  - a. Thesis.
  - b. Written report of Practicum or internship.
  - c. Publication of a position paper or research paper in a state or national journal.



2. Complete an oral examination involving no fewer than three program faculty.

## HUMAN DEVELOPMENT COUNSELING/ Course Descriptions

### **HDC 411 INTRODUCTION TO INTERPERSONAL COMMUNICATION (4 Hrs.)**

The study of interpersonal communication and interpersonal relationships. Topics included are the nature of communication, barriers to interpersonal communication, motivation and change, small-group processes, and communication skill development. Focus is on both research and theory, as well as an emphasis on laboratory exercises and experiences.

### **HDC 416 SEARCH FOR SELF (4 Hrs.)**

"A Film Gatherin'": interesting people, films, ideas, and approaches for finding the whole person with an opportunity for discussion of the possibilities for living up to our potential in ourselves and in our world. Topical areas included: extending the boundaries of the human potential; exploring the ability to use our senses; exploring new alternatives; and finding the whole person.

### **HDC 421 BEHAVIOR MODIFICATION (4 Hrs.)**

The first in a sequence of two courses which relate the procedures of conditioning and extinction to problematic human behavior. One objective is to develop skill at eliminating an inefficient client behavior and substituting another, more efficient one.

### **HDC 425 MENTAL HEALTH (4 Hrs.)**

Study of views of psychological health and discussion and examination of aspects of interpersonal relationships.

### **HDC 441 DYNAMICS OF FAMILY INTERACTION (4 Hrs.)**

An intensive study of the development of the family system illustrating the various communication styles which emerge. Focuses on how these communication styles influence the quality of one's interpersonal relationships in intimate, social, and work transactions.

### **HDC 451 HUMAN DEVELOPMENT SEMINAR (PAC) (4 Hrs.)**

The introductory course in human development counseling. Includes exploration



of personal goals in terms of the helping professions, communications skills, simulation exercises, career potentials in human resources, and ethical considerations in HDC. Laboratory experience included. Entry-level course.

**HDC 461 CAREER PSYCHOLOGY (4 Hrs.)**

Study of vocational behavior in relation to career patterns, with special attention to the analysis of empirical data and theories pertaining to vocational choice.

**HDC 462 HOLISTIC PSYCHOLOGY (4 Hrs.)**

Holistic study of basic psychological factors in human development. Development, adjustment, and effective behavior of the individual within specific general environments. "Holism" is the central concept, in terms of which perceptual, motivational, emotional, and learning patterns of behavior within environmental context are analyzed and integrated.

**HDC 463 SYSTEMS PHILOSOPHY (4 Hrs.)**

Study of a multi-disciplined philosophical model to serve as a framework for the academic programs of Sangamon State University. Each student applies the theory of "systems" to his or her particular program, developing understanding of the relationship or program particulars and specialized fields to a perspective of philosophical meaning and human development.

**HDC 464 PSYCHOLOGY AND PHILOSOPHY OF CENTERING (4 Hrs.)**

Emphasizes centering — a process of bringing together and sharing many academic disciplines for the strengthening of individual human development. Specifically designed to help students pool cognitive, experiential, and behavioral resources through the media of music, painting, sculpture, literature, and videotape.

**HDC 465 INSTRUCTIONAL PSYCHOLOGY (4 Hrs.)**

Considers programmed instruction, concepts analysis, individualized instruction, and problem solving. Students apply their learning to specific situations.

**HDC 466 CAREER DEVELOPMENT (4 Hrs.)**

Focuses on recent developments in career psychology with specific emphasis on Holland's work on vocational choice. Students gain experience in individual and group techniques.

**HDC 471 DEVELOPMENTAL ADOLESCENT PSYCHOLOGY (4 Hrs.)**

Investigates behavior of adolescents as determined by emergent biological foundations, sex-typing and identification with various socio-cultural milieu, psycholo-sexual and cultural foundations, learning characteristics, etc.

**HDC 472 DEVELOPMENTAL CHILD PSYCHOLOGY (4 Hrs.)**

Study of child development from conception to adolescence. Investigates behavior as determined by emergent biological foundations, individual experience, socio-cultural milieu, and operant learning theory.

**HDC 473 DEVELOPMENTAL CHILD AND ADOLESCENT PSYCHOLOGY (4 Hrs.)**

Study of child development from conception through adolescence. Investigates behavior as determined by emergent biological foundation, individual experience, social-cultural milieu, and operant learning theory.

**HDC 475 PSYCHOLOGICAL TESTS AND MEASUREMENTS (4 Hrs.)**

Exploration of strengths and weaknesses of evaluation instruments. Basic principles, historical development, construction, and interpretation of psychological tests.

**HDC 476 CLASSROOM EVALUATION (4 Hrs.)**

Includes the relationship of classroom testing to educational objectives and the curriculum; the construction, administration, and scoring of the various types of essay and short-answer tests; the use of nontraditional methods of measuring the attainment of objectives; techniques of marking; theories and practical exercises in selection and use of standardized tests. Designed only for classroom teachers.

**HDC 481 PROFESSIONAL INDIVIDUAL HUMAN DEVELOPMENT (4 Hrs.)**

Theories of personality, psychotherapy, and counseling in relation to learning theory, human development theory, and behavioral models. Investigation of theories and techniques in the helping professions.

**HDC 482 COMMUNICATIONS IN THE HELPING PROFESSIONS (4 Hrs.)**

Intended for counselors and persons who wish to increase their ability to communicate within organizations. Considers both verbal and nonverbal elements of human interaction. There are three major areas of concern: 1) small-group communications; 2) listening; 3) barriers to communications.

**HDC 485 PROFESSIONAL HUMAN DEVELOPMENT WITHIN GROUPS (4 Hrs.)**

A systematic exposure to widely divergent theories and techniques of evolving professional human relationships through group processes and group dynamics. Details each milieu and compares human relationships of groups.

**HDC 491 THE SENSE OF SELF (4 Hrs.)**

Designed to enhance the skills and awareness of community workers, nurses, clergy, and teachers who are assuming an increasing share of direct contact and responsibility for vulnerable children and adults. Based on Stringer and Huston Smith's approach using didactic and sensitivity group experience aimed at providing a background in mental health principles and values.

**HDC 521 BEHAVIOR THERAPY (4 Hrs.)**

Presents a number of techniques developed and employed by professional behavior modifiers in therapeutic settings. Prerequisite: HDC 421 or equivalent.

**HDC 535 AFFECTIVE EDUCATION FOR THE EXPERIENCED TEACHER (4 Hrs.)**

Emphasizes increasing sensitivity to pupil communication, and participants have the opportunity to examine materials and techniques designed to facilitate affective expression and development. Attention is given to basic skills which serve to operationalize affect as content within the classroom. Designed only for classroom teachers with current assignments at elementary and secondary levels. Prerequisites: HDC 451, 485.

**HDC 536 ADVANCED WORKSHOP FOR ELEMENTARY CLASSROOM TEACHERS (4 Hrs.)**

An intensely supervised experience for practicing elementary teachers that will utilize micro-teaching and other new techniques — a practicum for elementary teachers.

**HDC 537 ADVANCED WORKSHOP FOR SECONDARY CLASSROOM TEACHERS (4 Hrs.)**

An intensely supervised experience for practicing secondary teachers that will utilize micro-teaching and other new techniques — a practicum for secondary teachers.

**HDC 538 CLASSROOM TEACHER: MANAGER AND SUPERVISOR (4 Hrs.)**

Designed for the practicing teacher to improve the systematic approach to classroom organization. Management practice of classroom teacher is reviewed in relation to curriculum, student development, group process of students, instructional techniques, and school climates.

**HDC 541 MICRO-TEACHING (4 Hrs.)**

A new format through which the teaching process can be examined with increased meaning and rigor. A systematic way to teach and learn the skills shown to be most useful in helping professions. An advanced graduate course available only to practicing teachers who presently have a classroom of students, in order to improve their teaching skills.

**HDC 542 CONTEMPORARY PROBLEMS AND ISSUES IN CORRECTIONS SYSTEMS (4 Hrs.)**

The concomitants for correctional systems provided by research in the areas of

management, rehabilitative programs, and organizational structure. A systems approach to the criminal justice system.

- HDC 543 COUNSELING IN CORRECTIONAL SYSTEMS (4 Hrs.)**  
Some of the major constructs currently used in the elements of a systems approach applied to existing correctional program statements. Organizational structure and managerial styles, as they affect counseling services, are examined and discussed as they relate to current practices.
- HDC 544 SUPERVISING AND ADMINISTERING PERSONNEL SERVICES IN VARIOUS AGENCY SETTINGS (4 Hrs.)**  
Several organizational structures are reviewed and considered for a multiplicity of control, and evaluation. Evaluation of various systems approaches to program and fiscal audit are undertaken. The relationships of personnel services administration to total agency management are constructed for a variety of situations.
- HDC 545 ORGANIZATIONAL DEVELOPMENT: SUPERVISION, MANAGEMENT, AND CHANGE (4 Hrs.)**  
A multiple discipline approach to meeting human needs. Encourages administrators and counselors to know how to employ, assign, and supervise their staffs. Analysis of various supervisory techniques.
- HDC 551 INDIVIDUAL INTELLIGENCE TESTING (4 Hrs.)**  
A survey of theories of intelligence and cognitive development; classification of intelligence measures; brief examination of various standardized instruments used in individual intelligence measurement. Admission by application only.
- HDC 552 INDIVIDUAL PERSONALITY TESTING (4 Hrs.)**  
For students whose terminal vocational interests are employment in mental health agencies, probations and corrections settings, etc. Emphasis is on mastering the administration and scoring of the TAT, CAT, Rorschach, and MMPI. Interpretation limited to basic constructs. Admission by application only.
- HDC 567 WORKSHOP I: VOCATIONAL TRAINING FOR TEACHERS OF THE HANDICAPPED (4 Hrs.)**  
Exploration of workshop philosophy, administration of workshop facilities, and visitations to workshops. Students are expected to research available materials on workshops and prepare a professional paper.
- HDC 568 LEARNING DISABILITIES I (4 Hrs.)**  
A study of the characteristics involved in classifying people as learning disabled; etiology, incidence, psychological and biological aspects, sociological aspects, and prescription instruction.
- HDC 569 LEARNING DISABILITIES II (4 Hrs.)**  
Familiarizes student with psychological test results, meanings, and interpretations. Neurological aspects of LD are dealt with from a neuropsychological vantage. Remedial approaches to disabilities. Each student does a case study and class presentation of a learning disorder.
- HDC 571 BEHAVIORAL MANAGEMENT (4 Hrs.)**  
Relevant for students, parents, and professionals having an interest in schools, mental health agencies, child guidance facilities, private day-care centers, etc. Emphasis is on emergent learning strategy involving micro-teaching, split-screen video-tape analysis, and semi-programmed textbooks. Focuses on use of learning principles to effect adaptive behaviors in young children.
- HDC 572 ORGANICALLY IMPAIRED (4 Hrs.)**  
A study of exceptionality involving organicity (control nervous system dysfunction) and physically handicapped. Approaches to working with these individuals.
- HDC 573 NEUROPSYCHOLOGY I (4 Hrs.)**  
Study of the central nervous system including brain, spinal cord, and peripheral nerves and autonomic system as applied to neuropsychology. Basic principles of neurodiagnosis and major or relatively common CNS disorders are explored; i.e.,

degenerative and demyelinating disorders, inflammatory and toxic disorders, neoplasms, vascular disorders, traumatic disorders, diseases of the spine, etc. Open to students interested in CNS dysfunction resulting in disability.

**HDC 574 NEUROPSYCHOLOGY II (4 Hrs.)**

Diagnosis and assessment of brain trauma, toxic disorders, cerebrovascular problems, possibility of tumor involvement, and diseases of the spine. Reitan Battery utilized in patient examinations.

**HDC 575 SENSORY MECHANISMS AND PERCEPTION (4 Hrs.)**

Physiology and function of sensory mechanisms and perception. Special, cutaneous, and visceral senses highlighted. Speech and language are related to sensory mechanisms in a practical approach to human communication problems. Perception is applied to learning disabilities and other areas of concern.

**HDC 576 DEVELOPMENTAL ASSESSMENT OF THE INFANT AND YOUNG CHILD (4 Hrs.)**

Theoretical and applied aspects of the developmental assessment of the infant and young child. Includes use and interpretation of several developmental scales. Study of children, birth to four years of age, with normal development and with various developmental delays.

**HDC 577 CHARACTERISTICS OF THE MENTALLY RETARDED (4 Hrs.)**

A study of the four major areas in mental retardation classification, etiology, and incidence; psychological and biological aspects; sociological aspects; and learning and education.

**HDC 578 ALCOHOLISM AND THE PROFESSIONAL APPROACH (4 Hrs.)**

An introductory comprehensive study of man and his relationship with alcohol. Focuses on historical, chemical, physiological, sociological, psychological, and legal facets of this multidiscipline. Special attention given to alcohol and the local community.

**HDC 579 CHARACTERISTICS OF DEVIANT PERSONALITIES (4 Hrs.)**

Primarily concerned with homosexuality, drug addiction, delinquent behavior, and the "drop-out" generation in general. Field trips and weekend experiences.

**HDC 580 PRACTICUM IN INDIVIDUAL COUNSELING (6 Hrs.)**

An intensively supervised experience which focuses on providing, as well as implementing, professional facilitative human relationships. Prerequisites: HDC Generic Core. Practicum application required. Admission with permission of HDC program committee.

**HDC 581 COUNSELING THE OLDER CLIENT (4 Hrs.)**

A systematic approach to the counseling relationships utilized by the therapist working with the senior population. An understanding of the characteristics of the behavior and development of senior citizens.

**HDC 583 CREATIVE COUNSELING (4 Hrs.)**

The theory and practice of eclectic counseling in the total, existential situation. Develops counseling competence through use of specific techniques, clarification of specific criteria for evaluating results, and achievement of increased understanding of the goal of creative counseling.

**HDC 584 MICRO-COUNSELING (4 Hrs.)**

Skill-training primarily through video-tape for basic human skills required for meaningful coping with a variety of human environments. Combining specific skills into larger wholes and extending these skill-gestalts into real-life specific settings which are identifiable. Practice in classroom and real, environmental settings.

**HDC 585 RELIGIOUS ASPECTS OF COUNSELING (4 Hrs.)**

An in-depth study of the function of religious symbols in the development of personality, particularly in the counseling setting. Integrative and disintegrative structures which shape people in their awareness of ultimate values.

- HDC 586 TECHNIQUES OF GUIDANCE** (4 Hrs.)  
Survey of kinds of experience counselors may encounter in elementary school settings. Includes exposure to a range of guidance materials, role-playing with video analysis, and evaluation techniques.
- HDC 587 FAMILY THERAPY** (4 Hrs.)  
Provides an intensive study of family systems and family therapy. Communication styles influence individual interpersonal relationships in intimate, social, and work transactions. With permission of instructor.
- HDC 589 HAND-PUPPET THERAPY FOR YOUNG CHILDREN** (4 Hrs.)  
An intensive graduate-level investigation of individual and small-group psychological counseling with young children (CA's #-0 to CA's 12-0). Primary emphasis is on systematic application of counseling technology employing operant psychology and social learning theory principles through the media of hand puppets.
- HDC 590 INTERNSHIP** (6 to 12 Hrs.)  
A supervised learning experience giving students opportunity to implement in an actual work setting those educational and experiential learnings which they have acquired prior to and during their training in the program. Focus is on the intern's competencies, involving all the functions and responsibilities of a professional employee working in the area. Completion of Practicum and internship application required. Admission by permission of HDC program committee only.
- HDC 591 ADVANCED INTERPERSONAL RELATIONS** (4 Hrs.)  
An emphasis upon both research and theory in the area of interpersonal relations. Theories and topics range from Sullivan to Laing and from attitude change theories and research to research on interpersonal attraction and power.
- HDC 592 INTRODUCTION TO RATIONAL-EMOTIVE PSYCHOTHERAPY** (4 Hrs.)  
A course covering the basic principles and essentials of rational-emotive psychotherapy and counseling, how they were derived, and what some of the evidence is to support them. Emphasis is on its application to the individual therapy and counseling situation as well as its use in group therapy.
- HDC 593 ADVANCES IN INSTRUCTIONAL PSYCHOLOGY** (4 Hrs.)  
Emphasizes techniques designed to structure the classroom environment to promote active student participation in the learning process. Considerable attention devoted to advances in programmed instruction, concept analysis, computer-assisted instruction, and other innovative instructional techniques.

*Students in the Human Development Counseling Program who are interested in taking graduate courses offered by other programs should consult their advisers for prior approval and make these cross-listed courses a part of their prospectuses.*

## Individual Option

B.A.  
(60 Hrs.)

M.A.  
(30 Hrs. or more)

*PROGRAM FACULTY* – David Hillgoss.

The Individual Option Program gives students a unique opportunity to design their own major concentrations at Sangamon State, apart from existing programs. The Individual Option is offered to those students who want to combine areas of study in a cross-disciplinary way rather than pursue a traditional single discipline, or to students who want to focus on an area of study which is not

covered in the established programs at SSU but for which there are appropriate faculty and other resources available.

The Individual Option is essentially a distinctive one-of-a-kind concentration. It does not serve as a means for a student to construct a conventional "major" in an area where no program has been established at Sangamon State.

Generally, an Individual Option is based on a broad topic or problem which reflects the student's own needs and objectives, relative to his or her personal interests.

The student interested in the Individual Option Program must



first be admitted to Sangamon State as a student. Each student, with the help of his adviser, writes his own learning proposal. Only after this proposal has received the approval of the student's adviser and of the Individual Option office is the student officially matriculated in the program. The Individual Option Program offers both the Bachelor of Arts and the Master of Arts degrees.

The student's learning proposal should indicate the student's general intent and learning needs and goals, some relation to public affairs, and the relation of the option to the student's career aims and personal aspirations. A plan of study should include the proposed courses, and the resources needed to implement the student's program.

One recommended course is the Individual Option Colloquium, developed to help students in preparing their learning contracts and organizing their programs. Each student selects other courses and learning experiences in keeping with his/her own goals, in consultation with advisers and learning facilitators.

A few experimental concentrations are also offered through the Individual Option such as Gerontology, Philosophy, and Women's Studies. In the future new options may include Minorities Studies, Popular Culture, Science Education, and others.

The Individual Option encourages the use of nontraditional and largely untapped learning resources and experiences as well as those provided directly by the university. Those might include external study (off campus), internships, foreign study, independent study, and exchange to other educational institutions. However, the student is largely responsible for contacting resources and arranging these experiences.

A current list of options and SSU faculty working with Individual Option may be obtained at the Individual Option office.

## INDIVIDUAL OPTION/Course Descriptions

- INO 390 EXPLORATION OF LEARNING RESOURCES (2 or 4 Hrs.)**  
Students work on individual projects in consultation with faculty members. Major purpose is to explore/inventory learning resources and/or strategies directly related to the student's Individual Option Program. The student produces a log or journal of the exploration process and a comprehensive inventory of the resources discovered. The student is expected to stay in touch with the instructor at least once each week. With permission of instructor. May be repeated for maximum of 8 hours.
- INO 400 INDIVIDUAL OPTION COLLOQUIUM (2 Hrs.)**  
Lecture/discussion/workshop. Discussion of individually designed learning programs. Workshop to prepare learning contracts and degree proposals for I.O. students and others interested in organizing their learning.
- INO 480 READINGS AND PROBLEMS IN EXPERIMENTAL STUDIES (2 or 4 Hrs.)**  
Readings are selected by instructor and student representing a wide range of works on trends and current issues in experimental education. Readings should be integrated with defining an educational problem specifically related to the student and his own self-learning process. Student is expected to articulate (usually in writing) his educational goals and needs both before and after readings. Finally student must be able to articulate how the readings influenced or may influence, support, or change the problem defined and the influence reading has on the student's perception of his self-image as a learner. With permission of instructor. May be repeated for maximum of 8 hours.
- INO 500 INDIVIDUAL OPTION COLLOQUIUM (M.A.) (2 Hrs.)**  
Same description as INO 400 except this colloquium is an intensive course for *only* M.A. candidates in I.O. Usually taught in the summer.
- INO 590 INDEPENDENT FIELD PROJECT (2 or 4 Hrs.)**  
Students work on individual projects in consultation with faculty members. Project must be directly applicable to the student's Individual Option Program. The student is expected to keep a log or journal of field experience and make some formal presentation of experiences at the close of the project. With permission of instructor. May be repeated for maximum of 8 hours.



# Justice and the Social Order

B.A.  
(60 Hrs.)

M.A.  
(40 Hrs.)

*PROGRAM FACULTY* – Craig Brown, Larry Golden, James Richard Johnston, Gari Lesnoff-Caravaglia, Douglas F. Morgan, Lawrence E. Rothstein, Ralph A. Stone.

The Justice and the Social Order Program seeks in part to provide some clarity and understanding of some of the most compelling problems of our time: e.g., poverty, war, racism, ageism, exploitation and discrimination, and alienation. The program also seeks to provide clarity and understanding of some of the more perennial questions man has raised in his search for justice: What are the standards which can and ought to guide man in his relationships with others? How can these standards be implemented within a social order? What kind of society ought we to be striving to achieve? The Justice and the Social Order Program draws upon a variety of disciplines in considering these questions.

The program is designed to serve the student who is interested in preparing for a career in such fields as law, advocacy, corrections, social service, foreign service, community organizing, working with older persons, youth work, politics, or public service in general at the international, national, state, or local levels.

The program is minimally structured so as to encourage the student to develop a course of study which suits his particular needs and interests. The program is organized around three colloquia to



provide an opportunity for continuity and a common academic experience for all students in the program.

### PROGRAM COLLOQUIA

1. *Introductory Colloquium*. Considers philosophical, historical, and contemporary perspectives on the meanings and implications of justice and social order. It is intended to provide students with a common framework, and is required of all those concentrating in the program.
2. *Final Colloquium*. Provides a setting within which students can integrate and assess the questions raised throughout their work in the Justice and the Social Order Program, with a view toward applying their practical and theoretical knowledge to an understanding of, and solutions to, contemporary problems. Problems selected depend on students' experiences, interests, and goals.
3. *Ongoing Colloquium*. Centers on an issue or set of issues of a contemporary nature. It is intended to establish an open, ongoing dialogue among faculty and students.

In addition to university requirements, each B.A. student must meet the following Justice and the Social Order Program requirements:

1. The Introductory Colloquium as part of the 24 hours of concentration.
2. Successful completion of a Final Integrative Evaluation. Ordinarily this requirement is met by successful completion of the Final Colloquium. Students who do not choose to meet their final evaluation requirement in this manner must present the program committee with an acceptable alternative. The program committee will determine whether or not the alternative selected by the student is deserving of academic credit.

In addition to university requirements, each M.A. student must meet the following Justice and the Social Order Program requirements:

1. Forty hours of which 32 must be taken in the program, including the Introductory and Final Colloquia, if not previously taken.

Course offerings are grouped by categories in the class schedule which is issued each semester. As the interests of faculty and the course offerings change, the categorization of courses may also change from semester to semester. Some groupings such as Justice and Law, Social Organization and Social Change, Theories and Perspectives on Justice, and Contemporary Issues: Aging and Dying in a Technological Society are likely to be repeated on a regular basis. Other groupings such as Justice and the Poor, Women and Justice, Cooperatives, and Justice and Racial Minorities will probably appear less regularly. Such categorization is meant to assist students in organizing a program of study.

# JUSTICE AND THE SOCIAL ORDER/ Course Descriptions

## **JSO 401 INTRODUCTORY COLLOQUIUM (4 Hrs.)**

Considers philosophical, historical, and contemporary perspectives on the meanings and implications of justice and social order. Intended to provide students with a common framework, and is required of all those concentrating in the program.

## **JSO 402 FINAL COLLOQUIUM (4 Hrs.)**

Provides a setting within which students can integrate and assess the questions raised throughout their work in the JSO Program, with a view toward applying their practical and theoretical knowledge to an understanding of and solutions to contemporary problems. Problems selected depend on student experiences, interests, and goals. Also serves as one vehicle for a final evaluation of the student's achievement and for B.A. students serves as the program's replacement for the universitywide closure requirements.

## **JSO 410 ONGOING COLLOQUIUM (4 Hrs.)**

Centers on an issue or set of issues of contemporary nature illustrating the traditional themes of the program. Intended to establish an open, ongoing dialogue among faculty and students as well as to be a vehicle for new approaches in learning-teaching techniques. May be repeated for an indefinite number of credit hours.

## **JSO 411 EXISTENTIAL PHILOSOPHY (4 Hrs.)**

An analysis of the major themes appearing in the writings of existential philosophers. Emphasis on the writings of Soren Kierkegaard, Jean Paul Sartre, Martin Heidegger, and Nicola Abbagnano.

## **JSO 412 PRAVDA: RUSSIAN TRUTH AND JUSTICE — OLD STYLE (4 Hrs.)**

The pursuit of "truth-justice" is as outdated as the Julian calendar, yet that was the clarion call of Russian philosophy until about 1917. How this passionate search developed and then disintegrated is the focus of the course.

## **JSO 421 THE AMERICAN CONSTITUTION AND CIVIL LIBERTIES (4 Hrs.)**

Focus is on selected civil liberties protected by the Constitution, including the First Amendment freedoms of speech, press, assembly, and religion and the procedural due process guarantees of the Fourth, Fifth, Sixth, Seventh, and Eighth amendments. Opportunity for students to use this knowledge to decide mock court cases.

## **JSO 423 THE CIVIL WAR AND THE CONSTITUTION (4 Hrs.)**

Focus is on two sets of questions: the character of the flaw in the American regime that gave rise to the Civil War, and the manner by which and the principles in terms of which Lincoln conducted the Civil War. Provides an opportunity for students to explore the limits to the rule of law within our constitutional framework.

## **JSO 424 JUSTICE IN WESTERN POLITICAL THOUGHT: CLASSICAL (4 Hrs.)**

The important contributions in Western social and political thinking up to and including the Medieval period, with particular emphasis on the writings of Plato and Aristotle. Includes the origins of political science, religion, and politics, and the nature of the Greek city-state.

## **JSO 425 JUSTICE IN WESTERN POLITICAL THOUGHT: MODERN (4 Hrs.)**

Important contributions in Western social and political thinking in the modern period, beginning with Machiavelli. Includes social contract theory, the relationship between the individual and the state, political obligation, and the tension between liberty and equality.

## **JSO 426 JUSTICE AND THE STATE: THE PROBLEM OF POLITICAL OBLIGATION (4 Hrs.)**

One's political, legal, and moral obligation to obey the state has been a central concern in citizenship and in the history of political thinking. In America, this problem has deep historical roots in such spokesmen as Jefferson and Thoreau, and has been of particular importance in the past 20 years in the civil rights

movement with Martin Luther King and others, and in the anti-war and anti-draft movements as typified by the actions of the Berrigan Brothers. The nature of this political dilemma and various responses to it are explored. Students develop their own views of obligation as a result of course work.

**JSO 427 REVOLUTION AS SOCIAL CHANGE (4 Hrs.)**

The 20th century as an era of revolution in Asia, Europe, North Africa, and Latin America. Draws upon modern history and contemporary events for a comparative study of revolution.

**JSO 428 VIOLENCE, NONVIOLENCE, AND JUSTICE IN AMERICA: ISSUES OF ENDS AND MEANS (4 Hrs.)**

Organized around several issues: the patterns and extent of individual and collective violence in the US; conditions which have contributed to the different kinds of violence; how group protest and violence within the US compare with similar activities elsewhere in the world; feasibility of strategies for coping with social conflict, aggression, and violence; violence and social consciousness.

**JSO 431 JUSTICE, LAW, AND THE LEGAL PROCESS (4 Hrs.)**

The state trial court within the legal system. Deals with behavior of the participants (lawyers, judges, litigants, police, etc.), including their expectation and the expectations of theory. Intended to provide background for further investigation of the legal system as well as for knowledgeable citizenship. Students make actual court observations, and each writes a paper comparing the readings and the student's expectations. No prerequisites, but prior completion of JSO 401 is recommended.

**JSO 432 LAW AND THE POOR (4 Hrs.)**

Systematic investigation of the impact of the legal system on the poor, and the types of legal problems faced by the poor and lawyers who represent them.

**JSO 433 JURISPRUDENCE SEMINAR (4 Hrs.)**

Legality in relation to social, political, and moral concerns. Traces development of fundamental concepts, such as right, duty, contract, and law. The growth and development of state and nonstate legal systems, and application of these concepts to the analysis of current legal issues and court decisions. With permission of instructor.

**JSO 443 PROFESSION OF LAW AND PUBLIC AFFAIRS (4 Hrs.)**

Comparison of the ethos and organization of a variety of practices and situations in the legal profession: individual and large firm practice, criminal practice, government service, bar associations, and law schools. Special attention is given to the structural tensions among the several claims of social status, technical expertise, personal conscience, and civil duty.

**JSO 451 THE SEARCH FOR JUSTICE: EXPERIMENTAL COMMUNITIES IN AMERICA (4 Hrs.)**

The history, theory, and practice of intentional communities with an emphasis upon Midwestern examples. Includes study of such historical communities as New Harmony, Amana, Bishop's Hill, and Nauvoo, with field trips to sites of some of them. Also concerned with contemporary intentional communities, including a survey of spiritual and utopian communes and such radical social experiments as group marriage and drug cults.

**JSO 452 COOPERATIVES AND COLLECTIVES: ALTERNATIVE INSTITUTIONS FOR ECONOMIC JUSTICE AND SOCIAL CHANGE (4 Hrs.)**

The historical origin of cooperatives, theories that underlie their various forms, and their present-day practice. Such examples as food co-ops and conspiracies, housing co-ops, credit unions, health co-ops, and producer collectives are examined. Includes field trips to Champaign, St. Louis, and other area co-ops. Students observe, participate in, or create co-ops in Springfield.

**JSO 461 EDUCATION AND JUSTICE (4 Hrs.)**

An examination of the possibly inherent contradiction between utilitarian education — i.e., training useful for the established order — and education for social justice. Writings of some major philosopher-educators are examined to study the

relationship of education to justice. Included are Plato, John Dewey, and Paulo Freire, in addition to studies by David Riesman and Christopher Jencks.

**JSO 462 COMPARATIVE EDUCATION (4 Hrs.)**

An analysis of the educational systems developed in the Western world, with particular emphasis on national cultures and characteristics. Particular consideration will be given such issues as: Who is educated? For how long? To what end? Who gains? Who loses?

**JSO 474 FACING DEATH (4 Hrs.)**

Death is everyone's reality. Particular individuals are only on more intimate terms with death — the elderly, the terminally ill, and those who rely upon modern technology to sustain them. During all phases of impending death, there is much that the physician, family, patient, and others can do. This course focuses on ways of minimizing the discomfort, loneliness, anxiety, and fear that facing death provokes.

**JSO 475 PERSPECTIVES ON AGING (4 Hrs.)**

The last years of life — life's *diminuendo* — are often fraught with fears, loneliness, and anguish brought on by loss of pride, mental distress, and physical pain. Our laws, public attitudes, and medical provisions only exacerbate the suffering of older persons. This course looks upon human aging as part of the total life experience — and regards individual reactions to the process of aging, through perspectives that are personal, societal, and cultural.

*The following courses offered elsewhere in the university are approved for cross-listing by the Justice in the Social Order Program.*

ADP 488 Local Power Structure Research

CFC 375 Basic Community Organizing

POS 415 Theories of Political Change

POS 457 Governing the Police

SJP 403 Social and Criminal Justice: System? Non-System? Sub-System?

WCS 431 Radical Social and Political Theory

WCS 453 Work Roles and Sex Role Liberation

## Literature

B.A.

(60 Hrs.)

M.A.

(30 Hrs.)

**PROGRAM FACULTY** – Dennis D. Camp, Richard Damashek, Judith Everson, Norman D. Hinton, Jacqueline Jackson, John Knoepfle, Michael Lennon, Karen Payne, Larry Smith, Richard J. Sherekis.

In addition to satisfying general university requirements, candidates for the B.A. in literature are expected to attain research, writing, analytical, and interpretive skills. Thus, a student may choose to pursue a traditional degree in English and/or American literature or he may develop a more personalized and less traditional program. All literature courses incorporate the methodology, tools of research,

and modes of perception necessary to an understanding of specific genres and periods. For students who wish a more formal introduction to the field, Literature Colloquia are offered each semester for two hours' credit by various members of our staff. Students in the colloquia are given an introduction to major issues and controversies in the profession while they gain experience with basic bibliographical tools and critical perspectives on the study of literature. Students are urged to take at least one of the colloquia during their stay at Sangamon State.

### THE BACHELOR'S DEGREE

The B.A. program is open to any student who qualifies for admission to the university.

The undergraduate student must take 30 semester hours of courses listed in the Literature Program. No other general requirements are deemed necessary, however, as each student, with his adviser, must develop his own program of studies according to his specific needs and interests.

### THE MASTER'S DEGREE

M.A. candidates may develop several types of degree programs, selecting courses which suit their individual needs and interests. The program offers courses which cover specific literary periods and figures, but students will also find other options available. A concentration in creative writing courses might be appropriate for some, for example, while others might wish to focus on courses especially helpful to classroom teachers (e.g. Greek Mythology and Literature, History of Children's Literature, Teaching English in Today's High Schools, Science Fiction, etc.). M.A. candidates should work closely with their advisers to develop programs which respond to their personal and professional objectives.

The M.A. candidate must satisfy general university requirements for the degree, including 26 semester hours of credit in Literature courses. Students are urged to take at least four hours at the 500 level and to enroll at least two semesters in LIT 590 The Graduate Seminar.

Students who contemplate work beyond the M.A. are urged to take at least half of their courses at the 500 level.

As a closure experience, all prospective graduates of the program are examined by a program subcommittee on the content of a literary work or a work of the student's own creation.

## LITERATURE/Course Descriptions

### LIT 311 LITERATURE COLLOQUIUM I: CRITICAL PERSPECTIVES (2 Hrs.)

An examination of the major critical perspectives, such as the historical, psychological, formalist, moral, mythic, and socio-cultural. The traditional division of literature into poetry, drama, and fiction and modern sub-genres is also considered.



**LIT 312 LITERATURE COLLOQUIUM II: THE TOOLS OF LITERARY STUDY (2 Hrs.)**

Bibliographical and research methods for the study of literature.

**LIT 313 LITERATURE COLLOQUIUM III: THE DISCIPLINE OF LITERATURE (2 Hrs.)**

An examination of what literature is, why we study it, how we study it, and how we make use of its insights to enrich our lives.

**LIT 375 EXPOSITORY WRITING (4 Hrs.)**

A course for students who wish to gain experience as writers of expository prose.

**LIT 400 MAJOR FIGURES IN ENGLISH LITERATURE TO 1700 (4 Hrs.)**

At least once each year, the works of major authors such as Chaucer, Shakespeare, Donne, and Milton are studied. Students may earn credit in several sections of 400, but the specific figures studied must be different in each section.

**LIT 401 THE CANTERBURY TALES (4 Hrs.)**

A study of the entire *Canterbury Tales* and of high medieval culture, the social history of England in the period, and Chaucer's view of a just social order.

**LIT 402 MEDIEVAL LITERATURE IN TRANSLATION (4 Hrs.)**

The major types and themes of literature which form the strengths of medieval English literary culture.

**LIT 403 LITERATURE OF THE VIKINGS (4 Hrs.)**

Literature, history, myth, and visual arts of the Scandinavians during the period when they dominated much of northern Europe.

**LIT 404 ELIZABETHAN-JACOBEAN DRAMA (4 Hrs.)**

A survey of the works of Shakespeare's contemporaries, including plays by Marlowe, Jonson, Dekker, Webster, Ford, and others.

**LIT 408 RENAISSANCE LITERATURE (4 Hrs.)**

Nondramatic literature of England from 1500 to Milton. Works of various important continental writers are read in translation.

**LIT 410 MAJOR FIGURES IN ENGLISH LITERATURE: 1700-1900 (4 Hrs.)**

At least once each year, the works of major authors such as Pope, Blake, Wordsworth, and Dickens are studied. Students may earn credit in several sections of 410, but the specific figures studied must be different in each section.

**LIT 411 THE ENGLISH NOVEL FROM DEFOE TO AUSTEN (4 Hrs.)**

An examination of major works by major novelists of the 18th century, including Defoe, Richardson, Fielding, Sterne, Smollett, and Austen.

- LIT 412 THE ENGLISH ROMANTICS** (4 Hrs.)  
A study of major and minor figures from the English Romantic period (1789 to 1832).
- LIT 413 POETRY AND PROSE OF THE VICTORIAN AGE** (4 Hrs.)  
An examination of major works by poets and prose writers of the 19th century, including Tennyson, Arnold, Browning, Carlyle, Mill, and others.
- LIT 414 THE ENGLISH NOVEL FROM DICKENS TO HARDY** (4 Hrs.)  
An examination of major works by major novelists of the 19th century, including Dickens, Thackeray, Eliot, Meredith, and Hardy.
- LIT 420 MAJOR FIGURES IN ENGLISH LITERATURE SINCE 1900** (4 Hrs.)  
At least once each year, the works of major authors such as Conrad, Lawrence, and Joyce are studied. Students may earn credit for several sections of 420, but the specific figures studied must be different in each section.
- LIT 421 MODERN BRITISH LITERATURE I** (4 Hrs.)  
A study of novels by major authors of the 20th century — works by Conrad, Ford, Forster, and Woolf — with some emphasis on historical, political, and psychological perspectives.
- LIT 422 MODERN BRITISH LITERATURE II** (4 Hrs.)  
A study of works by Lawrence, Joyce, Shaw, Murdock, Osborne, Pinter, and other important figures in recent British literature.
- LIT 430 MAJOR FIGURES IN AMERICAN LITERATURE TO 1900** (4 Hrs.)  
At least once each year, the works of major authors such as Whitman, Twain, Melville, and Hawthorne are studied. Students may earn credit in several sections of 430, but the specific figures studied must be different in each section.
- LIT 431 THE AMERICAN NOVEL FROM BROCKDEN BROWN TO HENRY JAMES** (4 Hrs.)  
An examination of major works by major American novelists of the 19th century, including Brockden Brown, Cooper, Hawthorne, Melville, Crane, and James.
- LIT 440 MAJOR FIGURES IN AMERICAN LITERATURE SINCE 1900** (4 Hrs.)  
At least once each year, the works of major authors such as Frost, Hemingway, Faulkner, and Mailer are studied. Students may earn credit for several sections of 440, but the specific figures studied must be different in each section.
- LIT 441 LITERATURE BETWEEN THE WARS** (4 Hrs.)  
The fiction of major American writers from 1919 to 1939. Such writers as Anderson, Lewis, Wolfe, Fitzgerald, Hemingway, Steinbeck, and Faulkner are studied.
- LIT 442 MODERN AMERICAN NOVEL** (4 Hrs.)  
A survey of major post-war novels by some of the following authors: Salinger, Updike, Mailer, Bellow, Brautigan, Baldwin, Ellison, O'Connor, Styron, Roth, Pynchon, Vonnegut, Cheever, and Malamud.
- LIT 443 CONTEMPORARY AMERICAN POETRY** (4 Hrs.)  
A survey of the present scene in American poetry, with some concentration on writers who came of age in the sixties. Included are John Logan, James Wright, Robert Lowell, Robert Creeley, Allen Ginsberg, and John Ashberry.
- LIT 444 CONTEMPORARY MIDWESTERN FICTION** (4 Hrs.)  
A study of works by Robert Coover, Warren Fine, Stanley Elkin, William Gass, Joyce Carol Oates, and Wright Morris, among others.
- LIT 446 CONTEMPORARY AMERICAN JEWISH NOVELISTS** (4 Hrs.)  
A study of the major novels of I. B. Singer, Henry Roth, Philip Roth, Bernard Malamud, and Saul Bellow.
- LIT 450 MAJOR FIGURES IN WORLD LITERATURE** (4 Hrs.)  
At least once each year, the works of major authors such as Dante, Kafka, Yeats, and Tolstoy are studied. Students may earn credit for several sections of 450, but the specific figures studied must be different in each section.

**LIT 451 CONTINENTAL LITERATURE I (4 Hrs.)**

Readings in continental literature from Classical Greece to the European Renaissance.

**LIT 452 CONTINENTAL LITERATURE II (4 Hrs.)**

Readings in continental literature from the 17th century to the present, including works by Racine, Goethe, Ibsen, Kafka, and Brecht.

**LIT 454 MODERN EUROPEAN LITERATURE IN TRANSLATION (4 Hrs.)**

Readings in major works of literature of the 19th and 20 centuries, drawn from various European countries.

**LIT 455 MASTERPIECES OF RUSSIAN LITERATURE: 19TH AND 20th CENTURIES (4 Hrs.)**

A study of some of the major figures in modern Russian literature and the societies they reflect. Pushkin, Gogol, Dostoevsky, Tolstoy, Turgenev, Chekhov, Vsesenskyy, Evtushenko, and Solzhenitsyn are stressed.

**LIT 458 THE FILM ART OF INGMAR BERGMAN (4 Hrs.)**

A study of the major films of the internationally acclaimed Swedish director.

**LIT 459 GREEK MYTHOLOGY AND LITERATURE (4 Hrs.)**

A study of Greek mythology not only in Greek literature but also as it is used by more modern writers.

**LIT 460 THEMES IN LITERATURE (4 Hrs.)**

Throughout the year, courses are offered which examine how literary works express such themes as the American dream, futurism, industrialism, and women's roles. Students may earn credit in several sections of 460, but the specific content of each section must be distinct from the others.

**LIT 461 TEACHING ENGLISH IN TODAY'S HIGH SCHOOL (4 Hrs.)**

A study of recent trends in the teaching of English on the secondary level, with emphasis on methods and materials for individualizing instruction in composition and literature.

**LIT 465 HISTORY OF THE ENGLISH LANGUAGE (4 Hrs.)**

A study of the development of the sounds, vocabulary, and structure of English from the earliest times to the present. Special attention given to American English, and to dialects of Illinois.

**LIT 470 CREATIVE WRITING (4 Hrs.)**

Several courses are offered each year in writing original poetry and prose. Students may earn credit in several such courses, but the focus must be different in each section taken.

**LIT 471 PERCEPTUAL WRITING (4 Hrs.)**

A structured creative writing course designed to increase personal awareness of worlds within and without, and to stimulate the expression of this awareness in words. Community is essential to this class, so reasonable attendance is required. A central concern is what encourages creativity, making this a valuable course for those who live or work with children.

**LIT 472 THE PERSONAL JOURNAL (4 Hrs.)**

Primarily a writing class, but with a reading component of personal journals: the famous, infamous, and little known — children's as well as adults' — including Pepsy, Boswell, Emerson, Anais Nin, Ann Frank, Maggie Owen. Each student keeps a personal journal.

**LIT 474 JOURNALISM: THEORY AND PRACTICE (4 Hrs.)**

An examination of current issues in journalism, with emphasis on the role of the press in the United States today. Students also write news and feature stories.

**LIT 480 LITERARY GENRES (4 Hrs.)**

Each year, several courses are offered in such genres as creative nonfiction, science fiction, children's literature, film, drama, and fantasy. Students may earn



credit for several sections of 480, but the focus of each must be clearly distinct from the others.

- LIT 485 HISTORY OF CHILDREN'S LITERATURE (4 Hrs.)**  
A study of books children appropriated before there was a "children's literature" and since, as well as books written with children in mind. This course encompasses both literature and a social history of children and the family.
- LIT 500 SEMINAR: MAJOR FIGURES IN ENGLISH LITERATURE TO 1700 (4 Hrs.)**  
A comprehensive study of the works of one or two of the major authors of the period. It also acquaints the student with significant scholarly research concerning these figures. Students may earn credit in more than one section of 500, but the specific figures must be different in each section.
- LIT 506 MIDDLE ENGLISH LITERATURE (4 Hrs.)**  
Readings in the various genres of medieval English literature (lyric, romance, drama, chronicle, etc.). Works are read in Middle English, but no previous experience of that period is necessary. Introduction to main problems of studying ME literature, both scholarly and critical. Advanced undergraduates admitted with permission of instructor.
- LIT 510 SEMINAR: MAJOR FIGURES IN ENGLISH LITERATURE: 1700-1900 (4 Hrs.)**  
The works of one or two major writers in this period are studied in depth. Students review relevant scholarly and critical endeavors. Students may earn credit in more than one section of 510, but the specific content of each section must be distinct from the others.
- LIT 520 SEMINAR: MAJOR FIGURES IN ENGLISH LITERATURE SINCE 1900 (4 Hrs.)**  
A thorough examination of one or two of the major English authors of this century, with some emphasis on research as well as on reading and class participation. Students may earn credit in more than one section of this course, provided that the authors treated are different in each section.
- LIT 530 SEMINAR: MAJOR FIGURES IN AMERICAN LITERATURE to 1900 (4 Hrs.)**  
The works of one or two major American authors in this period are treated. Students review relevant scholarly and critical endeavors. Students may earn credit in more than one section of 530, but the specific content of each section must be distinct from the others.
- LIT 540 SEMINAR: MAJOR FIGURES IN AMERICAN LITERATURE SINCE 1900 (4 Hrs.)**  
A thorough examination of one or two of the major American authors of this century, with some emphasis on research as well as on reading and class participation. Students may earn credit in more than one section of this course, provided that the authors treated are different in each section.
- LIT 550 SEMINAR: MAJOR FIGURES IN WORLD LITERATURE (4 Hrs.)**  
One of the major authors of world literature is studied in relation to his own particular context and the wider context of other lands and literatures. Significant scholarship concerning this figure is also investigated. Students may take more than one section of this course, provided that a different author is stressed in each section.
- LIT 560 SPECIAL TOPICS IN LITERATURE (4 Hrs.)**  
A study of the development and ramifications of a major theme or topic in literature (for instance, the Faust theme or politics and literature), with reference to important research in the area. Students may earn credit in more than one section of the course if the topics are varied in each case.
- LIT 561 THE GRADUATE STUDY OF LITERATURE (4 Hrs.)**  
An introduction to the graduate study of literature, with emphasis on bibliography and research and current issues in the profession.

**LIT 590 THE GRADUATE SEMINAR**

(1 Hr.)

LITERATURE  
MANAGEMENT

Graduate students meet once a week to explore the possibilities for advanced study in literature courses they are presently taking, to determine which graduate courses might be desirable in the immediate future, and to plan a program germane to their personal goals.

*The following courses offered elsewhere in the university are approved for cross-listing by the Literature Program.*

- COM 400 Topics in Communication
- COM 401 Words
- COM 402 Communication
- COM 403 Language in Society
- COM 415 Language: The Formative Years
- COM 430 Studies in the Art of the Film
- COM 431 Film as Art
- COM 432 Experimental Film
- COM 434 Film and Literature
- COM 440 Studies in Media Criticism
- COM 441 The Celluloid Curriculum
- COM 451 Filmmaking I
- COM 452 Filmmaking II
- COM 474 Journalism Theory and Practice
- CRA 301 Principles of Acting
- CRA 309 Creative Writing
- ENP 477 Expressions of American Naturalism: From Colonial Days to Sand  
County Almanac
- HIS 404 The American Midwest: A Cultural and Historical View
- HIS 423 World of W.E.B. Dubois
- HIS 424 American History Through the Camera's Eye

# Management

B.A.

(60 Hrs.)

*PROGRAM FACULTY* – Robert J. Dworak, Robert G. Graham, Theodore J. Halatin, Steve Kapplin, Yunus Kathawala, Donald S. Kline, John A. Knutsen, Robert Kustra, L. W. Murray, Jr., Anna May Smith, James C. Worthy.

The Management Program at Sangamon State University is designed to prepare students for direct entry into first-level management positions in both the public and private sectors and to prepare students for advanced study. The program is based on the premise that management is a general science that can be applied to all organizations. Provision is made both in course work and during the Applied Study Term for the exploration of specific career arenas in which students have a particular interest.

The Management Program is multidisciplinary including concepts developed from the behavioral sciences, social sciences, humanities, and mathematical sciences. In addition to lecture and

discussion, teaching techniques include games and simulations, programmed learning, and team teaching.

### THE BACHELOR'S DEGREE

The program leads to the degree of Bachelor of Arts in Management, and requires a minimum of 60 semester hours of credit, distributed as follows:

Generic Management Core .....	28 hours
Electives .....	20 hours
Applied Study Term .....	8 hours
Public Affairs Colloquia .....	4 hours
	60 hours

(*Note:* The university requires six hours of Public Affairs Colloquia for the B.A. degree; however, two of the 28 hours of the Generic Management Core are counted toward this requirement.)

### ENTRANCE REQUIREMENTS

Other than satisfying the requirements for admission to the university, there are no specific requirements for admission to the Management Program.

However, certain minimum levels of competence in particular areas are necessary to enable students to handle successfully some of the key elements of the program. These include the appropriate equivalent of: one course each in macro- and microeconomics, two courses in accounting, and college algebra. These are not "prerequisites" in the usual sense of the term; rather, the approximate levels of competency indicated are necessary for students to be able to handle certain portions of the Management Program.

Students will be tested at the outset of the program to determine whether or not they possess the minimum competence requirements. If they do not, provision is made to assist them. This assistance may take any one or combination of the following: enrollment in designated courses of study at Lincoln Land Community College; providing special units of instruction at SSU (not included in the 60 credit hours required for the B.A.); or making available self-teaching programmed instruction modules. However, it is highly desirable for the student to acquire the indicated competencies before entering the program.

### TYPES OF STUDENTS SERVED

The Management Program is designed to serve the needs of a broad spectrum of students. The *evening program* serves the needs of students in full-time employment who are able to pursue their education on a part-time basis only. The *daytime program* serves the needs of students wishing to carry a full-time course load. This includes

particularly, but not exclusively, students transferring from community colleges.

Both the daytime and evening programs are designed to serve the special needs of several quite different types of community college students.

### *Transfer Program Students*

This group of students can be accommodated readily. While there are no specific prerequisites, minimal levels of competence in accounting, economics, and mathematics are necessary to portions of the course work. It is advantageous but not essential for students to acquire these competencies before enrolling in the program. With the possible exception of accounting, most students in transfer programs probably will have acquired such competencies before entering SSU. Provision is made to assist those students who have deficiencies.

### *Career Program Students*

The Management Program also accommodates persons who enroll in two-year community college career programs and later decide they would like to complete work for the bachelor's degree.

SSU admissions policy requires a minimum of 20 semester hours or 30 quarter hours in the social sciences, humanities, and sciences. Many community college career programs require approximately 15 semester hours in such studies. Most students fulfilling these requirements may qualify for admission to SSU and the Management Program by completing the additional required work in general studies, perhaps during the summer term at their present community colleges. In this way, career program students who so elect may change their academic direction without losing credit for much of the work they have already done.



*Students Interested in Business Administration*

Most students in community college business programs will have the accounting, economics, and mathematics needed for work in the Management Program. In addition, they are also likely to have had courses in marketing, finance, production, or other subjects included in the Generic Management Core required of all students in the Management Program. Students able to pass proficiency examinations in these and other areas may be excused from those portions of the generic core and either placed in advanced sections or given special projects to take advantage of, and avoid repeating, successfully completed prior course work.

*Students Interested in Public or Health Service Management*

The Management Program Core is generic in purpose and content and serves the needs of students interested in a career in public administration as well as in business and industry. Students majoring in Health Services Management are required to take the generic management core courses. The program is especially suitable for students who have not yet decided whether to pursue their careers in the public or the private sector.

**THE GENERIC MANAGEMENT CORE**

The heart of the program is the Generic Management Core. Rather than a collection of discrete courses, the core consists of three integrated study sequences, totaling 28 semester hours of credit. While the core is considered as a single course, for grading and record-keeping purposes the credits are divided as follows:

MAN 301 .....	16 hours
MAN 303 .....	8 hours
MAN 401 .....	4 hours
	28 hours

These blocks of time from the management core provide a basic foundation for specialization in areas of the students' particular interests in the second half of the program. Successful completion of the core is necessary for the Bachelor of Arts in Management degree.

The Generic Management Core is offered on a full-time day basis and on a part-time evening basis.

*The Day Program*

In the full-time day program, the Generic Management Core requires three semesters for completion. New full-time day classes in the Generic Core are started as student demand dictates.

Because the Generic Core is intended to provide a foundation for later specialization, management electives should not be taken before completion of the first 16 hours of the core. However, a PAC and a free elective or two free electives may be taken during the Spring Semester. Electives may also be taken during the Summer Session.

Before a management student may register for more than 18 hours on a full-time day schedule, he or she must have the permission of his or her adviser.

### *The Evening Program*

New part-time evening classes in the Generic Management Core are started as student demand dictates. Four semesters (or three semesters plus two summer terms) ordinarily are required to complete the Generic Core on a part-time evening basis. Evening core courses will usually meet two evenings a week, four hours each evening.

Evening students may, if they wish, enroll for a Public Affairs Colloquium or for a free elective in addition to the Generic Core. They may also enroll for a PAC or free elective during the Summer Session.

Evening students wishing to register for more than eight semester hours at any one time in the Generic Core must have the permission of their adviser.

### ELECTIVES

The 32 semester hours in addition to the Generic Management Core required for graduation are divided between management electives, free electives, Public Affairs Colloquia, and the Applied Study Term.

Twenty hours of electives are divided between management electives and free (i.e., nonmanagement) electives.

The eight semester hours of approved management electives are intended to provide students an opportunity to acquire greater competence in areas in which they have a particular career interest (e.g., business, government, etc.)

For a student interested in business, approved management electives will be offered in fields such as marketing, finance, production, and personnel. Other fields include corporate planning, business policy and strategy, real estate, urban land management, international business, and insurance.

The management faculty also will offer certain courses to fit specific needs and interests of students, including special topics and seminars in business management problems, independent study, and management practicum.

For students interested in public administration, approved management electives will include courses in such fields as comparative administration, public personnel, public finance, and politics and administration.

Twelve hours of free electives are required. Students are encouraged to devote their free electives to subjects other than management.

No student is permitted to count courses offered by either management or administration programs toward the free electives re-

quirement without the specific approval of his or her adviser.

## PUBLIC AFFAIRS COLLOQUIA

The university requires six semester hours of Public Affairs Colloquia for the B.A. degree. However, because of the nature of the subject matter covered in the Organizations and Their Environments sequence of the Generic Management Core, two hours of this sequence are credited toward the PAC requirement. The remaining four hours may be selected from among PAC course offerings according to the student's interests.

## APPLIED STUDY TERM

The Applied Study Term is a particularly important part of the Management Program because it brings the student into direct contact with real-life situations in organizational settings.

For the Applied Study Term, there are a number of options designed to meet the special needs of students. Students should consult with their advisers and with a representative of the Office of Applied Studies before selecting the option best suited to their needs.

For students holding full-time jobs, an option is provided by which the student may use the work at which he or she is already employed to meet the AST requirement. For this, the student receives four rather than eight hours of credit; the remaining four hours may be utilized for additional management or free electives.

Under certain circumstances, the AST requirement may be waived entirely for students holding full-time jobs, and all eight hours of the usual AST requirement devoted to additional management or free electives.

## MANAGEMENT/Course Descriptions

### *GENERIC MANAGEMENT CORE: FULL TIME*

#### **MAN 301**

**(16 Hrs.)**

A foundation for the subsequent 12 units of work in the core. Divided into two eight-weeks segments.

#### *Segment One — Diagnosis and Skills Development*

This segment begins with an inquiry model — an introduction to learning objectives with regard to factual (cognitive) and values (affective) domains. The student utilizes learning skills by being aware of and utilizing specific behavioral objectives dealing with increasingly complex patterns of learning. In the factual domain the cumulative process of inquiry begins with knowledge and proceeds to comprehension, application, analysis, synthesis, and finally evaluation. In the values domain the inquiry process starts with receiving or attending to new values and proceeds with responding to new values, process of valuing, organization of values in a set, and the characterization of stimuli by a value set or value complex.

The next part is diagnostic and seeks to ascertain prior abilities and knowledge in the entire range of socio-behavioral studies (history, geography, economics, political science, sociology, anthropology, ethics); communication skills (written and oral); and

quantitative-qualitative analytic tools (descriptive statistics, probability, computer utilization, accounting).

Segment one continues with a synthesis of terms and concepts focusing on key historical phenomena: capitalism, socialism, democracy, and technology. Segment one concludes with an introduction to general systems theory and the joint student's-instructor's creation of a systems model to be utilized during the remainder of the generic core.

### *Segment Two — Operating Systems and Management Theory*

This segment jointly introduces key concepts in organizational subsystems and organizational dynamics. With regard to subsystems, any organization in either the private or public sector is assumed to consist of the following systems: financial, manpower, production, marketing, and management information. As each of these systems is introduced it is linked back to both the relevant terms, concepts, and ideas from the range of socio-behavioral studies and to the concurrent and prior concepts in organizational dynamics. Topics in organizational dynamics are: evolution of organizational management theory; group dynamics — i.e., power, leadership, communication, motivation; organizational change; normative organizational models — design or organizations; macro-organizational topics — e.g., goal analysis.

At the end of Management 301, the student should have a firm command of the entire range of "building blocks" in the socio-behavioral studies, quantitative-qualitative tools, and communication skills. The student is now ready to apply this knowledge to the process of decision-making, problem-solving, and risk-taking under conditions of uncertainty within either private or public organizations.

### **MAN 303**

**(8 Hrs.)**

An eight-unit course representing the main substantive component of the Generic Management Core. Builds on the 16 units of prior course work. Focus is on the five operating systems which are the keystone of the generic organizational concept: Financial Systems, Manpower Systems, Productive Systems, Marketing Systems, and Management Information Systems.

Analysis of these systems has two distinct and equally important bases. The first is generic, one which cuts across the traditional perceptual differences of public and private organizations and concentrates on the commonalities of operations and problems in each type of organization.

The second basis, stemming from the content of the first section of the core, has three conceptual aspects: technical, managerial, and environmental.

### *Generic Organization Systems*

*Technical Aspects* build upon the descriptive work of previous core courses. Emphasis is on gaining a better understanding of the operation of each system; identifying relevant subsystems; and relating system output to input as a means of measuring system performance. Qualitative and quantitative tools for analysis introduced as needed.

*Managerial Aspects* build upon concepts of organization and management theory encountered in previous core courses. Emphasis is on identifying and understanding the managerial problems, potentials, and issues affecting each of the operating systems. Each operating system is viewed in an organizational context highlighting its effect on the organizational structure and relationships with other operating systems.

*Environmental Aspects* focus on the interchange between the operating systems (individually and as they interrelate with one another) and the social environment of the organization. Factors affecting the internal operating systems and, in turn, their effect on the environment.

### **MAN 401 MANAGEMENT POLICY AND ISSUES**

**(4 Hrs.)**

Final required component of the management core, which serves as a focus for previous studies. Emphasis is on developing skills in making policy decisions which stress the role of management in coordinating internal operations of various types of organizations and in adapting to change in the external environment. Should be taken in student's last semester of residency. Prerequisites: MAN 301 and MAN 303.





### *GENERIC MANAGEMENT CORE: PART TIME*

MAN 311	Segment One of MAN 301	(8 Hrs.)
MAN 312	Segment Two of MAN 301	(8 Hrs.)
MAN 313	Same as MAN 303	(8 Hrs.)
MAN 314	Same as MAN 401	(4 Hrs.)

### *MANAGEMENT ELECTIVES*

#### **MAN 321 GETTING ALONG WITH MANAGEMENT** (4 Hrs.)

Introduces the student to the operational aspects of the managerial function in private and public organizations. The assumption is made that the focal point of the management function is human interaction within the organization, particularly revolving around the superior-subordinate relationship. This embodies hiring, promotional, and supervisory activities. Focus is two-fold: to orient participants to the managerial environment of organizations through the use of selected readings, guest speakers, and class visitations to a variety of organizations in the area; to provide experiential opportunities to enable the class participants to develop their skills as well as understand the interpersonal dynamics of hiring, promotional, and supervisory processes. Video-tape feedback is used to enhance development of interpersonal skills. Limited to nonmanagement, nonadministration majors.

#### **MAN 330 PROBLEMS IN MANAGEMENT** (4 Hrs.)

A broad-based course designed to highlight particular areas of the management core. Topics are offered on a selective basis to students desirous of consolidating their core program. With approval of a management adviser this course may be substituted for specific sections of the pre-Fall, 1975, Management Core.

#### **MAN 421 SENIOR SEMINAR: CURRENT ISSUES IN MANAGEMENT PRACTICE** (4 Hrs.)

A review of major problems confronting modern management and an examination of practical alternatives available to managerial decision-makers. The course draws from noted contributors to fields of business, government, and consulting, and from the management faculty. Audio and visual delivery systems are utilized as points of departure for classroom discussion and course work.

#### **MAN 422 ORGANIZATIONAL ETHICS** (4 Hrs.)

Introduction to the study and understanding of the role of ethics in organizational behavior. Focus is jointly on cases from public and private sectors with a view toward development of individual ethical standards. The importance of ethical standards for managers is underlined. Specific topics include conflict of interest, financial disclosure on the part of managers, and the difference between legal and ethical behavior.

**MAN 423 MANPOWER: PROCEDURES AND ISSUES (4 Hrs.)**

An examination of the manpower function in business, nonprofit, and public organizations. Topics include recruitment, selection, compensation, performance appraisal, training, and job analysis.

**MAN 424 LABOR RELATIONS (4 Hrs.)**

Examines behavioral, economic, social, political, and institutional forces which affect the character and quality of employer-union-management relationship and objectives in both public and private employment.

**MAN 425 LEGAL ENVIRONMENT OF ORGANIZATIONS: SOCIAL AND ECONOMIC IMPLICATIONS (4 Hrs.)**

A survey of the exercise of administrative, legislative, and judicial power in regulating the activities of public and private organizations. Mergers, monopoly power, and unfair trade practices are examined in light of present regulatory techniques. Decisions of government agencies are also treated with attention focused on rule-making procedure, adjudicative procedure, and judicial review. Emphasis on how social, economic, and political issues play a role in shaping legal decisions which affect the organization.

**MAN 426 COMMUNICATION IN PUBLIC RELATIONS (4 Hrs.)**

Topics include current methods of dissemination of public information as practiced by business, government, industry, educational, and social organizations; the role responsibilities of public information officers in the private and public sectors.

**MAN 427 PLANNING AND CONTROL (4 Hrs.)**

Analysis of goal development and the organization's means for achieving them. Concepts and methods of formulation of management objectives, strategies, policies, and procedures. Applied planning and control techniques.

**MAN 428 MANAGEMENT GAMES (4 Hrs.)**

Objectives are to have students make decisions in a simulated environment, examine the results of these decisions, and make further decisions based on these results. Opportunities are diagnosed, objectives are planned, and strategies are developed. This process should lead the student to an understanding of most organization operations. Prerequisites: MAN 301 and MAN 303 or permission of instructor.

**MAN 429 ADVERTISING AND MARKETING STRATEGY (4 Hrs.)**

Of the four components of "marketing mix" — pricing, physical distribution, product, and promotion — this course deals mainly with promotion. A survey of advertising techniques, in both print and electronic media, by any organization — public, private, or nonprofit. Copy, layout, typography, production, media, and research are dealt with. An examination of the socio-cultural implications of advertising (artificial stimulation of demand, etc.). An investigation of the interface between promotional strategy (including personal selling) and other key marketing strategy decisions dealing with pricing, product, physical distribution. Students actually prepare print and electronic ads after developing a total promotional strategy for a product or service of their choice. Prerequisites: MAN 301 and MAN 303 or permission of instructor.

**MAN 431 ORAL COMMUNICATION FOR MANAGERS (4 Hrs.)**

Stresses both theory and practice of oral communication in organizations. Emphasis is on individual and group performance, relating this to communication theories; briefing procedures for staff and board meetings; parliamentary effectiveness in groups; and concepts of semantics for clarity in communication.

**MAN 432 SEMINAR IN MANAGEMENT SCIENCE (4 Hrs.)**

An in-depth examination of the following topics: systems concept in operations research; problem definition; model formulation, construction, and computer implementation; methods of quantitative analysis with an emphasis on simulation techniques and model analysis.

**MAN 441 SMALL BUSINESS ENTERPRISE (4 Hrs.)**

Identification, development, and growth of the entrepreneur and his business

within the free enterprise system. The nature of the entrepreneur is explored in terms of risks, difficulties, achievement orientation, rewards of satisfactions. Selected business opportunities are appraised through identification of critical success factors in the design and implementation of a feasibility study. Operating problems of varying character are explored with special emphasis on how the entrepreneur promotes growth and development. Focus is on existing firms as well as new ones. Primarily for those interested in developing or acquiring an equity interest in a business venture. Emphasis is on careers rather than companies; on personal rather than corporate goals and strategy; and on growth and development rather than just management of an enterprise.

**MAN 442 MARKETING ISSUES AND STRATEGY (4 Hrs.)**

Provides an opportunity to improve students' understanding of the many dimensions in developing a marketing strategy. Emphasis is on strategies of advertising, pricing, product analysis and development, and market planning and research. Prerequisites: MAN 301 and MAN 303 or permission of instructor.

**MAN 443 INTERNATIONAL BUSINESS POLICY:  
PRINCIPLES AND CASES (4 Hrs.)**

The history and present conduct of international business operations; systematic discussion of the economic, political, legal, and cultural dimensions of enterprise abroad; and special problems confronting management decision-making in such enterprises.

**MAN 444 SEMINAR IN PRODUCTION MANAGEMENT (4 Hrs.)**

A comprehensive coverage of principles and practices relating to the management of the production function. Coverage is broad and includes both line and staff functions. Special emphasis given to automation, computer use in industry, and other modern techniques.

## Mathematical Systems

B.A.  
(60 Hrs.)

M.A.  
(40 Hrs.)

*PROGRAM FACULTY* – D. Anton Florian, Lois Graff, K. G. Janardan, P. Douglas Kindschi, Donald S. Klett, Philip Koltun, King Lee, Charles E. Pinkus, Mary Kate Yntema.

Sangamon State University is committed to public affairs and the preparation of students for productive careers. To meet the ever-increasing demand for diverse quantitative skills in the public sector, the Mathematical Systems Program offers four options: Mathematics, the discipline which underlies all quantitative studies; Statistics, one of the important mathematical disciplines in the study of public affairs; Computer Science, designed to prepare students in the use of an important tool in the modern world; and Operations Research/Systems Analysis, a new discipline that applies the tools of mathematics to analyzing and solving problems.

### REQUIREMENTS COMMON TO ALL OPTIONS

All entering juniors planning to concentrate in Mathematical Systems are required to take MAT 301 Introduction to Mathematical

Systems. This course gives new students an overview of the program and helps them decide which option, or combination of options, they wish to pursue.

It is highly recommended that all B.A. degree candidates in the program take a year of calculus and linear algebra or matrix algebra in their first two years of college. Students who plan to specialize in the Mathematics or Statistics options of the program should take a calculus course which includes the study of partial derivatives and multiple integrals. Deficiencies in calculus may be remedied while the student is enrolled in the program and credits earned in this endeavor will count as elective credits toward the 60-hour requirement for the B.A. degree.

One graduation requirement is that all B.A. degree candidates in the program must pass an examination in calculus. Students who have recently completed a calculus course should be able to pass this exam during their first semester at Sangamon State. The exam is given in MAT 301. The program provides remedial work in calculus to help students refresh their ability in the subject and pass the exam.

All Mathematical Systems B.A. and M.A. degree students must demonstrate the ability to program a computer.

B.A. and M.A. degree candidates should select courses in consultation with an adviser, and the student's program of study must be approved by the Mathematical Systems program committee to assure its coherence. Following are suggested programs of study in the four options of the Mathematical Systems Program; however, students are not limited to these programs and may design individualized programs which combine features of several options.

## Mathematics Option

The Mathematics Option offers the student a firm foundation in the new applied disciplines and enables him to study more intensively any of the new fields.

### THE BACHELOR'S DEGREE

The student concentrating in mathematics must take 28 semester hours of mathematics and statistics, or computer science and operations research courses of appropriate rigor. No more than two of these hours may be taken in service courses — MAT 400 through MAT 415, exclusive of MAT 410. All students in mathematics must take MAT 301, MAT 317, MAT 323, and MAT 331.

### THE MASTER'S DEGREE

An M.A. in mathematics requires 40 semester hours, up to 10 of which may be waived for the student who has taken linear algebra, abstract algebra, and advanced calculus as an undergraduate. A total of 32 hours must be in Mathematical Systems, at least 12 hours of which are at the 500 level. MAT 400 through MAT 415, exclusive of

MAT 410, are service courses for nonmathematics majors and may not be counted as part of the mathematics concentration. Students who have not had abstract algebra and advanced calculus must take MAT 323 and MAT 331 as part of the 32 hours. The student who has not had linear algebra must take MAT 411 as part of his electives.

For the mathematics student, the general university requirement of a problem-solving exercise takes the form of a formal seminar. The student is required to develop a presentation on some aspect of mathematics not studied formally in class. The topic and the presentation should demonstrate the student's ability to bring together, in a coherent fashion, theory from different mathematical fields.

## Statistics Option

Statistics is a modern art of decision-making in the face of uncertainty. The Statistics Option is designed to teach students this art and to teach them how to use and apply statistical techniques to real-life problems; to provide the skills of collection, tabulation, analysis, and interpretation of data needed to provide the quantitative information inherent in a modern technological society.

The program is oriented toward the use of statistical methods, theory, and applications in business, social science, and natural science. It is designed to provide a broad general education preparing graduates for positions in government or industry and to prepare students for further academic training in statistics or operations research.

## THE BACHELOR'S DEGREE

The student concentrating in statistics must successfully complete 28 hours in the Mathematical Systems Program. The student



must take MAT 301, MAT 339, and MAT 438, and also take 12 semester hours from the following list:

- MAT 341 Applied Statistical Methods
- MAT 343 Survey Sampling
- MAT 437 Applied Regression Analysis
- MAT 440 Topics in Probability
- MAT 443 Nonparametric Statistics
- MAT 444 Applied Stochastic Processes
- MAT 447 Mathematical Statistics I
- MAT 448 Mathematical Statistics II
- MAT 450 Topics in Statistics
- MAT 541 Statistical Design and Analysis

The remaining six hours must be taken in mathematics, computer science, or operations research courses of appropriate rigor. It is recommended that one of these courses be MAT 331. No more than two semester hours of a student's concentration may be in Mathematical Systems service courses, MAT 400 through MAT 415, exclusive of MAT 410.

## THE MASTER'S DEGREE

An M.A. in statistics requires 40 semester hours, up to 10 of which may be waived for the student who has taken linear algebra, probability theory, and statistical inference as an undergraduate. Of the total, 24 hours must be in statistics, at least 12 of which are at the 500 level. MAT 400 through MAT 415, exclusive of MAT 410, are service courses for nonmathematics majors and may not be counted towards the statistics concentration. Students who have not had probability theory and statistical inference must take MAT 339 and MAT 438 as part of the 24 hours of statistics. The student must take four hours of mathematics from the following list:

- MAT 331 Advanced Calculus
- MAT 421 Advanced Linear Algebra
- MAT 427 Numerical Analysis
- MAT 531 Complex Analysis

If he has not had advanced calculus as an undergraduate, these four hours must be in MAT 331. The student must also take four additional hours of Mathematical Systems courses of appropriate rigor. The student who has not had linear algebra must take MAT 411 as part of his electives.

For the statistics student, the general university requirement of a problem-solving exercise takes the form of a formal seminar. The student is required to develop a presentation on some aspect of statistics not studied formally in class. The topic and the presentation should demonstrate the student's ability to bring together theory from different statistical fields.

## Computer Science Option

The Computer Science Option deals solely with software (de-

velopment of the programs that control the machine) rather than hardware (the machine itself). Its main objective is to train students to design and analyze small-scale and/or large-scale computer systems and to design and implement the required systems programs. Graduates are prepared for direct entry or re-entry into computer-related careers in state and federal government, business, and industry.

The computer software systems used by students closely resemble the types that will confront them on the job. The development of micro-programming capability is also a program goal.

## THE BACHELOR'S DEGREE

The Bachelor of Arts Option in Computer Science offers two tracks — one in systems analysis, the other in systems programming. Both tracks require 28 hours of course work in various areas of mathematical systems. It is strongly recommended that students have a background in introductory computing before entering the program.

A systems analyst must be able to perform computer systems design, direct the eventual implementation of the system, produce a unified operating package, and finally evaluate the system to determine if the design objectives were realized. A systems programmer provides the expertise for the actual construction and writing of the programs that eventually comprise the system. In general, the systems analyst must function in a management capacity to a much greater extent than does the systems programmer.

There are common areas of knowledge needed by both the systems analyst and the systems programmer, which have been synthesized into a core of 12 semester hours which all students in computer science must take. The courses in this core are:

- MAT 301 Introduction to Mathematical Systems
- MAT 355 Computer Architecture and Programming
- MAT 356 Information Structures

### *Systems Analyst Track*

The student on the systems track must also take the following courses in mathematical systems for an additional 12 semester hours:

- MAT 401 Applied Statistics I
- MAT 427 Numerical Analysis
- MAT 485 Systems Simulation

He must also choose four hours of electives from management or administration and four hours from operations research methods.

### *Systems Programmer Track*

The systems programmer student must take the following 12 semester hours in computer science:

- MAT 455 Structure of Programming Languages
- MAT 457 Compiler Architecture
- MAT 461 Operating Systems Principles

He may choose between an Applied Study term and taking eight semester hours to work on an individual project throughout his senior year. Students who take this option by taking MAT 463 and 464, Systems Programming Laboratory I and II, may find the final product of the project a useful item in their portfolios as they seek employment.

## THE MASTER'S DEGREE

The M.A. in systems programming requires 40 hours of course work. It requires entering students to have a B.A. (or equivalent) in computer science or mathematics, or demonstrate competency through a series of entrance examinations.

The student entering without deficiencies may waive 10 semester hours. The student with deficiencies may apply up to 10 hours to overcoming them. Of the remaining 30 hours, 24 must be in computer science or related Mathematical Systems courses.

The student must complete a problem-solving project during his last year at Sangamon State. This project will probably be mostly, if not entirely, completed in MAT 569. The result of the project may become a major portion of the student's employment portfolio.

## Operations Research/Systems Analysis Option

Operations Research/Systems Analysis constitutes one of the rapidly developing professional fields with openings in many diverse areas. For example, practitioners are called upon to analyze complex decision and control problems involving the interaction of many factors and organizational components; construct mathematical, economic, and statistical descriptions or models of these problems; derive solutions from these models; and test and implement the solutions.

The OR/SA Option is open to students who have not previously concentrated in mathematics, as well as to math students who wish to continue in this direction. There are three degree options: the B.A. in OR/SA, the M.A. in OR/SA, and the M.A. in public systems analysis. Basic to all three is the OR/SA Practicum (which substitutes for the Applied Study Term), during which students apply quantitative problem-solving techniques to the solution of real problems.

Necessary to the ability to obtain, analyze, and evaluate information for sound OR/SA decisions is competence in the fundamentals of other quantitative disciplines. The OR/SA student, therefore, is required to take the following courses, unless his skill in the subject matter has been demonstrated by previous course work.

### Quantitative Tools Core Courses

- ACC421 Administrative Uses of Accounting Information (4)
- MAT301 Introduction to Mathematical Systems (4)
- MAT339 Introduction to Probability (2)
- MAT438 Statistical Inference (4)



To ensure breadth in the fields of OR/SA the student is also required to master the material in the following courses:

Operations Research/Systems Analysis Core Courses

MAT472 Construction of Mathematical Models in Operations Research (4)

MAT474 Operations Research Solution Techniques I (2)

MAT475 Operations Research Solution Techniques II (2)

Mastery of the material in these courses is demonstrated only by passing a regularly given competency exam in each area. Although a student would normally prepare for the examinations by taking the above core courses, they are not required.

## THE BACHELOR'S DEGREE

This degree is suggested for the undergraduate with an aptitude for mathematics and an interest in applying it to contemporary problems. Study includes a broad spectrum of subjects in applied mathematics (accounting, computer programming, linear algebra, statistics) as well as in operations research and systems analysis.

To complete the program, the student must display competency in performing an operations research study. This must be demonstrated by passing the OR/SA Core Exams and taking from two to eight semester hours in the OR/SA Practicum (MAT 470). In addition, students are required to develop skill in the core curriculum of another program. Generally this will require 12 semester hours of course work in that program.

## THE MASTER'S DEGREE

The M.A. requires 40 semester hours of work, up to 10 hours of which may be waived for the student with a good background in operations research, statistics, or mathematics. This program is for the student with an undergraduate degree in science, engineering, or mathematics (including computer science, OR/SA, and statistics) who is interested in becoming an operations research analyst or systems analyst. Students concentrate on mathematical theory underlying techniques of operations research and systems analysis, and develop skill in supervising an operations research study.

Entering students are expected to have had a year of calculus. To complete the program, the student must pass the OR/SA Core Exams and display competency in leading an operations research study, mastering advanced material in mathematics and statistics, and understanding the theory underlying special areas of operations research and systems analysis.

## THE M.A. IN PUBLIC SYSTEMS ANALYSIS

This program is designed to interest the student whose undergraduate specialty differed radically from the study of techniques of quantitative problem-solving. Although candidates need not have a

strong mathematics background, they must have the willingness to learn various topics in applied mathematics necessary to use operations research and systems analysis techniques. In addition, students take at least 12 hours of 400- or 500-level course work related to problems in the public sector from the fields of administration, anthropology, economics, political science, psychology, and sociology, or develop a strong concentration in one of these areas.

Entering students are expected to have a bachelor's degree in a discipline other than operations research. The program generally requires 40 semester hours of study; however students may petition the Mathematical Systems program committee for up to 10 semester hours of advanced standing. To complete the program, the student must pass the OR/SA Core Exams and display competency in leading an operations research study, and analyzing and understanding public systems.

## MATHEMATICAL SYSTEMS/Course Descriptions

### *MATHEMATICAL SYSTEMS SERVICE COURSES*

(These courses accepted for mathematical systems concentration credit only by approval of Mathematical Systems Program. Students may not take more than one of MAT 401, MAT 403, or MAT 405 for degree credit.)

#### **MAT 301 INTRODUCTION TO MATHEMATICAL SYSTEMS (4 Hrs.)**

Gives the student an overview of Mathematical Systems with approximately one semester hour of work in each of the options of the program — Computer Science, Mathematics, Statistics, and Operations Research — and demonstrates to him some of the varying perspectives and concerns of the different options. Includes introductions to tools basic to all four options: computer programming; matrix algebra; probability theory; and linear programming, a basic technique of operations research. The nonmajor taking this course should gain a better appreciation of a subject with facets, both theoretical and applied, far more diverse than he probably has experienced. The Mathematical Systems major should be aided in choosing the option, or options, in which he wishes to concentrate. Required for all entering Mathematical Systems juniors.

#### **MAT 401 APPLIED STATISTICS I (4 Hrs.)**

For nonmath majors. Introduction to basic elements of probability and statistical theory. Applications to problems in fields of social and physical sciences. Includes systematic organization, analysis, and presentation of data; probability theory for finite sample spaces; probability distributions, statistical inference — estimation and testing of hypotheses; regression and correlation. Adequate background in high-school algebra required. Students may not take more than one of MAT 401, MAT 403, or MAT 405 for degree credit.

#### **MAT 402 APPLIED STATISTICS II (4 Hrs.)**

For students in biology, sociology, psychology, and business who need understanding of scientific methods and role of statistics in making decisions based on observed data. Includes linear regression and correlation, analysis of enumerative data, test statistics, random sampling, design of experiments — block and Latin square designs, analysis of variance, certain nonparametric tests. Prerequisite: MAT 401.

#### **MAT 403 STATISTICS FOR ECONOMICS AND MANAGEMENT (4 Hrs.)**

Includes probability, normal distributions, inferential statistics, time series, and correlation. Students may not take more than one of MAT 401, MAT 403, or MAT 405 for degree credit.

**MAT 404 STATISTICS — A NEW APPROACH (4 Hrs.)**

For nonmath majors, allowing them to concentrate on basic ideas without becoming involved in technical and computational detail. Includes concepts of estimation and hypothesis testing in terms of binomial models one-, two-, and K-sample problems, discussed via nonparametric techniques before introducing the usual z and t- tests, rank correlation, regression, and product moment correlation.

**MAT 405 A COMPUTER-ORIENTED APPROACH TO STATISTICS (4 Hrs.)**

Introduction to the basic elements of statistical methods used in the social and physical sciences. Students with no prior knowledge in computer programming learn to use packaged statistical programs and to write their own programs as they learn about simulations, descriptive statistics, elementary matrix methods, inferential statistics, regression, and correlation. Students may not take more than one of MAT 401, MAT 403, or MAT 405 for degree credit. Prerequisite: high school algebra.

**MAT 406 LIBERAL ARTS MATHEMATICS (4 Hrs.)**

Provides nonmathematics majors exposure to concepts and techniques of modern mathematics. Also includes biographies of some mathematicians.

**MAT 409 TECHNIQUES OF ANALYSIS (2 Hrs.)**

For nonmathematics majors, introducing techniques of differentiation and integration. Material presented through self-study modules on slides and tape in the library.

**MAT 411 MATRICES: A MATHEMATICAL TOOL (2 Hrs.)**

Primarily for nonmathematics majors, presenting understanding of quantitative tools used in studying many disciplines. Introduction to systems of linear equation, matrix manipulation, and determinants. Emphasis is on using these tools, rather than proving theorems. Prerequisite: high-school algebra.

**MAT 414 COMPUTER FUNDAMENTALS AND PROGRAMMING I (2 Hrs.)**

Algorithms introduced through flow charts. Computer organization and language Hierarchies. Programming in a higher order language such as FORTRAN or PL/1. Information storage and transfer, decision-making, arrays, looping, input and output. Programming is numerical.

**MAT 415 COMPUTER FUNDAMENTALS AND PROGRAMMING II (2 Hrs.)**

Continuation of MAT 414. Emphasizes nonnumerical programming, such as string manipulation, and more advanced techniques such as sub-routines and recursion.

**MATHEMATICS OPTION****MAT 316 APPLIED MODERN ALGEBRA (4 Hrs.)**

Set algebra; function theory; Boolean algebra; graph theory.

**MAT 317 PROOFS AND NAIVE SET THEORY (2 Hrs.)**

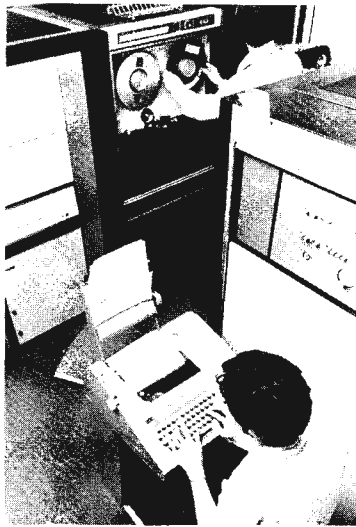
Formal proofs for mathematics majors. Includes an intuitive introduction to the propositional and first order predicate calculi as guides to reasoning; valid consequences; theorems; and axiom sets. Naive set theory and basic tools of mathematics such as relations, functions, equivalence classes, and partial orderings are included.

**MAT 318 MATHEMATICAL STRUCTURES (2 Hrs.)**

Structures of the number systems, natural, integral, rational, and real, starting with the Peano postulates. Mathematical induction, cardinal and ordinal numbers, well-ordering, the axiom of choice, and Zorn's lemma included. Prerequisite: MAT 317 or equivalent.

**MAT 321 QUADRATIC FORMS AND EIGENVALUES (2 Hrs.)**

Bilinear and quadratic forms and eigenvalues of matrices. Emphasis is on applying these concepts rather than on formal proofs of theorems. Prerequisite: knowledge of basic definition of matrices.



**MAT 323 ABSTRACT ALGEBRA (4 Hrs.)**

Theory of groups, rings, and fields. Subgroups, ideals, integral domains, quotient algebras, isomorphisms, and homomorphisms are covered.

**MAT 331 ADVANCED CALCULUS (4 Hrs.)**

Introduces the basic theory of analysis including a rigorous treatment of sequences, series, continuous functions, theory of differentiation, and Riemann integration.

**MAT 410 TOPICS IN GEOMETRY (4 Hrs.)**

Description changes depending on topics offered. May be repeated for an indefinite number of hours.

**MAT 416 AUTOMATA THEORY (4 Hrs.)**

Sequential machines. Relationship between the Moore and Mealy models. Deterministic and nondeterministic automata. Equivalent representations of regular languages.

**MAT 417 FOUNDATIONS OF MATHEMATICS (4 Hrs.)**

Discusses the axiomatic system and infinite sets, and how they produced contradictions in mathematics in the late 19th century. The attempts to free mathematics from these contradictions and Godel's Theorem are described.

**MAT 420 TOPICS IN ALGEBRA (4 Hrs.)**

Description changes depending on topics offered. May be repeated for an indefinite number of hours.

**MAT 421 LINEAR ALGEBRA (4 Hrs.)**

Review of vector spaces and dimension. Polynomial rings, rings of linear transformations, similarity theory, Jordan, classical and rational canonical forms. Prerequisite: MAT 411 or equivalent.

**MAT 427 NUMERICAL ANALYSIS (4 Hrs.)**

Introduction to fundamental numerical algorithms; elementary error analysis; polynomial interpolation; solution of linear and nonlinear systems of equations; numerical solution of differential equations. Prerequisites: calculus; MAT 301 or MAT 411, and MAT 414; or equivalent.

**MAT 430 TOPICS IN ANALYSIS (4 Hrs.)**

Description changes depending on topics offered. May be repeated for an indefinite number of hours.

**MAT 431 DIFFERENTIAL EQUATIONS (4 Hrs.)**

Deals primarily with initial value problems. Topics include existence and unique-

ness of solutions, linear systems, and autonomous systems. Prerequisite: MAT 331 or equivalent.

**MAT 433 MATHEMATICAL MODELS I (2 Hrs.)**

How mathematics can be used in social and biological sciences. Using matrices and Markov chains, certain aspects of genetics, population, and economic stability are studied. Calculus-based models from ecology and economics.

**MAT 434 MATHEMATICAL MODELS II (2 Hrs.)**

Continuation of MAT 433, or may be taken separately. Different models are studied.

**MAT 510 ADVANCED TOPICS IN GEOMETRY (4 Hrs.)**

Description changes depending on topics offered. May be repeated for an indefinite number of hours.

**MAT 516 FORMAL LANGUAGE THEORY (4 Hrs.)**

Grammar definition; syntactic analysis; theory of context-free grammars; pushdown automata. Prerequisite: MAT 416, MAT 517, or MAT 518, or equivalent.

**MAT 517 SYMBOLIC LOGIC (4 Hrs.)**

A formal treatment of the propositional and predicate calculi. Concepts of validity, implication, deducibility, independence, consistency, and completeness. Student must be able to read and write proofs in abstract mathematics. Prerequisite: MAT 317 or equivalent.

**MAT 518 COMPUTABILITY (4 Hrs.)**

Turing machines, universal Turing machines; the halting problem; Gödel numbering; unsolvability; recursive sets and functions; recursively enumerable sets; decision problems and undecidability. Prerequisite: MAT 316, MAT 317, MAT 416, or MAT 517, or equivalent.

**MAT 520 ADVANCED TOPICS IN ALGEBRA (4 Hrs.)**

Description changes depending on topics offered. May be repeated for an indefinite number of hours.

**MAT 527 ADVANCED NUMERICAL ANALYSIS (4 Hrs.)**

Solution of equations; interpolation and approximation; numerical differentiation and quadrature; solution of ordinary differential equations; linear algebra; numerical solution of boundary value in ordinary differential equations. Prerequisite: MAT 427 or equivalent.

**MAT 530 ADVANCED TOPICS IN ANALYSIS (4 Hrs.)**

Description changes depending on topics offered. May be repeated for an indefinite number of hours.

**MAT 531 COMPLEX ANALYSIS (4 Hrs.)**

Discussion of the complex plane, complex functions, Cauchy-Riemann equations, Taylor and Laurent expansions, contour integration, and conformal mapping. Prerequisite: MAT 331 or equivalent.

## *STATISTICS OPTION*

**MAT 339 INTRODUCTION TO PROBABILITY (2 Hrs.)**

Exposes the student to the kind of mathematical thinking which not only applies to simple problems of everyday life, but also provides the basis for modern scientific thought. Topics include permutations, combinations, probabilities and odds, subjective probability, mathematical expectation, postulates of probability, some discrete distributions, and law of large numbers. Prerequisite: calculus.

**MAT 341 APPLIED STATISTICAL METHODS (4 Hrs.)**

Selected topics in applied statistics: analysis of variance, simple correlation,

simple and multiple linear regression; co-variance analysis, experimental design concepts, factorial experiments.

**MAT 343 SURVEY SAMPLING (4 Hrs.)**

Basic course in principles of sampling of general application for assessment of data in business, social sciences, or natural resource management. Sampling problem, frame, selection of samples, designing questionnaire, estimation of means and variances, simple and stratified random sampling, systematic sampling, and cluster sampling.

**MAT 345 MANAGERIAL STATISTICS (4 Hrs.)**

Application of modern statistical techniques to such fields as market research, business forecasting, quality control, and other types of managerial decision-making.

**MAT 347 TECHNIQUES OF STATISTICAL QUALITY CONTROL (4 Hrs.)**

Introduction to statistical tools for analyzing process variability, establishing control, and setting standards. Includes frequency distribution analysis; control charts for variables, attributes; simplified control procedures; acceptance sampling by attributes and variables; adaptation of these procedures for planned experiments.

**MAT 436 APPLIED MULTIVARIATE ANALYSIS (4 Hrs.)**

Introduction to multivariate statistical methods: multiple regression and correlation, principal components, canonical correlations, partial correlations, discriminant and factor analysis. Each topic, as introduced, is motivated by practical problems arising in the social sciences. Concentrates on methods of data analysis using computer packages rather than traditional theoretical approach. Suitable for the social science student as well as the statistics major. No prior knowledge of computer programming required. Prerequisite: introductory course in statistics.

**MAT 437 APPLIED REGRESSION ANALYSIS (4 Hrs.)**

The simple linear regression model is developed and extended to multiple linear regression, polynomial regression, and stepwise regression. Practical problems are solved using both packaged computer regression routines and routines the students learn to write themselves. No prior knowledge of computer programming required. Suitable for the social science student who has had a first course in statistics as well as the statistics major. Prerequisite: introductory course in statistics.

**MAT 438 STATISTICAL INFERENCE (4 Hrs.)**

Random variables and their distributions; moment generating functions; central limit theorem; important statistics; distributions of certain statistics; nature of statistical methods; basic ideas of inferential statistics; estimation theory and tests of significance with special emphasis on treatment of actual data; goodness of fit tests. Prerequisite: MAT 339 or equivalent.

**MAT 440 TOPICS IN PROBABILITY (4 Hrs.)**

Description changes depending on topics offered. May be repeated for an indefinite number of hours.

**MAT 441 DISCRETE STATISTICAL MODELS AND METHODS (4 Hrs.)**

Systematic study of probability models and statistical models pertaining to statistical analysis of data consisting of single and multiple counts. Prerequisite: MAT 339 or equivalent.

**MAT 443 NONPARAMETRIC STATISTICS (4 Hrs.)**

Statistical methods that do not depend upon particular form of the density function of the underlying distribution. Includes selected distribution-free tests and estimation techniques including sign test, Kolmogorov-Smirnov, Wilcoxon signed rank, Mann-Whitney tests, Chi-square and rank correlation tests. Prerequisite: Mat 438 or equivalent.

**MAT 444 APPLIED STOCHASTIC PROCESSES (4 Hrs.)**

Some common stochastic processes; Bernoulli and Poisson process, Markov chains and processes, birth and death process, and time dependent stochastic processes. Suitable for students in business, economics, and any option of the

Mathematical Systems Program. Prerequisite: course in probability and statistics.

- MAT 445 DYNAMIC PROBABILISTIC SYSTEMS ANALYSIS (4 Hrs.)**  
Introduction to analysis of probabilistic system which are dynamic in time with the aid of the theory of probability and stochastic processes. Includes Markov processes; recurrent events; general random processes and their applications to the analysis of various systems in business, economics, ecology, physical and natural sciences. Prerequisite: MAT 339 or equivalent.
- MAT 447 MATHEMATICAL STATISTICS I (4 Hrs.)**  
Techniques for obtaining and using information in the presence of uncertainty. Includes probability distributions, exact and limiting sampling distributions, principles and methods of estimation, order statistics. Prerequisite: MAT 339 or equivalent.
- MAT 448 MATHEMATICAL STATISTICS II (4 Hrs.)**  
Continuation of MAT 447. Point estimation of one parameter; sufficiency and completeness; maximum likelihood estimation; hypotheses testing; Neyman-Pearson Lemma and uniformly most powerful tests; analysis of variance and certain nonparametric models. Prerequisite: MAT 447 or equivalent.
- MAT 450 TOPICS IN STATISTICS (4 Hrs.)**  
Description changes depending on topics offered. May be repeated for an indefinite number of hours.
- MAT 540 SEMINAR IN PROBABILITY (4 Hrs.)**  
Topics vary. May be repeated for an indefinite number of hours.
- MAT 541 STATISTICAL DESIGN AND ANALYSIS (4 Hrs.)**  
Fundamental principles of design, completely randomized experiments, randomized blocks, Latin squares, Graeco-Latin squares; cross-over designs, split plot designs; fractional experiments, complete and partial confounding; fractional replication, experimental and sampling errors, and components of variance and co-variance. Prerequisite: MAT 438 or equivalent.
- MAT 543 SAMPLING TECHNIQUES (4 Hrs.)**  
Derivation of standard results of finite population sampling theory. Includes simple and stratified random sampling, systematic sampling, multi-stage sampling, regression, and ratiom estimation. Effect of costs on sample allocation. Prerequisite: MAT 438 or equivalent.
- MAT 545 MULTIVARIATE ANALYSIS (4 Hrs.)**  
Properties of the multivariate normal distribution. Sampling distributions and tests in multiple correlation and regression, Hotelling's T statistic, discriminant analysis, multivariate analysis variable. Canonical correlation and principle component analysis. Prerequisite: MAT 438 or equivalent.
- MAT 547 LINEAR STATISTICAL MODELS (4 Hrs.)**  
Quadratic forms, linear hypothesis models, hypothesis tests, regression, analysis of variance and co-variance, fixed and random effects models, multiple comparisons, designs. Prerequisite: MAT 438 or equivalent.
- MAT 548 DISTRIBUTION THEORY (4 Hrs.)**  
Probability distributions arising in statistical inference. Univariate and multivariate distributions. Properties of distribution functions and characteristic functions. Important limit theorems. Prerequisite: MAT 438 or equivalent.
- MAT 550 SEMINAR IN STATISTICS (4 Hrs.)**  
Topics vary. May be repeated for an indefinite number of hours.
- MAT 551 STATISTICAL ECOLOGY (4 Hrs.)**  
Ecological problems and statistical distributions. Includes discrete and continuous distributions; construction of models in scientific work — sampling models, models for birth and death processes for both counts and inter-event times, multivariate models, interrelations and structures, estimation, and tests. Prerequisite: MAT 438 or equivalent.

*One of the following courses may be taken as part of the B.A. degree student's concentration in the Statistics Option.*

- ADG 411 Analytical Tools
- ECO 413 Econometrics
- POS 411 Introduction to Research Design and Data Collection
- PSY 301 Quantitative Methods in the Behavioral Sciences: An Introduction
- PSY 304 Nonparametric Statistics in the Behavioral Sciences
- SJP 440 Applied Research in Social Justice
- SOA 411 Methods of Social Research

*One of the following courses may be taken as part of the M.A. degree student's concentration in the Statistics Option.*

- ADG 511 Behavior Research in Organizations
- PSY 501 Quantitative Methods in the Behavioral Sciences: Advanced

## COMPUTER SCIENCE OPTION

### **MAT 355 COMPUTER ARCHITECTURE AND PROGRAMMING (4 Hrs.)**

Internal computer organization, general computer addressing methods, general internal data representation, OS/370 assembly language programming with macro facilities, micro programming, subprogram structure and linkage, coroutines, general data management, basic systems programs. Prerequisite: ability to program in a higher order language. Lecture/laboratory course.

### **MAT 356 INFORMATION SYSTEMS (4 Hrs.)**

Basic data organization, list structures, strings, arrays, tree structures, computer storage management, memory allocation and collection, sorting, table construction and searching, programming language data structures. Prerequisites: MAT 316, MAT 355 (concurrent).

### **MAT 455 STRUCTURE OF PROGRAMMING LANGUAGES (4 Hrs.)**

Construction of BNF syntax expressions, semantic analysis, syntax analysis, precedence order of operators, infix and postfix notation, run-time representations, machine code generation, subprogram linkage, data structure representations, interrupt and control structures. Prerequisite: MAT 356 or equivalent.

### **MAT 457 COMPILER ARCHITECTURE (4 Hrs.)**

Syntax analysis, symbol table construction, object code generation, optimization techniques, boot-strapping, compiler-compilers. Prerequisite: MAT 455 or equivalent.

### **MAT 461 OPERATING SYSTEMS PRINCIPLES (4 Hrs.)**

Batch multiprogramming, real-time, and time-sharing concepts; job and task management; storage management; data management; linkage editors; resource allocation. Prerequisite: MAT 356 or equivalent.

### **MAT 463 SYSTEMS PROGRAMMING LABORATORY I (4 Hrs.)**

Actual design and implementation of a complete software system: basic operating system, assembler, loaders, utilities, programming language compiler. Prerequisite: MAT 457, MAT 461 or equivalent. Lecture/laboratory course.

### **MAT 464 SYSTEMS PROGRAMMING LABORATORY II (4 Hrs.)**

Continuation of MAT 463. Prerequisite: MAT 463. Lecture/laboratory course.

### **MAT 555 COMPUTER GRAPHICS (4 Hrs.)**

Operation of graphic devices, picture models and data structures, display software. Prerequisite: MAT 464 or equivalent.

### **MAT 557 DATA COMMUNICATIONS (4 Hrs.)**

General communication concepts, transmission control hardware, telecommunication software, network design and control. Prerequisite: MAT 461 or equivalent.

### **MAT 561 LARGE-SCALE COMPUTER SYSTEMS (4 Hrs.)**

Advanced computer architecture: virtual memory, multiprocessors, array pro-



cessors (ILLIAC IV), string and array processors (CDC STAR 100), associative memory systems. Prerequisite: MAT 461 or equivalent.

**MAT 563 ADVANCED OPERATING SYSTEMS (4 Hrs.)**

Analysis of large operating systems: OS/MFT, OS/MVT, OS/VS, Burroughs MCP, CDC SCOPE. Prerequisite: MAT 561 or equivalent.

**MAT 565 HEURISTIC PROGRAMMING (4 Hrs.)**

Definition of heuristic versus algorithmic methods, rationale of heuristic approach, heuristic programming techniques including the use of list processing languages. Lecture/laboratory course.

**MAT 569 INDIVIDUAL PROJECT (4 Hrs.)**

The final exercise of each computer science master of arts candidate, intended to bring all previous study to bear on one advanced problem. Laboratory course.

*B.A. degree students pursuing the Systems Analysis track may take the following course as part of their concentration in the Computer Science Option.*

ADG 413 Operations Research for Managerial Decisions

**OPERATIONS RESEARCH/SYSTEMS ANALYSIS OPTION**

**MAT 470 OPERATIONS RESEARCH/SYSTEMS ANALYSIS PRACTICUM (1 to 4 Hrs.)**

Practicum projects provide a team of students with guided field experience in applying operations research and systems analysis techniques to a real problem. Description of current projects is given in the schedule of classes for each semester. No prior experience in problem area or techniques necessary. With permission of instructor. May be repeated for a maximum of eight hours.

**MAT 471 ANALYSIS AND FORMULATION OF PROBLEMS (2 Hrs.)**

Study of systems analysis techniques useful in analyzing problems, and general components of a well-formulated problem. Includes case studies. No mathematical background necessary.

**MAT 472 CONSTRUCTION OF MATHEMATICAL MODELS IN OPERATIONS RESEARCH (4 Hrs.)**

Provides skill in recognizing standard applications and constructing standard mathematical models in operations research. Applications and models come from areas of linear programming, network analysis, dynamic programming, game theory, queuing theory, inventory theory, Markov chains, simulation, replacement, reliability, integer programming, and nonlinear programming. Knowledge of calculus, probability, and statistics required.

**MAT 474 OPERATIONS RESEARCH SOLUTION TECHNIQUES I (2 Hrs.)**

First part of a two-part course. This part concerned with methods for deriving solutions from standard deterministic models in operations research. Study of solutions to problems in areas of linear programming, network analysis, dynamic programming, game theory, integer programming, and nonlinear programming.

**MAT 475 OPERATIONS RESEARCH SOLUTION TECHNIQUES II (2 Hrs.)**

Second part of a two-part course. This part concerned with methods for deriving solutions from standard stochastic models in operations research. Study of solutions to problems in areas of queuing theory, inventory theory, Markov chains, simulation, replacement, and reliability. Knowledge of calculus, probability, and statistics required.

**MAT 478 MATHEMATICS FOR OPERATIONS RESEARCH/SYSTEMS ANALYSIS (4 Hrs.)**

Study of mathematical methods used in operations research and systems analysis, including: elements of set theory, sequences and series, limits and continuity, differentiation, classical optimization techniques; integration, sequences and series of functions, solutions of linear ordinary differential equations and differential-difference equations; complex analysis, analytic functions, contour integration, conformal mapping, and Fourier transforms. Knowledge of calculus required.

**MAT 480 SEMINAR IN OPERATIONS RESEARCH/SYSTEMS ANALYSIS (1 Hr.)**

Open to undergraduate and graduate students concentrating in operations research/systems analysis. Presentations on recent advances in the field. With permission of instructor. Maximum of two hours may be applied to degree credit.

**MAT 481 LINEAR PROGRAMMING THEORY (2 Hrs.)**

Mathematical theory underlying linear programming methods. Includes simplex procedure, modified and revised simplex procedures, duality, parametric linear programming, sensitivity analysis, and integer programming. Ability to set up linear programs and solve them using the simplex algorithm is required.

**MAT 482 LINEAR PROGRAMMING APPLICATIONS (2 Hrs.)**

Linear programming problems from wide range of areas are formulated and solved through use of existing computer codes. No prior knowledge of linear programming or computer programming required. Knowledge of algebra is required.

**MAT 485 SYSTEMS SIMULATION (4 Hrs.)**

Monte Carlo techniques, random numbers and random deviate generation, variance reducing techniques, operational gaming, applications in queuing, scheduling, and inventory. Knowledge of statistics and computer programming required.

**MAT 487 SCHEDULING THEORY (4 Hrs.)**

Mathematical optimization, heuristic programming, and computer simulation approaches to a variety of sequencing and scheduling problems.

**MAT 570 SPECIAL TOPICS IN OPERATIONS RESEARCH/SYSTEMS ANALYSIS (1 to 4 Hrs.)**

A tutorial for one or more students, enabling them to study topics in operations research or systems analysis not covered by regular courses. Maximum of four hours may be applied to degree credit. With permission of instructor.

**MAT 571 INVENTORY THEORY (4 Hrs.)**

Through the use of mathematical techniques, decisions regarding when and how to produce or purchase are studied. Includes control of production and inventory systems, mathematical models of inventory systems with deterministic and stochastic demands, forecasting demands, interaction of production and inventory systems, and simulation models. Single-item, multi-item, and multi-echelon models considered. Knowledge of calculus, probability, statistics, and introductory inventory theory required.

**MAT 577 NONLINEAR PROGRAMMING (4 Hrs.)**

Static and dynamic optimization problems including convex, quadratic, and separable programs. Gradient, Lagrangian, and penalty function techniques. Knowledge of calculus and introductory nonlinear programming theory required.



**MAT 580 ADVANCED TOPICS IN OPERATIONS RESEARCH/SYSTEMS  
ANALYSIS (4 Hrs.)**

Advanced topics from literature of operations research and systems analysis. With permission of instructor. Maximum of four hours may be earned in this course.

**MAT 581 QUEUING THEORY (4 Hrs.)**

Structure and basic theory of queues, Poisson queues, non-Poisson queues, renewal theory, and applications. Prerequisite: MAT 339 or equivalent.

**MAT 585 SYSTEMS MODELING AND SIMULATION (4 Hrs.)**

Discrete and continuous simulations, queuing models, optimization, simulation languages, business games, operations research. Prerequisites: MAT 485 or permission of instructor.

*B.A. degree students may take the following courses as part of their concentration in the OR/SA Option.*

ACC 421 Administrative Uses of Accounting Information

PHI 451 Technology and Human Values

*M.A. degree students may take the following courses as part of their concentration in the OR/SA Option.*

ACC 421 Administrative Uses of Accounting Information

ADB 524 Operations Analysis

# Medical Technology

**B.A.**  
**(68 Hrs.)**

*PROGRAM FACULTY* – Isabel J. Barnes, William L. Bloemer,  
Cheryl L. Bower, William W. Martz.  
*ADJUNCT FACULTY* – John C. Dietrich, Caroline K. Nelson.

The Medical Technology Program offers the B.A. degree to students interested in careers in clinical pathology laboratories. Such careers require competence in the performance of clinical laboratory procedures, a knowledge of quality control procedures, and an ability to function in a problem-solving situation.

The Medical Technology Program provides for the continuing education of students who have completed their lower-division work (preferably with an A.A. degree) and who have fulfilled certain levels of competencies. These competencies are usually established by successfully mastering the content of chemistry courses through organic chemistry (normally a total of three semesters), one year of biology, one semester of college mathematics, with a year of physics recommended. The normal time of entry into the program is the fall semester of the junior year. The program leads to eligibility for certification by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists.

Since program size is limited, admission to the university does not indicate admission to the program. After being offered admission



to the university, individuals should forward a short biographical sketch and two letters of reference to the program director. All applications should be completed by April 15. Admission decisions will be made by May 1. Each candidate should correspond with the Medical Technology Program coordinator to work out an individualized program based upon the strengths of the candidate's former program. This is especially important for candidates with a background in other allied health professions.

### THE BACHELOR'S DEGREE

The minimum requirement is 68 credit hours of upper-division work. Interdisciplinary and problem-oriented, with emphasis on the basic sciences and the standards of contemporary medical technology, the B.A. program is composed of fundamental academic and clinical experiences and includes 58 credit hours of required material. The clinical experiences will be under joint supervision of the faculty at Sangamon State University and those individuals normally conversant with clinical experience at the local hospitals.

Academic work during the junior year, or first year at SSU, is characterized by a firm grounding in microbiology, chemical and instrumental analysis, and physiology. The year of clinical training begins with a course entitled "An Introduction to the Clinical Laboratory." This course is given during the summer months and provides lecture and laboratory experience in clinical chemistry, hematology, parasitology, microbiology, serology, coagulation, urinalysis, and immunohematology. During the balance of the year students rotate through various concentration areas in the clinical pathology laboratories of affiliated hospitals. The clinical experience is coupled with lectures covering the following areas: Medical Bacteriology, Basic Immunology, Medical Mycology, Hematology and Coagulation, Urinalysis, and Concepts of Medical Technology. The Applied

Study experience will encompass a portion of the clinical laboratory training.

Since the program includes laboratory work done under professional supervision, the candidate must not only satisfy the customary expectations of academic work but also must meet the standards demanded of a publicly licensed laboratory. The quality of the clinical experience as evaluated by supervisory personnel in a laboratory setting represents the most crucial proof of competency for the B.A. degree in medical technology.

Students in this program in their junior year will, in addition to Public Affairs Colloquia and electives, take the following required courses with the normal load being 16 semester hours.

First semester, junior year:

PHS 321 Chemical Analysis

BIO 345 General Microbiology

Second semester, junior year:

PHS 322 Chemical Instrumentation

BIO 361 General Physiology

MET 320 Seminar in Medical Technology

The clinical component consists of courses at the SSU campus and laboratory experience at the affiliated hospital, as follows.

Summer, senior year:

MET 401 An Introduction to the Clinical Laboratory

First semester, senior year:

MET 402 Clinical Laboratory I

BIO 447 Medical Bacteriology

BIO 448 Medical Mycology

BIO 382 Basic Immunology

Second semester, senior year:

MET 403 Clinical Laboratory II

MET 411 Hematology, Coagulation, and Urinalysis

MET 412 Concepts in Medical Technology

## MEDICAL TECHNOLOGY/Course Descriptions

### MET 313 BASIC LABORATORY PROCEDURES

(2 Hrs.)

Familiarizes students with laboratory techniques and principles commonly utilized in a physician's office. Basic techniques include manual chemistry tests, complete blood counts, basic serological tests, fecal examinations for blood or parasites, bacteriological smears and cultures, urinalysis, and specimen collection including venous blood. Lecture material covers principles behind the laboratory tests, interpretation of results as compared to normal values, and quality control procedures.

### MET 320 SEMINAR IN MEDICAL TECHNOLOGY

(1 Hr.)

Offered second eight weeks, Spring Semester. First-year medical technology students examine ethical standards of the profession and current trends in federal and state legislation governing licensure of laboratories and laboratory personnel and the definition of the role of various individuals in the allied health professions.

**MET 401 AN INTRODUCTION TO THE CLINICAL LABORATORY (8 Hrs.)**

Provides laboratory exposure to basic techniques utilized in clinical chemistry, hematology and coagulation, microbiology, serology, parasitology, urinalysis, and immunohematology. Theoretical aspects and seminars included. Prerequisite: admission to the Medical Technology Program or with permission of staff.

**MET 402 CLINICAL LABORATORY I (10 Hrs.)**

The first clinical experience for the medical technology student who rotates through various areas of the clinical laboratory to develop the designated level of competence in each area. Prerequisite: admission to the Medical Technology Program and MET 401.

**MET 403 CLINICAL LABORATORY II (10 Hrs.)**

Continuation of MET 402. Completes the clinical experience. Prerequisite: MET 402.

**MET 411 HEMATOLOGY, COAGULATION, AND URINALYSIS (3 Hrs.)**

Offered first eight weeks, Spring Semester. Provides lecture background in hematology, coagulation, and urinalysis; complements the clinical laboratory experience. Prerequisite: MET 402.

**MET 412 CONCEPTS IN MEDICAL TECHNOLOGY (3 Hrs.)**

Offered second eight weeks, Spring Semester. Introduction to some concepts which are becoming part of the clinical laboratory experience. Also presents aspects of statistics and medical use of computers. Some areas of laboratory management discussed. Prerequisite: senior in Medical Technology Program.

*The following courses offered elsewhere in the university are approved for cross-listing by the Medical Technology Program.*

- BIO 345 General Microbiology
- BIO 361 General Physiology
- BIO 382 Basic Immunology
- BIO 447 Medical Bacteriology
- BIO 448 Medical Mycology
- PHS 321 Chemical Analysis
- PHS 322 Chemical Instrumentation

## Nursing

B.A.

(60 Hrs.)

**PROGRAM FACULTY** – Joyce Griffin, Mary Hazzard, Mona Moughton, Ima Crawford, Cynthia Eaton.

The upper-division Nursing Program at Sangamon State University is designed for registered nurses. The goal of the program is to prepare nurse clinicians at the baccalaureate level with the specialized clinical competencies that would allow them to assume expanded roles in primary care, family practice, acute care, or long-term nursing care. The program has a focus on health maintenance and health promotion. Graduates of this program will have a delicate balance of the professional nursing competencies required to meet the health care needs of individuals, families, or communities today, and the intellectual perspective required to provide for those health care needs that will exist tomorrow in a rapidly advancing society.

## ADMISSION INTO PROGRAM

For admission into the B.A. Nursing Program at Sangamon State University, a student must:

1. Meet university requirements for admission: 60 semester hours, including 24 hours in general education.
2. Have completed an associate program in nursing or a diploma program in nursing with academic credit.
3. Have a current license to practice nursing in the state of Illinois. Current license in the state entitles diploma nurses to 20 semester hours of lower-division nursing credit.
4. Have pre-entrance interviews with a faculty member of the program in order to identify existing competencies and the most appropriate academic entry level. The number of full-time students to be accepted into the program is limited.

Registered nurses lacking these academic requirements for admission may elect to take the College Level Examination Program (CLEP) described in the Admissions section of this catalog. A combination of satisfactory scores on this examination plus an acceptable academic record, references, and level of maturity may also be used for admission to the university. Students may enter the program conditionally with deficiencies as part-time special students.

## THE BACHELOR'S DEGREE

Graduation as a nurse clinician requires the successful completion of the following approved credits. No upper-division nursing credits from another institution are transferable to Sangamon State at this time, but proficiency examinations will be developed in the future for this purpose.

Requirements for the B.A. are distributed as follows:

Nursing Core and Nursing Concentration

Courses .....	24 hours
Liberal Arts Electives .....	22 hours
Public Affairs Colloquia .....	6 hours
Applied Study Term .....	8 hours

Student Guide Sheets are prepared in more detail.

## STUDENT ADVISEMENT

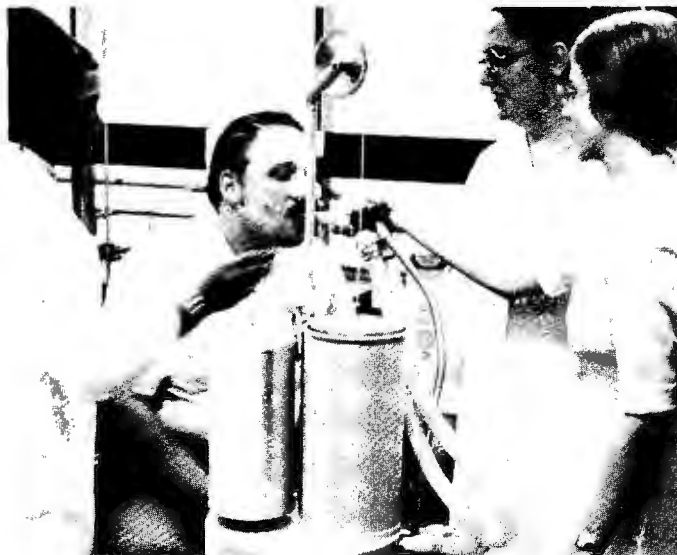
Because of the flexible nature of the program and the professional specialization component, there is a need for careful student advisement prior to the student's enrollment in the program. During the first term, the student should select an adviser and develop a prospectus of studies. The nursing program faculty will assess the student's progress throughout in order to direct and assure career goal attainment.

## NURSING/Course Descriptions

### NUR 311 NURSING PROCESS

(4 Hrs.)

Students learn to make a nursing diagnosis, design-implement appropriate nursing intervention, and evaluate that intervention in a variety of settings.



**NUR 321 INTRODUCTION TO ACUTE CARE NURSING (2 Hrs.)**

Lecture/laboratory course which focuses on the care of individuals entering the health care system in a specific state of illness or disequilibrium. Special attention given to developing clinical expertise in providing for family support. Prerequisite: NUR 311.

**NUR 331 INTRODUCTION TO FAMILY PRACTICE NURSING (2 Hrs.)**

Lecture/laboratory course focusing on application of the nursing process to assessment of family health care needs. Special attention given to cultural, ethnic, attitudinal, socioeconomic, educational, and value differences as various intervention styles are outlined. Prerequisite: NUR 311.

**NUR 421 ACUTE CARE SPECIALIZATION I (4 Hrs.)**

Upper-division lecture/laboratory component which increases the student's skill in providing nursing care for individuals entering the health care system in a state of critical pathological disequilibrium. Special attention given to refining the student's clinical expertise in providing care to critically ill individuals while providing for family support. Prerequisites: permission of instructor or NUR 311, NUR elective, NUR 321.

**NUR 431 FAMILY PRACTICE SPECIALIZATION (4 Hrs.)**

Upper-division theory/laboratory course which increases the student's skill in assessing and providing health care for multi-problem families or communities. Attention directed to developing nursing care strategy which promotes maximum self-care agency. With permission of instructor.

**NUR 461 HEALTH ASSESSMENT (2 Hrs.)**

Lecture/laboratory course focusing on nursing competencies necessary for completing health assessment of individuals. Specific attention given to development of skills in comprehensive history taking and physical examination. With permission of instructor.

**NUR 462 COMMUNITY NURSING THEORY (2 Hrs.)**

Theory course focusing on a synthesis of nursing practice and public health theory applied to promoting the health of individuals and groups in the community setting. Competency in health teaching and counseling developed.

**NUR 475 INTRODUCTION TO NURSING RESEARCH (4 Hrs.)**

Upper-division theory course in research at the undergraduate level. Emphasis is on beginning investigative skills and basic research as applied to nursing.



# Physical Sciences

B.A.  
(60 Hrs.)

*PROGRAM FACULTY* – William L. Bloemer, Alexander J. Casella, William W. Martz, Steven L. Murov, William H. Rauckhorst, Charles Schweighauser.

*ADJUNCT FACULTY* – John Ahlen, Richard Leary.

The Physical Sciences Program seeks to provide students with a solid foundation in the physical sciences, a perception of the major problems facing society, and a sufficient background to facilitate solutions. The program attempts to accomplish this by means of a flexible curriculum, allowing each student to pursue his own distinctive educational objectives. The Physical Sciences Program provides opportunity for study within the areas of chemistry, physics, and geology. The following major classifications of study are among those possible within the program:

1. Chemistry Emphasis.
2. Environmental Physical Science Emphasis.
3. Biophysical Science Emphasis.
4. Health Pre-Medical Emphasis.

Each of these courses of study is individually designed by the student in cooperation with the program faculty. All studies reflect the basic philosophy of the Physical Sciences Program, emphasizing the interrelationship of science and public affairs.

## THE BACHELOR'S DEGREE

Entrance requirements include a background in physical sciences and mathematics equivalent to one year in each of the following: general chemistry, general physics, and calculus. In addition, it is assumed that entering students will have the general competencies normally associated with the completion of two years of college. Students with deficiencies may enter the program conditionally. All students are required to submit a prospectus of studies to the program for approval during their first semester at SSU.

Program requirements for the B.A. are distributed as follows:

Physical Sciences Seminars . . . . .	4 hours
Upper-level studies in chemistry, physics, and geology . . . . .	24 hours (minimum)

General recommendations regarding the four major classifications of study are as follows:

1. *Chemistry Emphasis.* This is designed to prepare students for careers as scientific advisers, secondary school teachers, and laboratory technicians or for graduate study in chemis-

try. It is expected that most students choosing this emphasis will have already achieved competency in general and organic chemistry, elementary calculus, and physics. To satisfy the PHS requirement of 24 hours, students may choose from courses such as the following: Thermodynamics, Chemical Kinetics and Bonding, Physical Organic Chemistry, Organic Synthesis Laboratory, Instrumental Analysis, Inorganic Chemistry, Spectroscopic Methods of Organic Analysis.

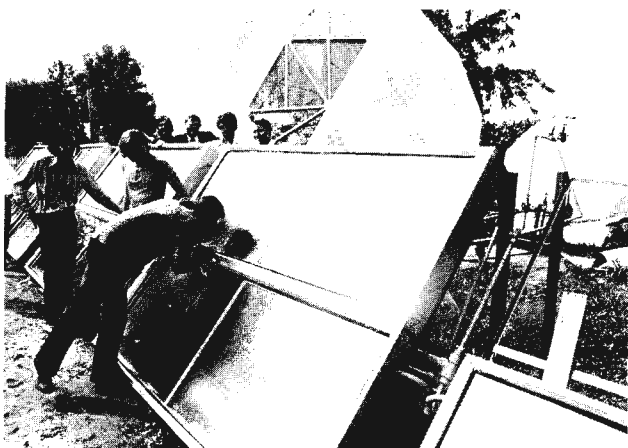
2. *Environmental Physical Science Emphasis.* This emphasis is inter-disciplinary in nature, preparing students for new positions associated with environmental programs. Students may choose from courses such as the following: Problems of Our Physical Environment; Thermodynamics; Physics of Life Systems; Science, Society, Environment; Science, Politics, and Government; Energy Resources; Instrumental Analysis; Environmental Chemistry; Environmental Geology; Oceanography; Sound, and Noise (Module); Radiation and Life (Module); Special Topics in Physical Sciences; Ecosystems, Value Systems, and Social Systems; Water Resources; Weather and Life; Ecology and People; Environmental Politics; Solar Energy: Principles and Applications.
3. *Biophysical Science Emphasis.* The emphasis is the union of the physical sciences with biology. Students will choose a balanced program from courses such as the following: Physics of Life Systems, Biophysics, Thermodynamics, Modern Physics, Instrumental Analysis, Fundamental Organic Reaction Systems, Chemical Bonding and Kinetics, Special Topics in Biophysics, General Physiology, The Cell: Its Chemical and Physical Properties, Biochemistry, Neurophysiology, Electron Microscopy, Chemical and Physical Properties of Biological Systems.
4. *Health Pre-Medical Emphasis.* The physical sciences major is a viable and desirable one for pre-medical and other pre-professional students. Students are able to complete as electives the biology, psychology, and other courses often required for medical school. It is expected that most students choosing this emphasis will have already achieved competency in general and organic chemistry, elementary calculus, and physics. To satisfy the PHS requirement of 24 hours, students may choose from courses such as the following: Thermodynamics, Chemical Kinetics and Bonding, Chemical Instrumentation, Biophysics, Physical Organic Chemistry, Organic Synthesis Laboratory, Biochemistry.

## FACILITIES

A major advantage of the Physical Sciences Program at Sangamon State University is the wide range of equipment which is availa-

ble to the student. Since modern laboratory facilities are continually becoming more automated, there is an increasing demand for students who have acquired specific technical skills and have demonstrated competence in the use of sophisticated laboratory instruments. For this reason, all of the Sangamon State laboratory equipment is intended primarily for student use so that students can gain the experience necessary for the development of marketable skills. This philosophy is in contrast to that of many research-oriented institutions where research considerations lead to closed-shop or "hands-off" policies with regard to undergraduate use of many instruments.

Equipment in the Physical Sciences Program includes such major items as a gas chromatograph-mass spectrometer, nuclear magnetic resonance spectrometer, atomic absorption spectrometer, and infrared spectrometer. A unique solar energy experimental site is



available for students to work on projects dealing with practical applications of solar energy. The site was built by students as part of a summer research project funded by the National Science Foundation.

### APPLIED STUDY

Applied Study opportunities for students in the Physical Sciences Program exist in state government, environmental agencies or laboratories, industrial laboratories, or on legislative staffs. In some instances, a substantial independent research problem may be substituted for the Applied Study experience.

## PHYSICAL SCIENCES/Course Descriptions

### PHS 301 PHYSICS OF LIFE SYSTEMS

(4 Hrs.)

Noncalculus course primarily for biology, biophysics, and medically oriented students, featuring applications to biological and medical fields. Selected topics in physics particularly relevant to biological and living systems include: radiation

and its effects on living systems: energy and life; sound and hearing; light and vision; physics of muscles; electricity and electrical effects in organisms; nerve conduction; applications in biology and medicine of physical techniques such as microscopy (visible, U.V., etc.), x-ray diffraction, thermography, ultrasound, radioisotope tracers, radiation therapy, lasers.

**PHS 311 PROBLEMS OF OUR PHYSICAL ENVIRONMENT (4 Hrs.)**

A broad survey of major problems in the physical environment. The core course for students intending to pursue an environmental physical sciences emphasis, and an introduction to topics pursued in greater depth in other courses. Includes energy technology and resources, air pollution, thermal pollution, climatic effects of pollution, radiation effects on living systems, transportation technology, noise pollution.

**PHS 321 CHEMICAL ANALYSIS (4 Hrs.)**

Analysis is studied as an over-all process from sampling to reporting of data. Separations and determinations are performed on organic and inorganic samples using chemical means. Includes neutralization, oxidation, reduction, precipitation, complexation and nonaqueous titrimetry; also colorimetry, turbidimetry, nephelometry, potentiometry, gravimetry, elementary gas chromatography, extraction, ion exchange, and electrochemical separations. Lecture, discussion, and laboratory.

**PHS 322 CHEMICAL INSTRUMENTATION (4 Hrs.)**

Principles and practice in the use of instruments based on absorption, flame emission, fluorescence, and atomic absorption spectrophotometric methods. Also includes polarographic, coulometric, stripping analysis, various electrophoretic processes, modern liquid and gas chromatographic techniques. Individualized student laboratory experience, and lecture/discussion.

**PHS 331 CHEMISTRY AND THE ENVIRONMENT (3 Hrs.)**

Introduction to the basic concepts of chemistry and application of the concepts to processes that occur in the environment. Laboratory experiments include analyses of specific environmental pollutants.

**PHS 367 FUNDAMENTAL ORGANIC REACTION SYSTEMS (4 Hrs.)**

Common organic reaction mechanisms and selected examples of these mechanisms. The mechanisms themselves are stressed so that any new reaction is recognized as simply one of a general type. Course enables nonchemistry concentrator to more fully appreciate chemical basis of many scientific phenomena.

**PHS 368 EXPERIMENTAL ORGANIC CHEMISTRY (1 or 2 Hrs.)**

Laboratory course which cultivates techniques for separation, purification, and identification of organic compounds. Application of techniques to illustrative organic preparations. Section A (1 hour) is intended for students who desire an introduction to techniques of organic chemistry and Section B (2 hours) is intended for students who desire a significant organic laboratory experience.

**PHS 400 UNDERGRADUATE RESEARCH (1 to 4 Hrs.)**

Investigation of a specific problem of interest to the student. Directed and reviewed by a specific faculty member.

**PHS 401 BIOPHYSICS (4 Hrs.)**

Biological phenomena are discussed in light of basic chemical and physical principles. Includes energetic and statistical relations in a living cell, absorption spectroscopy and structure of biologically important molecules, sensory biophysics and action of radiation on cellular constituents. Prerequisite: one year introductory physics and biology.

**PHS 403 ENERGY RESOURCES (4 Hrs.)**

Examines new technologies, environmental consequences, and implications of the major energy options. Provides synopsis of literature available in this field.

**PHS 405 THE NATURE OF THINGS (2 Hrs.)**

Designed for the nonscience major who is curious about developments of modern physics but does not have the mathematical background required for the traditional modern physics course. Developed around the major concepts of modern

physics, and stresses the essence of the human creative process involved in development of modern physical theories. Basic premise is that fundamental ideas of physics are richer than their mathematical expressions. Films and other visual aids used extensively. Topics include: relativity, cosmology, nature of atoms, elementary particles, nature of light.

**PHS 406 SPACE, TIME, AND RELATIVITY (2 Hrs.)**

Examination of the concepts "space" and "time" and their merging within the theory of relativity. "In classical physics it was always assumed that clocks in motion and at rest have the same rhythm, that rods in motion and at rest have the same length. If the velocity of light is the same in all coordinate systems, if the relativity theory is valid, then we must sacrifice this assumption. It is difficult to get rid of deep-rooted prejudices, but there is no other way." A. Einstein. Prerequisite: knowledge of elementary algebra.

**PHS 412 SOUND AND NOISE (2 Hrs.)**

Eight-weeks module. An intensive study of the properties of sound and effects of excessive sound in the environment. Combination of lecture, laboratory, and discussion. Laboratory includes in-the-field environmental sound-level measurements and analysis using current monitoring techniques. Topics include: properties of sound waves, biophysics of hearing, environmental sources of sound pollution, biological and psychological effects of sound pollution, experimental sound-level and frequency analysis, legal aspects of sound pollution control.

**PHS 413 RADIATION AND LIFE (2 Hrs.)**

Eight-weeks module. Intensive study of radiation and its effects on living systems. Emphasis is on current environmental sources of ionizing radiation such as medical x-rays and nuclear technology. Laboratory includes introduction to nuclear counting techniques and current monitoring methods. Field trips to nuclear installations such as Argonne National Laboratories are anticipated. Topics include: basic radiation physics, effects of radiation on living organisms, environmental sources of radiation, the environmental impact of a nuclear power technology, hazards of medical x-rays, radiation monitoring techniques.

**PHS 414 SOLAR ENERGY: PRINCIPLES AND APPLICATIONS (5 Hrs.)**

Introduction to principles of solar energy and its technological applications to society's energy needs. Topics include: physics of solar radiation; measurement of solar radiation; climatic factors associated with solar flux on earth; interaction of solar radiation with matter; applications of solar energy in heating, distillation, cooling, electric power generation; economics of solar energy technology; environmental factors; survey of present commercial applications. Laboratory utilizes solar energy experimental site at SSU and includes practical applications. Each student selects a project for intensive study.

**PHS 415 SCIENCE, SOCIETY, AND ENVIRONMENT (2 to 4 Hrs.)**

Invited speakers from a variety of disciplines consider long-rang problems of living systems. Topics include: energy capture and use, nutrients, earth resources, population, and environmental degradation. Directed towards formulation of public policy.

**PHS 418 OCEANOGRAPHY (4 Hrs.)**

Study of the physical aspects of oceans and their environment. Biological aspects are considered from a broad ecosystem point of view and comprise approximately one fifth of the material. Topics include: origin of oceans; nature and relief of the sea floor; physical and chemical properties of sea water; tides; currents; waves; beaches; estuaries; basic aspects of marine life and biological marine ecosystem; food and mineral resources of marine environments; environmental and pollution problems.

**PHS 420 SPECIAL TOPICS IN BIOPHYSICS (2 to 4 Hrs.)**

Seminar topics vary with student and faculty interest. Typical themes include vision, hearing, mind and matter, the nature of life and light, genetic manipulation, brain and matter.

**PHS 424 INTRODUCTION TO MODERN PHYSICS (4 Hrs.)**

An extension of introductory physics into the realm of atomic and nuclear physics.

Introductory presentations of the theory of relativity and theory of quantum mechanics, in somewhat chronological order. Includes laboratory work.

**PHS 425 THERMODYNAMICS (4 Hrs.)**

Development of principles of classical thermodynamics: equations of state, first and second laws, entropy, kinetic theory of gases. Introduction to statistical mechanics. Emphasis on relation of thermodynamics to environmental problems. Includes laboratory work.

**PHS 426 CHEMICAL BONDING AND KINETICS (4 Hrs.)**

Quantum mechanical theory of atomic and molecular structure and chemical bonding; experimental investigations of molecular structure using spectroscopic techniques; rates and mechanisms of chemical reactions; and physical properties of liquids, solids, and binary mixtures. Includes laboratory work.

**PHS 428 ELECTROANALYTICAL CHEMISTRY (1 Hr.)**

Concentrated, self-contained survey of modern methods of electro-chemistry, and their applications. Basic concepts of potentiometric, conductimetric, polarographic, and coulometric methods. Individual laboratory work.

**PHS 431 TOPICAL SEMINAR (2 Hrs.)**

Gives science majors experience in the organization and presentation of technical material. Introduction to current literature and efficient use of library facilities. Topics determined by interests of the group.

**PHS 432 SCIENCE, POLITICS, AND GOVERNMENT SEMINAR (2 Hrs.)**

Primarily for science majors. Includes studies of the science-government interface, state and federal government structures, government scientific agencies, and formulation of scientific policy.

**PHS 441 ENVIRONMENTAL GEOLOGY (4 Hrs.)**

Basic geological concepts as related to man's activities: geological hazards; land-use planning; waste disposal; resources, including water; land reclamation. Examples from within Illinois.

**PHS 443 SURVEY OF THE UNIVERSE (4 Hrs.)**

A descriptive introduction to modern concepts of the physical nature of the astronomical universe. Topics are astronomical instrumentation, stars, the sun, nebulae, star clusters, galaxies, planets and other objects in the solar system, and recent significant astronomical discoveries and their contributions to modern theories of cosmology. Night observing sessions, depending on weather, are arranged.

**PHS 445 ADVANCED MODERN ASTRONOMY (4 Hrs.)**

An analytical approach to current thought about the astronomical universe. Fundamental physical concepts such as motion, thermodynamics, quantum mechanics, electrodynamics, and relativity theory are bases for discussion of various elements of the solar system: solar and stellar astronomy; galactic astronomy; and modern ideas of the origin, history, present state, and future of the universe. Observing sessions held in favorable weather. Prerequisite: mathematics through advanced algebra and trigonometry, with at least one college-level course in physics or chemistry, or permission of instructor.

**PHS 447 THEORIES OF THE UNIVERSE (4 Hrs.)**

Historical survey of the most important concepts of the universe, from the Babylonians, Egyptians, and Greeks through Ptolemy, Copernicus, Bruno, Galileo, Kepler, Newton, LaPlace, Kant, and Herschel, leads to in-depth study of modern cosmological theories of Einstein, DeSitter, Milne, Shapley, Gamow, Bondi, Gold, Sciama, Hoyle, Sandage, Thorne, Wheeler, and others. Quasars, pulsars, neutron stars, black holes, cosmic, gamma and x-ray astronomy, thermodynamic theory, and other recent discoveries and ideas are discussed and related to current cosmological thought. No previous science experience required; physical concepts are introduced as needed.

**PHS 452 STRUCTURAL GEOLOGY (4 Hrs.)**

Structural features of the earth and their causes; recognition and interpretation of structural features; folding, faulting, and other deformations. Prerequisite: one year introductory geology.

- PHS 462 INSTRUMENTAL ANALYSIS** (5 Hrs.)  
Theory, application, and practical usage of selected chemical instruments, as well as associated techniques. Limitations and applications of each technique. Operation procedures are learned through individually instructed student usage.
- PHS 463 ANALYTICAL SEPARATIONS** (4 Hrs.)  
Each student designs his own laboratory program from a wide variety of both physical and chemical separation systems set up in the laboratory. Vacuum, extraction, chromatographic, electrophoretic, flotation, distillation, ion exchange, liquid exchange, sublimation, and electrodeposition techniques are some of those involved. Most procedures are those used in food, drug, or environmental laboratories. Real samples used when possible.
- PHS 464 ENVIRONMENTAL CHEMISTRY** (2 Hrs.)  
Eight-weeks module. Use of chemical principles in understanding processes that occur in the environment. Ecological problems of a chemical nature are analyzed.
- PHS 469 ORGANIC SYNTHESIS LABORATORY** (2 Hrs.)  
A problem-oriented laboratory course requiring independent initiative, planning, and performance on the part of the student. Organic reactions, chemical properties, and spectroscopic techniques are stressed.
- PHS 475 PHYSICAL ORGANIC CHEMISTRY** (3 Hrs.)  
Advanced study of the energetics, stereochemistry, mechanisms, preparative reactions, and molecular orbital considerations of organic chemistry.
- PHS 476 INORGANIC CHEMISTRY** (4 Hrs.)  
Survey covering various classes of inorganic compounds and reactions with emphasis on structural aspects. Includes laboratory experience involving inorganic syntheses and structural determinations.
- PHS 479 ELECTRICAL CIRCUITS AND ELECTRONICS** (2 Hrs.)  
DC and AC circuit analysis; vacuum and gas tube principles and applications; semiconductor principles and devices; applications in amplifiers, power supplies, etc.
- PHS 481 GAS CHROMATOGRAPHY** (1 Hr.)  
Modular course. Concentrated presentation of the method and its applications. Column theory and technique, qualitative and quantitative analysis, chromatogram interpretation, temperature programming. Individual laboratory experience.
- PHS 482 HIGH-RESOLUTION LIQUID CHROMATOGRAPHY** (1 Hr.)  
Modular course. Self-contained, single-topic course. Concentrated presentation of techniques. Qualitative and quantitative analyses in application of liquid chromatography to problems of biological, chemical, and environmental interest. Individual laboratory experience.
- PHS 483 INFRARED SPECTROSCOPY** (1 Hr.)  
Modular course. Concentrated, self-contained course in theory, technique, and application. Relationship between molecular vibrations and rotations and the resulting spectra. The complementary technique, Raman spectroscopy, also included.
- PHS 484 NUCLEAR MAGNETIC RESONANCE SPECTROSCOPY** (1 Hr.)  
Modular course. Concentrated, self-contained course. Theory and applications, especially to organic structures.
- PHS 485 MASS SPECTROMETRY** (1 Hr.)  
Modular course. Concentrated, short course in theory, instrumentation, and applications of gas chromatography-mass spectrometry. From elementary considerations to current developments.
- PHS 486 EMISSION SPECTROSCOPY** (1 Hr.)  
Modular course. Both flame and nonflame techniques. Applications to qualitative and quantitative analysis of chemical elements, as well as comparison with other methods for elemental analysis. Individual laboratory experience.

**PHS 487 ULTRAVIOLET AND VISIBLE ABSORPTION SPECTROSCOPY(1 Hr.)**

Modular course. Concentrated, self-contained course in theory, techniques, instrumentation, and applications.

**PHS 488 ATOMIC ABSORPTION SPECTROSCOPY (1 Hr.)**

Modular course. From elementary level to latest developments. Principles, applications, and limitations of atomic absorption spectroscopy as an analytical method of current interest. Instrumentation, the flame, flame characteristics, flame chemistry, sample preparation, analysis of data, and applications of this technique. Individual laboratory practice.

**PHS 489 SPECTROSCOPIC METHODS OF ORGANIC ANALYSIS (1 Hr.)**

Modular course. Methodology for elucidation of organic structures by nuclear magnetic resonance, infrared, ultraviolet, visible, and mass spectroscopy. Substantial laboratory experience with several instruments.

**PHS 490 SPECIAL TOPICS IN PHYSICAL SCIENCES (1 to 4 Hrs.)**

Offered as required. Topics of particular interest to selected groups of students.

*The following courses offered elsewhere in the university are approved for cross-listing by the Physical Sciences Program.*

- BIO 415 Biochemistry I
- BIO 416 Biochemistry II
- ENP 433 People's Energy Needs
- ENP 434 Water Resources
- ENP 436 Weather and Life
- ENP 466 Geography — Life Geosystems
- ENP 482 Energy and the Environment

## Political Studies

**B.A.**

(60 Hrs.)

**M.A.**

(40 Hrs.)

**PROGRAM FACULTY** – Robert J. Batson, Craig A. Brown, Leon S. Cohen, Geoffrey Y. Cornog, Clarence Danhof, David Everson, Larry Golden, Lee Hoinacki, Douglas F. Morgan, Conrad P. Rutkowski, Doh Shin, Robert C. Spencer, Augustine Stevens, John C. Syer.

The Political Studies Program offers a curriculum, a faculty, and a concern for practical political experience which highlight the public affairs orientation of Sangamon State University. Designed for students who are especially interested in politics and public affairs, the program has set the following goals:

To develop in students a critical awareness of the substance of public issues and the processes by which our society deals with them.

To assist students in the study of those authors, events, and circumstances which enrich our knowledge and humane understanding of political life.

To encourage students to confront the basic problems of political



knowledge, in which both fact and value are fundamental.

To use the human and material resources of the program to help the student develop skills important to practical pursuits in politics and public service.

The Political Studies Program is especially strong in the study of American politics — national, state, and local — but also includes specialists in the politics of various foreign areas, minority politics, political economy, law, political theory, and public administration. Program members are active in the Illinois Legislative Staff Internship Program and such university public affairs enterprises as the Legislative Studies Center, the Institute for Interracial Education, the Center for the Comparative Study of Middle-Sized Urban Areas, and the Public Program Evaluation Project. These connections, together with the cooperative relations between the university and various government agencies in Springfield, create a wide range of opportunities for combining study and work in public affairs.

Students concentrating in Political Studies pursue a variety of interests and careers. Among them are:

Professional work in politics.

Employment in various national, state, and local agencies of government.

Studies in law, or other professions closely related to the political system.

Preparation for teaching and advanced study in political and social sciences.

## THE BACHELOR'S DEGREE

While the Political Studies Program has no specific entrance requirements, it is assumed that students have had some introductory college study in political or social science. Upon entering the program students should select an adviser from the program committee with whom to discuss academic plans and interests.

Courses are grouped in four categories, each reflecting a program goal, designed to combine breadth and concreteness, scholarship and practical pursuits.

### *Category I — Political Decision-Making*

In every society decisions are made which bind the citizen, willingly or not, to collective goals. The institutions, circumstances, and processes in which these decisions are made constitute the very substance of political study. Courses in this category deal with how political decisions are made, the impacts they have, and ways of evaluating their worth: the institutional context — constitutions, laws and legislatures, executives and other leaders, bureaucracy; such dimensions of the political environment as socialization and training, participation, political parties and interest groups, public opinion, voting; the consequences of political decisions — distribution of costs and benefits, attainment of social goals, special methods of policy evaluation.

Courses in Category I can be identified by their last two digits: -51 to -99 (e.g., POS 363, POS 471, POS 592).

### *Category II — Values and Alternatives*

These courses raise several basic questions: Are there special features of political life which are distinct from social or economic life? Is politics always and everywhere the same? Does politics offer universally appropriate means for establishing a good life or a good society? Students encounter these issues in the comparative study of various political systems and different kinds of political ideas which show what politics is and what it is for.

Courses in Category II can be identified by their last two digits: -31 to -49 (e.g., POS 345, POS 432, POS 541).

### *Category III — Empirical Political Analysis*

The emphasis of this category is upon two questions: What constitutes political knowledge? How can it be used? The character of political inquiry is studied, both in its theoretical and practical aspects.

The courses question whether political analysis is unique in its standards of explanation, in the way in which it deals with such basic issues as free will and determinism, valuation and objectivity, relativity and the problems involved in the application of political science to practical political problems.

Courses in Category III can be identified by their last two digits: -11 to -29 (e.g., POS 311, POS 422, POS 527).

### *Category IV — Political Research and Practical Skills*

In this category, the program expresses its aim to prepare students for careers in political work, scholarship, or public service. All students concentrating in Political Studies must demonstrate skill in some forms of political investigation and reporting. Each student may satisfy the requirement by developing skills most appropriate to his or her academic program and career interests. For example, persons intending to pursue scholarly work in political science may wish to emphasize research strategies, methods of data collection, and data analysis. Students interested in an administrative career might concentrate on techniques of policy analysis, legislative drafting, and political reporting.

The Category IV requirement may be satisfied in one of the following three ways:

1. Successful completion of POS 402 Research and Applied Seminar.
2. Successful completion of an Applied Study Term seminar, listed in the schedule of courses at registration (e.g., AST 303 Legislative Applied Study Term Seminar, POS 403 Applied Study Seminar: Local Government).
3. Demonstration of competence to the program committee, arranged in consultation with one's political studies adviser.

Courses in Category IV can be identified by their last two digits: -01 to -09 (e.g., POS 301, POS 402, POS 509).

In order to receive the B.A. degree, the student must have a minimum of 28 semester hours in Political Studies, distributed with at least 12 semester hours in Category I, at least four hours in Category II, at least four hours in Category III. The Category IV requirement may be satisfied as previously indicated.

Certain courses from other academic programs appear in the political studies course schedule published at registration. These cross-listed courses are an integral part of the Political Studies Program and are credited as part of the 28 semester hours necessary for the B.A. They are generally included only in Category I. Approval by the student's adviser is required to count a cross-listed course as credit in any other category.

Although there are no upper limits on the number of hours a student may take in Political Studies, students are urged to plan as broad a liberal arts program as possible. A typical B.A. program in Political Studies might be distributed as follows:

Political Studies concentration:	
Category I	16 hours
Category II	4 hours
Category III	4 hours
Category IV	4 hours
	..... 28 hours
Elective courses .....	18 hours
Public Affairs Colloquia .....	6 hours
Applied Study term .....	8 hours
	<hr style="width: 100%; border: 0.5px solid black; margin-bottom: 5px;"/> 60 hours

Counsel on the best distribution of courses for one's own academic interests or career plans, and information on courses, Applied Studies Term, waivers, and other special circumstances is available from the student's political studies adviser.

## THE MASTER'S DEGREE

The M.A. program in political studies is highly flexible and is arranged according to the student's own interests and needs. Master's candidates have developed academic plans in preparation for a wide range of careers in the public sector, for the study of law and other public-oriented professions, for teaching, and for doctoral study in political science. The student's special program of study should be planned with an adviser from the political studies faculty early in the first semester of residence.

While there are no specific requirements for entering the master's program, the student must apply for M.A. candidacy after successfully completing 16 semester hours of graduate work — at

least 12 hours of which must be in Political Studies courses — but before finishing 20 semester hours. Application for M.A. candidacy entails developing a prospectus in consultation with one's program adviser. The prospectus is then submitted to the program committee which judges, on the basis of the prospectus and performance in courses, whether the student should continue studying for the M.A. degree in Political Studies.

A typical distribution of courses for the M.A. degree might be as follows:

Concentration in Political Studies . . . . .	28 hours
Public Affairs Colloquia . . . . .	4 hours
Elective courses . . . . .	8 hours
	<hr/>
	40 hours

While a total of 40 semester hours is normally required for the M.A. degree, students with exceptionally strong undergraduate majors in political science or government may petition to waive up to eight semester hours. This petition, drawn in consultation with the program adviser, should accompany the prospectus when application is made for M.A. candidacy.

## POLITICAL STUDIES/Course Descriptions

### **POS 402 RESEARCH AND APPLIED SEMINAR (4 Hrs.)**

Seminar in political research. Includes identifying the character of political events, devising strategies for analysis, methods of data collection, and reporting. Students ordinarily enroll during the Applied Study Term.

### **POS 411 INTRODUCTION TO RESEARCH DESIGN AND DATA COLLECTION (4 Hrs.)**

An overview of methods social scientists employ to collect accurate data. Sources of error in social research, sampling procedures, questionnaire construction, levels of measurement, elementary scaling procedures, and observational techniques.

### **POS 412 UNDERSTANDING POLITICS (4 Hrs.)**

Includes the nature of politics, extent to which scientific method is appropriate for study of politics, methods of political inquiry, explanation in political and social science, contemporary approaches to study of politics.

### **POS 413 DEMOCRACY, PLURALISM, ELITISM (4 Hrs.)**

Examines the variants of three theoretical perspectives on the distribution of power in society: democracy, pluralism, and elitism. Both normative (what ought to be) and empirical (what is) theoretical perspectives are examined as well as interdependencies between normative and empirical questions. Major focus is American society, but some comparative materials are included.

### **POS 415 THEORIES OF POLITICAL CHANGE (4 Hrs.)**

An examination of the possibilities for political change, from a theoretical perspective, with emphasis on contemporary America. Value implications are explicitly considered.

### **POS 416 POLITICAL DEVELOPMENT (4 Hrs.)**

Examination of various theories and models designed to improve the quality of political and human life. Democratic and socialist theories of political development are studied in a comparative perspective.

### **POS 417 POLITICAL CORRUPTION (4 Hrs.)**

An analysis of theories and practices of political corruption in Western and



non-Western societies. Various forms, conditions, and functions of political corruption are identified and examined.

**POS 431 MARXISM, LENINISM, MAOISM (4 Hrs.)**

An investigation into the nature and meaning of Marxism as a theory of political development and modernization. Critical study of the classic Marxist texts is followed by examination of such divergent 20th-century interpretations and applications as Lenin's and Mao's.

**POS 433 MAO'S CHINA: MAOISM AND CHINA'S DEVELOPMENT EXPERIENCE (4 Hrs.)**

A study of Mao's political thought and the Chinese Communist revolution. The Maoist model of building an egalitarian society and China's revolutionary programs, such as the Great Leap Forward and the Cultural Revolution, are critically examined.

**POS 435 DIGNITY AND THE WASTELAND: NATURE IN THE POLITICAL TRADITION (4 Hrs.)**

Is the good environmentalist the good citizen? This course compares environmental ethics with civic morals. Characteristic types of each are considered according to the several traditional languages and forms of conscience and in light of changes in the political attitude which makes civic environmentalism more or less feasible as a guide to action. Course is conducted as a seminar and emphasizes careful discussion of texts and opinions. (Same as ENP 481)

**POS 436 POLITICAL PHILOSOPHY: THE MATTER OF A PUBLIC INTEREST (4 Hrs.)**

Political scenes abound with interests — private, special, vested, and otherwise — but commentators find it extraordinarily difficult to identify a public interest. This seminar explores the tradition of political thought in order to discover reasons for the difficulty. Contemporary authors and classic texts from ancient and modern periods constitute the subject matter.

**POS 437 LATIN AMERICA: SELECTED POLITICAL PROBLEMS (4 Hrs.)**

Comparison of how certain Latin American nations and the United States seek to solve problems which all political systems face, such as leadership, recruitment, socialization, allocation of resources, and so on. Examination of the alternative value systems which underlie the different policy structures and decisions.

**POS 438 ILLUSIONS, MYTHS, AND SYMBOLS IN POLITICS (4 Hrs.)**

Examines relationships between three areas of focus: maintenance and change of social collectivities; maintenance and change in individual personality; political illusions, myths, and symbols. A study of the individual, the society, and noninstrumental, or symbolic, aspects of politics.

**POS 442 THE ORIGINS OF POLITICAL SCIENCE (4 Hrs.)**

Analyzes and evaluates the original understanding of the proper concern of the study of politics as it arose in the ancient polis of Athens. Writings of Aristotle and Plato are used to explore the classical Greek conception of relationship between politics — the pursuit of justice — and philosophy — the pursuit of truth. Or, as we would characterize the problem today, to what extent can and should science be controlled by politics? Students are introduced to some of the broadest possible questions which deserve consideration in formulating public policy.

**POS 443 PROFESSION OF LAW AND PUBLIC AFFAIRS (4 Hrs.)**

The public meaning of legal careers in modern industrial society. Comparison of the ethos and organization of a variety of practices and situations in the legal profession: individual and large-firm practice, criminal practice, government service, bar associations, and law schools. Featured are structural tensions among the claims of social status, technical expertise, personal conscience, and civic obligation.

**POS 447 TWENTIETH CENTURY POLITICAL THOUGHT (4 Hrs.)**

Focuses on significant theoretical contributions to our understanding and resolution of major problems of modern life, such as alienation, dissent, oppressive bureaucracy, corruption, erosion of private life, and the continuing struggle for equality. Theorists whose work might be considered include: Hannah Arendt, Herbert Marcuse, Barrington Moore, Erich Fromm, Mao tse-tung, W. E. B. DuBois, and John Rawls. Although not a prerequisite, it would be helpful for students to have some background in political theory or philosophy.

**POS 451 POLITICS OF LAW-MAKING (4 Hrs.)**

Analysis of legislative decision-making in the state legislature and the United States Congress. The law-making process as a system involving an interplay of competing personalities, interests, and actors. Special attention to the Illinois experience.

**POS 452 POLITICS OF STATE GOVERNMENT (4 Hrs.)**

Analysis of major decision-makers and principal decision-making agencies of the state level. Focus is on the process of public policy formulation. Special attention to the Illinois experience.

**POS 453 PSYCHOLOGY OF POLITICS (4 Hrs.)**

An investigation into the nature of belief, attitude, and value systems and their relationship to and impact upon political behavior. Analysis of several models of political leadership. Decision-making in crisis situations.

**POS 454 POLITICAL PARTICIPATION (4 Hrs.)**

Study of different ways in which citizens influence government, significant theories of political participation, various conditions and forces which encourage and discourage participation, and deprived groups and participation.

**POS 455 GUBERNATORIAL POLITICS IN ILLINOIS (4 Hrs.)**

Analysis of emerging trends in Illinois gubernatorial politics. Policy formulation and implementation and how the politics of election affects state public policies.

**POS 456 THE POLITICS OF THE PRESIDENCY (4 Hrs.)**

An intensive examination into the nature of political leadership as it is encompassed in the United States Presidency. Focus is on a number of distinct and diverse personalities who have occupied that office, particularly in terms of purposes or objectives for which they sought to use it. Major attention is devoted to political behavior patterns of several chief executives.

**POS 457 GOVERNING THE POLICE (4 Hrs.)**

An investigation of the administrative, social, and political dimensions of discretionary action in police organizations. Course concludes with a practical exercise in rule-making for specific police operations.

**POS 458 COMPARATIVE COMMUNISM (4 Hrs.)**

Communist theory and practice in different national and socio-economic settings (European-Asian-Latin American) are examined in comparative and historical

perspective. Similarities and differences in communist development-ideologies and development-models.

- POS 459 PROBLEMS IN THE FOUNDATIONS OF AMERICAN DEMOCRACY** (4 Hrs.)  
An examination of the American attempt to answer three of the most fundamental questions confronting political men throughout history: how to resolve the tension between the pursuit of liberty and the cultivation of individual and citizen virtue; how to resolve the tension between liberty and equality; and how to perpetuate a democratic republic. Application to such contemporary questions as reapportionment, de facto segregation of public schools, and civil disobedience.
- POS 460 THE BASIC PRINCIPLES OF THE AMERICAN POLITICAL ORDER** (4 Hrs.)  
Provides some understanding of the foundations of the American regime by initially focusing on writings and debates of the framers of the American Constitution; evaluates the broad principles of political and social order which the framers thought constituted a just regime; and determines how these principles were understood and implemented by the Supreme Court during its first 30 years under Chief Justice Marshall.
- POS 461 NATIONAL LEGISLATIVE POLITICS** (4 Hrs.)  
The norms or folkways observed by members of Congress; behavior associated with legislative committees; relative importance of various types of influence brought to bear on federal legislators.
- POS 462 INTERGOVERNMENTAL RELATIONS AND NON-NATIONAL POLITICS** (4 Hrs.)  
The interaction between various levels of government in the United States. Ramifications of the federal grant-in-aid process, current developments in revenue sharing, status of state and local levels of government in the American federal arrangement.
- POS 463 PUBLIC OPINION AND ELECTORAL BEHAVIOR** (4 Hrs.)  
The methods and substantive findings of empirical research on American public opinion and voting behavior. Implications for democratic theory.
- POS 464 PARTIES AND PRESSURE GROUPS** (4 Hrs.)  
An examination of the role and function of political parties and interest groups in linking the public to political institutions in contemporary American politics.
- POS 466 POLITICAL SOCIALIZATION** (4 Hrs.)  
The study of how individuals adapt to political environments and develop political attitudes, and how political attitudes are transmitted within society.
- POS 467 LEGISLATIVE POLITICS AND POLICY-MAKING** (4 Hrs.)  
An overview of legislative politics in Congress and the states. Intensive study of legislative politics in selected policy areas.
- POS 468 THE AMERICAN PRESIDENCY** (4 Hrs.)  
What can and should be the role of the President in advancing justice within the American social and political order. Examination of the role intended by those who formed the system; manner of election and Presidential powers, including Presidential management, Presidential leadership, and Presidential prerogative. Application to contemporary issues.
- POS 473 POLITICS OF THE SUPERPOWERS** (4 Hrs.)  
A study of cooperation and conflict among the superpowers —USA, USSR, China, Japan — in light of recent major events and developments.
- POS 474 THEORY AND PRACTICE OF AMERICAN POLITICS** (4 Hrs.)  
Concentrates on major tensions in American political thought and practice, such as democracy vs. representative government, property vs. equality, pragmatism vs. theory, and order vs. justice. Discussion of works by Jefferson, Hamilton, Calhoun, and other thinkers representative of mainstream American thought, and challenges from persons such as Thoreau, DuBois, Martin Luther King, and

others representative of radical perspectives in America. The goal is to come to an understanding of tensions and contradictions in American political life and to formulate critical positions which will yield some resolution to those problems.

**POS 475 RACE, POLITICS, AND EDUCATION (4 Hrs.)**

Explores how race (the ideology of the color line) has been employed in the American political system in the distribution of educational resources at the public school level. The issue is considered with respect to national policies relative to public school segregation/desegregation, state policies, local school board policies, community attitudes, attitudes of in-service public school personnel, curriculum, student behavior, and academic achievement. In the Summer Session, course is offered in conjunction with the Institute for Interracial Education. For in-service teachers and students planning a teaching career. Others may register with permission of instructor.

**POS 501-502 ACADEMIC SEMINAR, ILLINOIS LEGISLATIVE STAFF INTERNSHIP (4 Hrs.)**

A seminar for the Illinois Legislative Staff Interns. Examination of the literature on legislative process, legislative behavior, representative theory, and Illinois government and politics. Each intern prepares a major research paper. Restricted to those selected for Internship Program. With permission of instructor.

*Many courses offered by other programs are considered as regular parts of the Political Studies curriculum. Some examples are:*

- ADP 411 Changing Views of American Public Administration
- ECO 467 Public Policy
- ENP 483 Environmental Policies
- HIS 439 American Foreign Policy in the Twentieth Century
- JSO 424 Justice in Western Political Thought
- SJP 464 The American Constitution: Criminal Law and Civil Liberties

*Other courses may be cross-listed as well, depending upon their appropriateness to the student's plan of study. Students should consult with their program advisers prior to registration.*

## Psychology

B.A.  
(60 Hrs.)

M.A.  
(40 Hrs.)

**PROGRAM FACULTY** – Joel Adkins, Jerry A. Colliver, Richard E. Dimond, Ronald F. Ettinger, Ronald A. Havens, Jonathan L. Hess, Mollie Lewin, Stanley J. Lewin, John Miller, John Nolte, Robert J. Seltzer.

**ADJUNCT FACULTY** – Donald MacLean.

The Psychology Program at Sangamon State offers the student a chance to explore the many complex psychological problems facing man, and also provides an opportunity for each student to understand his or her own behavior. The bachelor's program affords a good background preparation for various types of further training and some work opportunities. The B.A. in psychology does not ordinarily prepare an individual for a professional career. Anyone who aspires toward a career in psychology should be prepared to continue formal education to at least the master's degree level.



The master's program in psychology at Sangamon State prepares students for work as psychologists who can devise methods of applying the findings of psychology to current problems; it is also designed for individuals who believe that their effectiveness at work or leisure may be enhanced by learning about human behavior.

### THE BACHELOR'S DEGREE

Students who wish to enter the program should have had a course in general psychology, and it is expected that this requirement will have been satisfied before the student enters SSU. Students who have not met this requirement may satisfy it through examination, independent study, or course work. Any of these alternatives must meet with the approval of the student's adviser and the program committee.

For the B.A. degree the student must have a minimum of 28 semester hours in psychology. Although there are no upper limits as to the maximum number of hours a student may take in psychology, he or she is urged to take as broad a liberal arts program as possible. The student is required to successfully complete a minimum of four semester hours in each of the following four areas. It is recommended that courses in Areas I, II, and III be taken as early as possible.

*Area I — Basic Processes.* This category subsumes those aspects of behavior which are fundamental to an understanding of man as a dynamic organism — e.g., Learning and Memory, Perception, and Physiological Psychology.

*Area II — Methods and Procedures.* Courses emphasize the basic methods and tools of the science of psychology — e.g., Experimental Psychology, Quantitative Methods in the Behavioral Sciences, and Experimental Psychology.

*Area III — History, Systems, Theory, and Solutions.* This area deals with the systems, theories, and proposed solutions to specific problems of human behavior — e.g., Personality Theory, Introduction to Clinical Psychology, Psychosocial Man, and Abnormal Psychology.

*Area IV — Applications.* This area is categorized by the student's active involvement in application of learning and skills obtained in previous areas — e.g., Research Problems in Psychology, Techniques of Psychotherapy, and Transactional Analysis.

The student's remaining hours may be taken in any course listed for psychology credit, even if the course is not listed under the four major areas. Students who plan to continue their education beyond the B.A. degree should concentrate their work in Areas I, II, and III.

### THE MASTER'S DEGREE

Students entering the M.A. program need not have an undergraduate degree in psychology, but students with other degrees may find it necessary to complete additional undergraduate courses in psychology or otherwise demonstrate their readiness for graduate

work. Students who have not had one semester of statistics and experimental psychology will be expected to make up their deficiencies after entering the program. Both interim and permanent advisers will be arranged within the Psychology Program. Students accepted for the program will be expected to consult with their advisers prior to registration. An M.A. candidate must complete a minimum of 40 semester hours, including an intensive Master's Project in the student's area of interest. This may take the form of a paper, case study, critical review, or research thesis. The Psychology Master's Colloquium is also recommended; students may fulfill additional hour requirements with courses, chosen in consultation with the adviser, which meet their interests and goals. Any entrance or degree requirement may be waived by petition to the Psychology program committee on condition that the student acceptably demonstrate his competence in the area. Such petition should be made prior to registration in the program.

Although there is not a degree in clinical psychology *per se* at SSU, an orderly sequence of courses providing training in the general field of clinical psychology and a wide variety of specific clinical skills is available. Undergraduate and graduate students wishing to emphasize the clinical aspects of psychology should consult with a psychology adviser for course sequence recommendations.

## PSYCHOLOGY/Course Descriptions

### **PSY 301 QUANTITATIVE METHODS IN THE BEHAVIORAL SCIENCES: AN INTRODUCTION (4 Hrs.)**

Simple experimental design with related data analysis techniques. Discussion of problems of summarizing and interpreting data obtained in experimental settings, inferential techniques and hypothesis testing, specific problems that arise in the behavioral sciences. Prerequisite: grasp of basic algebraic concepts. Satisfies Area II.

### **PSY 302 EXPERIMENTAL PSYCHOLOGY (4 Hrs.)**

An introduction to the process of critical thinking, stressing the philosophy of science and strategies of research. Experimentation is viewed as a decision-making process concerned with definitions, sampling of subjects and conditions, scaling, instrumentation, and design. The student engages in both structured and unstructured laboratory experiences. Satisfies Area II.

### **PSY 303 EXPERIMENTAL METHODS IN PSYCHOLOGY (4 Hrs.)**

Emphasis is on understanding the experimental method in general and research designs and strategies in particular. Satisfies Area II.

### **PSY 304 NONPARAMETRIC STATISTICS IN THE BEHAVIORAL SCIENCES (4 Hrs.)**

Introductory statistics course. Analysis of data which may not meet strong parametric assumptions. These statistical procedures are useful in both behavioral and biological sciences. Topics include descriptive statistics, inferential statistics, and correlational techniques. (Note: PSY 304 does not prepare the student for PSY 501.) Satisfies Area II.

### **PSY 314 HUMAN INFORMATION PROCESSING (4 Hrs.)**

How incoming information is transformed, reduced, elaborated, stored, recovered, and used. Introductory course dealing with current topics in perception, learning and memory, physiological and social psychology. Satisfies Area I.



- PSY 341 CHILD AND ADOLESCENT PSYCHOLOGY** (4 Hrs.)  
Intellectual and social development of the child from birth through adolescence: the role of basic psychological processes, the family, and the community. Satisfies Area I.
- PSY 351 PSYCHOLOGY OF ADJUSTMENT** (4 Hrs.)  
Reviews the application of psychological principles to mental hygiene. Also covers biological, social, and psychological coping mechanisms. Satisfies Area III.
- PSY 352 ABNORMAL PSYCHOLOGY** (4 Hrs.)  
A survey of the history and descriptions of abnormal behavior, theory, and research. Discussion of treatment techniques including modern trends. Emphasizes current diagnostic classification systems. Satisfies Area III.
- PSY 353 COMMUNICATION SKILL TRAINING** (4 Hrs.)  
Laboratory course examining factors in development of interpersonal communications and relationships. Includes self-presentation, communication skills and theory, interpersonal "feedback," defenses and defensiveness, dynamics of the small group, the "open" and "closed" self. Student should consult with instructor before enrolling. Satisfies Area IV.
- PSY 354 CREATIVE PERSONAL DEVELOPMENT** (4 Hrs.)  
Origin, process, and development of creative behaviors from a philosophical and psychological point of view; seminar on individual and group creative exercises; major emphasis on development of creative methods and orientations to utilize personal potentialities and for personal enrichment.
- PSY 371 APPLIED PSYCHOLOGY** (4 Hrs.)  
Undergraduate course. Study of the full range of psychological principles applied to real life. Topics include clinical, organizational, industrial, consumer, and advertising psychology; community and environmental psychology. Satisfies Area IV.
- PSY 391 PSYCHOSOCIAL MAN** (4 Hrs.)  
Course is divided into two modules: study of social psychology, and independent study. Each student designs his own plan of study for the final eight weeks. Prerequisite: Introduction to Psychology, lower division. Satisfies Area III.
- PSY 408 PSYCHOLOGICAL TESTS AND MEASUREMENTS** (4 Hrs.)  
An exploration of the strengths and weaknesses of evaluation instruments, given that these instruments are man-made tools. Basic principles of test construction such as validity, reliability, and item-selection. Special emphasis on interpretation of the test score and review of various classifications of tests. Satisfies Area III.

**PSY 410 SPECIAL TOPICS IN PSYCHOLOGY (4 Hrs.)**

Special topics within some specialized area of psychology; specific topics vary each semester. A maximum of eight hours may be earned in the course.

**PSY 411 PHYSIOLOGICAL PSYCHOLOGY I (4 Hrs.)**

The principles of nervous system functions. Includes basic neuron physiology — excitation, inhibition, nerve impulse, synaptic transmission; postsynaptic integration — the neuron as a logic device; functional variations in neurons — thresholds, dynamic ranges, adaptation, spontaneous activity; properties of neural circuits — sensory processing, action systems, selective processing; modifiability of neural circuits — development and learning; general systems properties of the nervous system — the brain as a self-organizing system. Satisfies Area I.

**PSY 412 PHYSIOLOGICAL PSYCHOLOGY II (4 Hrs.)**

Review of basic material from first course on nervous system function. Physiological correlates of attention, perception, learning, motivation. Prerequisite: PSY 411, or permission of instructor. Satisfies Area I.

**PSY 413 LEARNING AND MEMORY (4 Hrs.)**

The basic principles and theories of learning and memory. Laboratory experience in basic learning principles included. Satisfies Area I.

**PSY 414 PSYCHOACTIVE DRUGS (4 Hrs.)**

Deals primarily with drugs that affect mood, emotion, or cognitive processes. Classification of drugs and drug effect; basic principles of drug action; tolerance and dependence; principles of drug research; social issues in drug use. Background in psychology is helpful.

**PSY 415 ENDOCRINOLOGY AND BEHAVIOR (4 Hrs.)**

A study of the glands of internal secretion. Role of hormones in metabolic processes, manner in which internal secretions are controlled, and circumstances of hormonal responses to environmental and metabolic challenges. Role of hormones in etiology and mediation of behavioral phenomena. Previous course work in biology or physiological psychology is helpful. With permission of instructor. Satisfies Area I.

**PSY 416 DEVELOPMENTAL PSYCHOBIOLOGY (4 Hrs.)**

An inquiry into the development of behavior which includes genetic, prenatal, and postnatal factors. While the principles suggested are applicable to all mammals, including man, most have been derived from research with nonhuman mammals where controlled breeding, controlled physical and social environments, and extensive physiological analysis are possible. Introduction to this research process is an integral part of discussion of research results. Background in biological and behavioral analysis is helpful. Satisfies Area I.

**PSY 421 HEREDITY AND ENVIRONMENT IN PSYCHOLOGICAL PROCESSES (4 Hrs.)**

Examines relative contribution of heredity and environment, and their interaction to these psychological factors: learning, memory, intelligence, mental disabilities, and normal and abnormal personality traits. Prerequisite: at least two psychology courses at the 300 level or above. Satisfies Area IV.

**PSY 429 PSYCHOLOGY OF AGING (4 Hrs.)**

Inquiries into the manner in which the field of psychology can contribute to understanding of the aging process. Emphasis is on determinants of individual differences among older persons as well as psychological problems of senior citizens.

**PSY 430 SPECIAL TOPICS IN PERSONALITY/SOCIAL PSYCHOLOGY (4 Hrs.)**

Specific topics vary with each semester. With permission of instructor. A maximum of eight hours may be earned in this course.

**PSY 442 EXCEPTIONAL CHILD (4 Hrs.)**

A survey of behaviors and conditions that make a child different from most other children: giftedness; mental retardation; learning disabilities; behavior problems; hearing, vision, and speech impairments; chronic problems. Includes psychological and educational treatments. Prerequisite: PSY 341.

- PSY 444 PERSONALITY THEORY** (4 Hrs.)  
A comparative study of personality theories, historical and contemporary. Theorists include Freud, Rogers, Jung, Maslow, Adler, Fromm, Murray, Sullivan, Kelly, Erikson, and others. Satisfies Area III. Prerequisite: lower-level introduction to psychology.
- PSY 451 PSYCHOPATHOLOGY: THEORY, RESEARCH, AND ASSESSMENT** (4 Hrs.)  
Intended as a sequel to PSY 352 Abnormal Psychology. Students investigate abnormal behavior in depth, including theories, models, research, and techniques of assessment. Alternate systems of classification are explored, as is the literature of schizophrenia, anxiety, suicide, and other topics. At least two texts are required reading. The graduate student is expected to prepare an additional project in an area of interest. Prerequisites: PSY 301 and PSY 352.
- PSY 452 PSYCHOANALYTIC PSYCHOLOGY** (4 Hrs.)  
A systematic and chronological approach to psychoanalytic psychology. Covers principal works of Sigmund Freud and selections from Jung, Abraham, and others.
- PSY 453 PSYCHOANALYTIC EGO PSYCHOLOGY** (4 Hrs.)  
The study of the leading thinkers in the mainstream of psychoanalytic psychology since Freud. Includes Erik Erikson, Ann Freud, Ernst Kris, and others seeking to clarify and build a model of human behavior that incorporates the rational and the irrational, the healthy and the neurotic.
- PSY 455 INTRODUCTION TO CLINICAL PSYCHOLOGY** (4 Hrs.)  
General introduction to the area of clinical psychology covering assessment, psychotherapy, community psychology, research, and professional issues. The basic course in the clinical psychology sequence. Prerequisite: PSY 352. Satisfies Area III.
- PSY 462 PSYCHODRAMA I: METHOD AND TECHNIQUE** (4 Hrs.)  
Introduction to psychodrama which is a method of exploring intra- and interpersonal relationships. Largely taught through demonstration and practice, participation being a major requirement. Students unfamiliar with the process should discuss the course with the instructor before enrolling. Satisfies Area IV.
- PSY 463 PSYCHODRAMA II: APPLICATIONS** (4 Hrs.)  
Advanced course in psychodrama methodology focusing on and emphasizing acquisition of direction skills and the application of psychodrama in such areas as therapeutics, personal growth, education, training, and research. Major portion of class work takes place in three workshops following the intensive training format. Dates to be arranged. Prerequisite: PSY 462.
- PSY 465 TRANSACTIONAL ANALYSIS** (2 Hrs.)  
An exploration course with lectures, simulations, interactions, and fantasy presented so each person examines who he or she is, and his or her basic beliefs about human nature and what makes people behave the way they do. Utilizes current thinking from Eric Berne's "What Do You Say After You Say Hello?"; Tom Harris' "I'm OK-You're OK"; and James and Jougeward's "Born to Win." Utilizes information methods and techniques from all behavioral science and the human potential movement.
- PSY 466 INTERVIEWING** (4 Hrs.)  
Exploration of the different purposes and approaches, as well as some role playing and the use and interpretation of the information obtained. Satisfies Area IV.
- PSY 467 COMMUNITY PSYCHOLOGY: THEORY, RESEARCH, AND INTERVENTION TECHNIQUES** (4 Hrs.)  
Review of the history, philosophy, structure, activities, pitfalls, and present circumstances of community mental health approach. The function of the psychologist as a social change agent is examined in terms of ethics, feasibility, advisability, techniques, and methods of effectiveness-assessments. Satisfies Area IV.

**PSY 472 INTRODUCTION TO INDUSTRIAL PSYCHOLOGY (4 Hrs.)**

Examination of human behavior problems and perspectives in organizations to gain understanding of interactions between task, technology, people, and organizational structure; emphasis on selection, training, attitudes, leadership, motivation, and group behavior. Satisfies Area IV.

**PSY 473 ENGINEERING PSYCHOLOGY (4 Hrs.)**

Applied experimental psychology concerned with the development and improvement of man-machine systems. Deals with the maximization of human performance in such areas as transportation, communication, and production. Stresses methods of investigation as well as content. This area of psychology is sometimes called human factors or human engineering. Satisfies Area IV. Prerequisite: PSY 302 or 303.

**PSY 479 RETIREMENT COUNSELING IN INDUSTRY (4 Hrs.)**

Planning and implementation of retirement counseling programs in organizations; when to approach employees for retirement counseling; phases of retirement counseling; mental health patterns in employees during their post-retirement.

**PSY 481 ENVIRONMENTAL PSYCHOLOGY (4 Hrs.)**

The impact of physical environment on attitudes and behavior, and the significance for architecture, interior design, and other design fields. With permission of instructor. Prerequisite: background in psychology and sociology. Satisfies Area IV.

**PSY 482 ORGANIZATIONAL PSYCHOLOGY (4 Hrs.)**

Treatment of philosophy, theories, and technologies of organizational change and development. Special emphasis on understanding organizations as social systems, problems of change in organizations, and introduction of change for organizational effectiveness. Prerequisite: PSY 472.

**PSY 490 RESEARCH PROBLEMS IN PSYCHOLOGY (4 Hrs.)**

An intensive investigation into a specific research topic selected by the student. Research may include library research, laboratory work, or applied experience. With permission of instructor. A maximum of eight hours may be earned in this course.

**PSY 500 SEMINAR IN MEASUREMENT (4 Hrs.)**

Mathematical concepts which give meaning to the measurement process, such as psychological testing. Includes correlation and regression, reliability and validity.

**PSY 501 QUANTITATIVE METHODS IN THE BEHAVIORAL SCIENCES: ADVANCED (4 Hrs.)**

Problems of interpreting data obtained in complex settings. Covers simple and multi-factor analysis of variance techniques, advanced experimental designs with related data analysis techniques, simple correlation and regression and interpretations of the correlation coefficient in behavioral research situations, correlation techniques other than the Pearson product-moment, multiple correlation and regression, basic factor analysis. Prerequisite: PSY 301 and an introductory course in science. Satisfies Area II.

**PSY 510 SPECIAL TOPICS IN PSYCHOLOGY (2 or 4 Hrs.)**

Special topics within some specialized area of psychology; specific topics vary with each semester, oriented toward the graduate-level student. A maximum of eight hours may be earned in this course.

**PSY 512 INDUSTRIAL MENTAL HEALTH (4 Hrs.)**

Treatment of personality dynamics within the organization; pressures, needs, motivation, and emotional health of men at work; assessment and counseling. Approaches to promoting mental health in organizations. Prerequisites: PSY 444 and 472.

**PSY 514 BEHAVIORAL SCIENCES IN ORGANIZATIONS (4 Hrs.)**

Examination of the applications of behavioral sciences (theories, methodologies, and techniques) aimed at individual, group, and organizational growth and de-

velopment; aimed for senior working personnel in organizations. Prerequisite 482.

**PSY 541 ADVANCED CHILD DEVELOPMENT (4 Hrs.)**

A graduate-level seminar designed to increase the student's depth as a researcher-observer-student of child development. Includes practical experimental learning as well as review of critical issues in the field. Prerequisite: PSY 341.

**PSY 553 INDIVIDUAL PSYCHOTHERAPY: THEORY, RESEARCH, AND TECHNIQUES (4 Hrs.)**

Reviews specialized techniques and concepts of individual psychotherapy. Theory and research are kept to a minimum. Emphasis is on the application of techniques from varied theoretical backgrounds which focus on specific symptoms or syndromes. Tapes, movies, demonstrations, and exercises are intended to give the student a limited experiential base from which to better understand the process of psychotherapy with individuals. Prerequisites: PSY 352 and either Theories of Psychotherapy (Counseling) or PSY 444.

**PSY 555 SCRIPT ANALYSIS: AN EXPERIMENTAL COMBINATION OF TRANSACTIONAL ANALYSIS AND PSYCHODRAMATIC METHOD (4 Hrs.)**

An experimental endeavor to combine certain conceptual ideas of Eric Bern's Transactional Analysis with the actional methods of J. L. Moreno's Psychodrama, with the goal of exploring operationally the notion of "life script." Members of the class have to explore certain aspects of their personal "scripts." With permission of instructor.

**PSY 560 ADVANCED CLINICAL PSYCHOLOGY (4 Hrs.)**

A seminar course for advanced students in clinical psychology. Students work to develop specialized knowledge and skills in clinical psychology. It is expected that skills sought will be consistent with chosen employment situations. Individual attention is emphasized and student participation will vary according to contracts set at the beginning of the course. With permission of instructor. A maximum of eight hours may be earned in this course.

**PSY 563 T-GROUP LEADERSHIP METHODS (4 Hrs.)**

Explores techniques and methodology of experiential group leadership as developed by the National Training Laboratories, with emphasis on human relations and communication skill training. Students completing the course qualify for a practicum experience, PSY 564. Previous group experience desirable. With permission of instructor.

**PSY 564 T-GROUP PRACTICUM (4 Hrs.)**

A supervised experience in conducting small groups in human relations skill training and communications skill training in the T-group approach. Students co-lead a small group under supervision of instructor. Prerequisite: PSY 563.

**PSY 566 GROUP THERAPY: THEORY, RESEARCH, AND TECHNIQUES (4 Hrs.)**

Combines the study of group dynamics research and theory with the study of group therapy theories and leadership techniques. Extensive reading required. Class sessions are devoted to clarification of the readings. Discussion of recent articles, movies, and simulations designed to demonstrate group processes and teach specific leadership techniques.

**PSY 570 SEMINAR IN APPLIED PSYCHOLOGY (4 Hrs.)**

Special topics within the area; will vary with each semester. With permission of instructor. A maximum of eight hours may be earned in this course.

**PSY 571 SEMINAR IN QUANTITATIVE METHODS (4 Hrs.)**

Specially selected topics concerned with the application of quantitative methods in the behavioral science. Content varies as function of interest and demand. Prerequisite: PSY 301. With permission of instructor.

**PSY 572 SEMINAR IN ORGANIZATIONAL PSYCHOLOGY (4 Hrs.)**

Special topics and problems in applied behavioral sciences in organizations: problems of organizational assessment, change, consultation, and organizational effectiveness.

**PSY 575 THEORY AND TECHNIQUES OF INDIVIDUAL ASSESSMENT (4 Hrs.)**

Intended to familiarize the student with basic administration and scoring of a battery of psychological tests used in assessment of individuals. Battery includes Wechsler Scales of Intelligence (WAIS; WISC), Rorschach, Thematic Apperception Test, and Bender-Gestalt. A great deal of reading is expected in addition to the administration of several test batteries. Not intended to qualify the student as a psychological examiner; rather, the course prepares the person to begin supervised experience in the field. Prerequisites: PSY 352; PSY 408.

**PSY 580 PRACTICUM IN PSYCHOLOGY (4 Hrs.)**

A graduate-level experiential learning situation which involves community placements of several types: a 32-weeks commitment of 16 hours per week at one of several agencies arranged through the Psychology Program; a 16-weeks experience of a more limited nature to be arranged following enrollment; an experience arranged for the student who has already contacted an agency of his choice; or, for a select few students, an arrangement of four semester hours of supervision to be coordinated with existing employment. With permission of instructor. A maximum of 12 semester hours may be earned in this course.

**PSY 581 PSYCHOLOGY COLLOQUIUM (2 or 4 Hrs.)**

Student research into particular topics in the field of psychology, with emphasis on the manner in which a particular problem is being pursued by the field. May be done for additional credit the same or subsequent semester. With permission of instructor.

**PSY 582 THEORIES OF MOTIVATION (4 Hrs.)**

The nature, uses, and limitations of theory in general, and of theory in psychology. Includes a critical review of selected motivational theories but concentrates on assumptions, logic, and epistemology underlying the historical and contemporary role of theory in psychology.

**PSY 583 PROFESSIONAL ISSUES IN PSYCHOLOGY (2 Hrs.)**

Study of information needed for making ethical and legal decisions in various areas of psychology: clinical psychology, human and animal research, etc.

**PSY 585 PSYCHOSOMATICS (4 Hrs.)**

A study of physiological disorders which have psychological factors, such as stress, playing significant roles in their etiology. Prerequisite: a course in physiological psychology or endocrinology.

**PSY 589 M.A. PROJECT (4 Hrs.)**

An individualized intensive project which completes the student's M.A. training. Experimental, applied, or result of intensive bibliographic library efforts, tailored to the student's needs. With permission of instructor.

**PSY 591 ADVANCED SOCIAL PSYCHOLOGY (4 Hrs.)**

An opportunity for graduate students and qualified undergraduates to experience a "teaching" approach. The entire class has weekly staff meetings, and each individual is responsible for weekly discussion groups with students in PSY 391. Prerequisite: Social Psychology, upper division.

*The following courses offered elsewhere in the university are approved for cross-listing by the Psychology Program.*

- ADG 432 Organizational Behavior
- BIO 468 Ethology (Animal Behavior)
- HDC 421 Behavior Modification
- HDC 465 Instructional Psychology
- HDC 466 Career Development
- HDC 475 Psychological Tests and Measurements
- HDC 481 Professional Individual Human Development
- HDC 521 Behavior Therapy
- HDC 551 Individual Intelligence Testing
- HDC 552 Individual Personality Testing
- HDC 577 Characteristics of the Mentally Retarded
- MAT 401 Applied Statistics I
- PHI 438 Philosophical Problems in Psychology
- SOA 461 Social Psychology





# Public Affairs Reporting

M.A.  
(40 Hrs.)

*PROGRAM FACULTY* – Bill Miller.

The Public Affairs Reporting Program leads to the Master of Arts degree. It is designed for the student who wishes to specialize in news coverage of governmental affairs. The program gives both the practical experience necessary to do an effective job and, at the same time, encourages an in-depth academic look at many areas upon which careers in the news field will touch. The aim of the program is to bring a mixture of backgrounds to bear upon the reporting task.

## ENTRANCE REQUIREMENTS

The program is open only to graduate students. A background in journalism is not necessary. A student interested in the program must apply to the director of the program for entrance consideration. Being admitted to the university does not secure admission to Public Affairs Reporting. The prospective student is urged to apply early, as admission is limited. Those accepted into the program will receive stipends for the period of their internship, during the second semester and first summer session.

## DEGREE REQUIREMENTS

In the fall semester, students take a core course, *Mass Media and Modern Society*, for eight hours' credit, and one course in *Public Affairs Reporting*, for two hours' credit. Several other courses related to the field of public affairs are taken to complete a full-time course load. In the second semester, students enter an internship (10 hours' credit), including a weekly seminar and other special events to be announced. Along with this internship, each student registers for a *Public Affairs Colloquium*, and may register for a second course. During the first summer (four-weeks) session, the student works full time as an intern for a seasoned reporter on the State Capitol scene (six hours' credit). A final course is taken in *Public Affairs Reporting* during the post-legislative period. At the end of the summer sessions, and upon completion of 40 hours of course work, the student is eligible for a Master of Arts degree in *Public Affairs Reporting*.

**PUBLIC AFFAIRS REPORTING/Course Descriptions****PAR 501 PUBLIC AFFAIRS REPORTING I (2 Hrs.)**

Combines practical writing experience with a study of problems confronted by government and society, with special emphasis on state government and its responses, and failures to respond, to questions facing our society. Prerequisite: admission to *Public Affairs Reporting* or permission of instructor.

**PAR 502 MASS MEDIA AND MODERN SOCIETY (8 Hrs.)**

A study of the mass media relating to structure, control, and economics; technology of the media; how the mass media affect social change; language of the mass media; how state government functions, with emphasis on how its operation affects the reporter; a study of public budgeting — where the money is, the power lies. Guest lecturers assist in the course, under the supervision of the director of the program. Prerequisite: admission to the *Public Affairs Reporting Program*.

**PAR 503 LEGISLATIVE ISSUES (2 Hrs.)**

An in-depth study of major issues confronting the Illinois General Assembly. Offered during Spring Semester. Prerequisite: admission to the *Public Affairs Reporting Program* or permission of instructor.

**PAR 504 INTERNSHIP I (10 Hrs.)**

A semester of practical experience in the reportorial field. Each student is assigned to work full time with an experienced reporter at the State Capitol. Open only to those enrolled in the master's degree program for *Public Affairs Reporting*. Work is supervised by the director of the program. Prerequisite: PAR 501 and 502 and admission to the program.

**PAR 505 INTERNSHIP II (6 Hrs.)**

Continuation of PAR 504 only more intense, in conjunction with the windup of the legislative session. Work is supervised by the director of the program. Prerequisite: PAR 504. Offered summer Intersession only.

**PAR 511 PUBLIC AFFAIRS REPORTING II (2 Hrs.)**

An evaluation of the intern experience during the legislative session, including preparation of a final master's paper. Prerequisite: PAR 505.

To fulfill degree requirements, students with their adviser's approval may select graduate courses from among the university's course offerings.

# Social Justice Professions

B.A.  
(60 Hrs.)

M.A.  
(40 Hrs.)

*PROGRAM FACULTY* – Sidney C. Burrell, Robert M. Crane, S. Burkett Milner, Richard S. Post, Gary A. Storm.

The Social Justice Professions Program blends the liberal arts with career development for persons in fields of Human Services: corrections, juvenile delinquency, children and family services; Protective Services: law enforcement, police, security, investigations, planning, researching, evaluation, managing and administering; and Legal Studies: law for professionals and paraprofessionals, including particular aspects of public and human services law.

The program is designed primarily for persons already employed in the social and criminal justice system and subsystems in order to assist them in upgrading their own services, and to enlist new pre-service persons as the job market needs indicate. The main purpose of the program is to prepare high-quality, dedicated public servants who can work in a variety of roles within social justice professions.

Students are encouraged to apply who have the A.A. or A.A.S. degree from an Illinois community college, have transfer credits of two years or more from a senior college or university, or have taken and successfully passed the College Level Examination Program (CLEP) qualifying them to enroll with junior-level standing.

Students should be prepared to accept fully the responsibility for their own learning, taking that which is taught, assimilating it, and applying it to the field of work. The fact that the educational processes are varied and that didactic or straight lecture and/or presentation is but one approach is critical for students to know and to understand, especially those students who have responded frequently to a training style of teaching-learning that requires little or no critical thinking and/or analytical processing.

## THE BACHELOR'S DEGREE

The Bachelor of Arts in Social Justice Professions requires 60 semester hours distributed as follows:

Core courses .....	20 hours
Area of concentration .....	20 hours

University requirements:

Public Affairs Colloquia .....	8 hours
Applied Study Term .....	8 hours
Electives .....	4 hours or more

Work in the core courses is distributed as follows, with the required number of hours indicated.

*PHILOSOPHY OF JUSTICE* (Four hours required.)

PHI 461	Law, Justice, and Morality . . . . .	2 hours and
PHI 462	Freedom, Justice, and the Person . . . . .	2 hours <i>or</i>
JSO 401	Introductory Colloquium . . . . .	4 hours
SJP 403	Social and Criminal Justice: System? Non-system? Sub-system? . . . . .	4 hours
SJP 405	Cultures, Individuals, and Society . . . . .	4 hours

*AMERICAN POLITICAL PROCESSES* (Four hours required.)

SJP 407	American Political Processes: Politics and Social and Criminal Justice Personnel and Practices . . . . .	4 hours
POS 412	Understanding Politics . . . . .	4 hours
POS 451	Politics of Law Making . . . . .	4 hours
ECO 486	Social Policy . . . . .	4 hours

*CONCEPTS OF CONSTITUTIONAL AND CRIMINAL LAW* (Four hours required.)

SJP 463	Concepts of Constitutional and Criminal Law and Justice . . . . .	4 hours
SJP 464	American Constitution: Criminal Law and Civil Liberties . . . . .	4 hours

*APPLIED RESEARCH/PROBLEM SOLVING* (Four hours required.)

SJP 440	Applied Research in Social Justice* . . . . .	4 hours
SJP 480	Seminar in Social/Criminal Justice Plan- ning . . . . .	4 hours

\*This course required of all M. A. students regardless of concentration or an equivalency or proficiency or exception by the faculty.

*Human Services* area of concentration . . . . . 20 hours

SJP 423	Perspectives on Adolescents and Adults: The Continuum of Personalities . . . . .	4 hours
SJP 424	Problems of Intervention: Law Enforce- ment and the Human Services . . . . .	4 hours
SJP 425	Who Should Care for Children and Families and How, During Times of Stress? . . . . .	4 hours
SJP 431	Alternatives to Prisons: Probation and Parole, Work and Education Release, and Half-way Houses and Group Homes . . . . .	4 hours
SJP 432	Communities and the Ex-Offenders of the Law . . . . .	4 hours
SJP 433	Social Services Programs: Public Aid and Poverty Relief . . . . .	4 hours

SJP 441	Contemporary Issues, Problems, and Practices in Social and Criminal Justice . . . . .	4 hours
<i>Law Enforcement</i> area of concentration . . . . .		20 hours
SJP 409	Justice and the Legal Processes . . . . .	4 hours
SJP 423	Perspectives on Adolescents and Adults: The Continuum of Personalities . . . . .	4 hours
SJP 424	Problems of Intervention: Law Enforcement and the Human Services . . . . .	4 hours
SJP 440	Applied Research in Social Justice . . . . .	4 hours
SJP 441	Contemporary Issues, Problems, and Practices in Social and Criminal Justice . . . . .	4 hours
SJP 442	Functional Aspects of Law Enforcement . . . . .	4 hours
SJP 451	Policy for Criminal Investigation . . . . .	4 hours
SJP 455	Security Administration . . . . .	4 hours

## THE MASTER'S DEGREE

The Master of Arts in Social Justice Professions can be designed in a number of ways within the following parameters. There are 40 semester hours required, distributed as follows:

*Core Courses* — 20 hours. (Note: An M.A. student may submit evidence of competencies in each course of the 20-semester-hours core or, by request to the faculty of the program, can be examined for such equivalencies as he or she designates. Based upon the findings, the student and the program adviser will select other courses related to the field and to the goal of extending student competencies.)

*Areas of concentration* — Human Service, Law Enforcement, Administration, Legal Studies — 20 hours. (Note: An M.A. student may submit evidence of competencies in each course of the 20 semester hours in area of concentration or, by request to the faculty of the program, can be examined for such equivalencies as he or she designates. Based upon the findings, the student and the program adviser will select other courses related to the specific concentration and to the goal of extending student competencies.)

Human Services — SJP 423, 424, 425, 431, 432, 433, 441.

Law Enforcement — SJP 423, 424, 440, 441, 442, 451, 455.

Administration — Three courses of the generic core from the Public Administration Program and one other course in SJP.

Legal Studies — SJP 501, 502, 503, 504, and four courses from the following: SJP 511-516 and 521-524.

University requirements:

*Public Affairs Colloquium* — 4 hours.

M.A. candidates in consultation with program faculty may choose to develop a thesis option of eight hours' credit substituting for courses in either the core or area of concentration if their competencies, equivalencies, and/or proficiencies indicate. Such request is to be accompanied by a Thesis Prospectus, submitted during the first semester of registration.

*Applied Study Term.* For students at the M.A. level who have not had any work experience in social justice professions, an attempt will be made to design an Applied Study Term in conjunction with the M.A. Thesis Prospectus.

*Transfer Credits.* Up to 12 semester hours of related graduate-level work may be applied toward the degree, given evidence on the student's part of adequate competencies, equivalencies, and/or proficiencies.

*Tutorial Credits.* Since many interested students will be on jobs full time, tutorial course work will be designed to enable them to meet requirements of the core and/or area of concentration, as well as to help them individualize or personalize their own ideas within the program's framework and priorities. Modules of two or four hours of credit will be designed. Either the student designs a Tutorial Proposal to present to the faculty for approval or the faculty will have prepared Tutorial Designs for given subjects and competency areas. Students may register for SJP 490, SJP 499, and/or SJP 524.

The central aims of the Social Justice Professions Program are to assist the student who has a clear perception of his own education



needs and a design to implement them within a framework of competencies for extended work in some aspects of the field, and to work toward a B.A. or M.A.; to assist the student who has some experience in the field to develop additional specific competencies for extended work in some aspects of the field; to assist the student new to the field to gain some experience and some specific competencies for beginning work. These aims can be realized with a flexible program structure and an attitude among both students and faculty that reflect the main goal of the Social Justice Professions Program: to

develop B. A. and M. A. graduates sensitive and competent in specific areas of knowledge and practice, imbued with the values of continuing learning, growing and changing as new knowledge and understandings accrue.

## SOCIAL JUSTICE PROFESSIONS/Course Descriptions

### CORE COURSES

The courses suggested for the core are required of all students except in specific cases where equivalencies are approved by the program faculty adviser.

#### Philosophy of Justice

##### **PHI 461 LAW, JUSTICE, AND MORALITY (2 Hrs.)**

The nature of law, justice, and morality and their interactions. Special attention is given to the basis of individual rights, problems of unjust laws, relation of means and ends, issues involving maximization vs. distribution of values.  
*and.*

##### **PHI 462 FREEDOM, JUSTICE, AND THE PERSON (2 Hrs.)**

Human nature and the place of justice in human development; special attention to the interactions of freedom, compassion, and justice.  
*or,*

##### **JSO 401 INTRODUCTORY COLLOQUIUM (4 Hrs.)**

Introduces the student to elementary considerations in defining justice and applying these basic concepts to social and criminal justice. Faculty is drawn from a wide variety of academic disciplines. Problems and issues common to the social and criminal justice system and its subsystems are explored. Team taught.

##### **SJP 403 SOCIAL AND CRIMINAL JUSTICE: SYSTEM? NON-SYSTEM? SUB-SYSTEM? (4 Hrs.)**

Examines varied aspects of social and criminal justice, and the critical aspect of coordinating human services, law enforcement, courts, probation, parole, corrections, public safety, and security. Issues and conflicts within and among social and criminal justice programs at local, state, and federal levels of government are explored in light of proposals for change.

##### **SJP 405 CULTURES, INDIVIDUALS, AND SOCIETY; SELF AND SYSTEMS RELATIONS (4 Hrs.)**

Seminar exploring each student's own cultural set, his knowledge of himself, how he relates to others whose cultures and selves differ markedly, and the impact of such understandings on the social and criminal justice system.

#### American Political Processes

##### **SJP 407 AMERICAN POLITICAL PROCESSES: POLITICS AND SOCIAL AND CRIMINAL JUSTICE PERSONNEL AND PRACTICES (4 Hrs.)**

Attention is given to law-making as well as law-enforcing functions; legislative provisions for offenders and ex-offenders of the law, both juvenile and adult; courts and systems related to them; public safety and security; and how these are all generally controlled within American government. Primary emphasis is on Illinois local and state government and political processes, with secondary emphasis on federal relationships.

##### **POS 412 UNDERSTANDING POLITICS (4 Hrs.)**

Includes the nature of politics, extent to which scientific method is appropriate for study of politics, methods of political inquiry, exploration in political and social science, contemporary approaches to study of politics.

##### **POS 451 POLITICS OF LAW-MAKING (4 Hrs.)**

Analysis of legislative decision-making in the state legislature and the United

States Congress. The law-making process as a system involving an interplay of competing, personalities, interests, and actors. Special attention to the Illinois experience.

**ECO 486 SOCIAL POLICY (4 Hrs.)**

A survey course covering government policy and programs in the areas of health and welfare, with emphasis on the cultural and political setting in which social policy is made. Includes both an historical review of health and welfare policies and an examination of the economic, sociological, administrative, and political factors which shape current policy and which define policy choices for the future.

**Concepts of Constitutional and Criminal Law**

**SJP 463 CONCEPTS OF CONSTITUTIONAL AND CRIMINAL LAW AND JUSTICE (4 Hrs.)**

An historical and analytical approach, using recent cases and statutory amendments to create an understanding of law for the layman or the professional working in social and criminal justice fields. Emphasis is on the Illinois Constitution of 1970 and the Illinois Comprehensive Criminal Code.

**SJP 464 THE AMERICAN CONSTITUTION: CRIMINAL LAW AND CIVIL LIBERTIES (4 Hrs.)**

After attempting to gain some clarity as to the meaning of rights, civil rights, and human rights, focus turns to selected civil liberties protected by the Constitution, including the First Amendment freedoms of speech, press, assembly, and religion and the procedural due process guarantees of the Fourth, Fifth, Sixth, Seventh, and Eighth amendments. Opportunity is provided for students to use the knowledge they have acquired to decide several mock court cases.

**Applied Research/Problem Solving**

**SJP 440 APPLIED RESEARCH IN SOCIAL JUSTICE (4 Hrs.)**

(Required for all M. A. students and recommended for all B. A. students.) Includes issue or problem definition, proposal writing, designing studies, information gathering, and interpretation of results of findings. Attention given to over-all operations research, research design, sampling techniques, interviewing, questionnaire or survey instrumentation, content and statistical analysis, and observation/participation evaluation techniques. Experience in use of computers, media, and modern technologies in research and communications. A maximum of eight hours may be earned in this course.

**SJP 480 SEMINAR IN SOCIAL/CRIMINAL JUSTICE PLANNING (4 Hrs.)**

An advanced seminar designed to increase the student's skill in planning and research. Topics include: the planning process, grantsmanship, proposal writing, strategies for implementing innovative programs, and program evaluation. A maximum of eight hours may be earned in this course.

***HUMAN SERVICES CONCENTRATION***

**SJP 423 PERSPECTIVE ON ADOLESCENTS AND ADULTS: THE CONTINUUM OF PERSONALITIES (4 Hrs.)**

Examines human nature and activity at the adolescent and adult levels by exploring personality traits and social conditionings that create psychosocial health-making environments, and those that develop delinquency, deviance, human breakdown, law offending, and personality deficiencies.

**SJP 424 PROBLEMS OF INTERVENTION: LAW ENFORCEMENT AND THE HUMAN SERVICES (4 Hrs.)**

Examines the interrelated roles and responsibilities of community members — individual laymen, volunteer groups, and professionals — in dealing with a range of persons under stress, children through adults. Of special concern are roles and responsibilities of professionals in law enforcement and human services. Various "helping agencies" and their relationships in wider "helping systems" are studied. Examines intervention situations such as those involving marriage and family problems, alcoholism and suicide, child neglect and abuse, truancy, and advocacy of human rights — e.g., prisoners' rights and responsibilities.



**SJP 425 WHO SHOULD CARE FOR CHILDREN AND FAMILIES AND HOW, DURING TIME OF STRESS? (4 Hrs.)**

Focus is on children in their relationship to families, communities, and larger national societies. Study of the nature of childhood and how it can be shaped and influenced — for good or ill — by adult beliefs, values, and behaviors. Examination of “child advocacy” and “child welfare,” both theory and practice.

**SJP 431 ALTERNATIVES TO PRISONS: PROBATION AND PAROLE, WORK AND EDUCATION RELEASE, AND HALF-WAY HOUSES AND GROUP HOMES (4 Hrs.)**

Intensive examination of local, state, and federal probation, parole, and pardon systems; staffing and services; and potential for reforms. An attempt is made to design suggested new approaches and new practices for expanding community-based comprehensive human services and alternatives to reformatories and prisons. Such programs as halfway house, group homes, and work and education release are explored. State of Illinois is studied as a possible model for innovation and creativity in probation, parole, and human services relationships.

**SJP 432 COMMUNITIES AND THE EX-OFFENDERS OF THE LAW (4 Hrs.)**

What now goes on, historically has been practiced, and future trends and possibilities within correction systems processes and institutions. For the most part, course is taught on site. Experts, practitioners, clients, residents, and inmates are called upon as resource persons. Particular attention is paid to public attitudes toward both the offender and ex-offender of laws.

**SJP 433 SOCIAL SERVICES PROGRAMS: PUBLIC AID AND POVERTY RELIEF (4 Hrs.)**

Parallel cultures of poverty and public aid are examined within historical perspectives. Local, state, and federal public aid officers and offices are used to give present practices and future perspectives. Assessment is made of new assumptions, approaches, goals, and services for assisting the poor; but more, for helping them to assist themselves. Public aid and poverty relationships to social and criminal justice are examined as well.

**SJP 441 CONTEMPORARY ISSUES, PROBLEMS, AND PRACTICES IN SOCIAL AND CRIMINAL JUSTICE (4 Hrs.)**

Of special concern are social problems involving “deviant” adolescents and adults, particularly those in trouble with the law, and responses to “labels” people use regarding them. Consideration is given to what types of behavior warrant the label “illegal” or “criminal” and what types of institutional responses — if any — are successful in preventing or correcting such behavior. Students select for in-depth study such social problems as those relating to poverty and stratification, race relations, urban problems, juvenile delinquency, crime, violence, as well as issues in law enforcement, human rights, the courts, corrections, and juvenile justice. This course is also acceptable in the Law Enforcement Concentration.

***LAW ENFORCEMENT CONCENTRATION*****SJP 409 (JSO 431) JUSTICE, LAW, AND THE LEGAL PROCESS (4 Hrs.)**

Intensive examination of criminal laws and particularly significant court cases. Emphasis is on administration of justice from arrest through arraignment, prosecution and defense, appeal, probation, sentencing, imprisonment, parole, and reintegration into the free society.

**SJP 423 PERSPECTIVES ON ADOLESCENTS AND ADULTS: THE CONTINUUM OF PERSONALITIES (4 Hrs.)**

(See previous description.)

**SJP 424 PROBLEMS OF INTERVENTION: LAW ENFORCEMENT AND THE HUMAN SERVICES (4 Hrs.)**

(See previous description.)

**SJP 440 APPLIED RESEARCH IN SOCIAL JUSTICE PROFESSIONS (4 Hrs.)**

(See previous description.)

**SJP 441 CONTEMPORARY ISSUES, PROBLEMS, AND PRACTICES IN SOCIAL AND CRIMINAL JUSTICE (4 Hrs.)**

(See previous description.)

**SJP 442 FUNCTIONAL ASPECTS OF LAW ENFORCEMENT (4 Hrs.)**

Review of purposes, organization, administration processes, and services of law enforcement departments and agencies at local, state, and federal levels. Includes personnel relations and negotiations, budget-making and fiscal management, planning and research, program and services development, community understanding and relations, traffic management, investigative practices, public safety, security and property loss prevention; as well as industrial, commercial, and parks programs of security and safety, public and private.

**SJP 451 POLICY FOR CRIMINAL INVESTIGATION (4 Hrs.)**

An intensive examination of legal requirements, operational constraints, and effectiveness considerations related to investigation programs. Legal, ethical, and administrative aspects of investigative policy development framework are analyzed. Consideration given to policy development related to crimes against persons, property, and the state. Investigative policy development, implementation, evaluation, and modification are considered for such activities as case building, data collection, surveillance, intelligence, undercover operation, and security.

**SJP 455 SECURITY ADMINISTRATION (4 Hrs.)**

Development of security programs is stressed during a survey of principles, procedures, and techniques employed by the protective services practitioner. Historical, philosophical, and managerial considerations of the field are presented. Industrial, commercial, and governmental models presented.

*TUTORIAL OR INDEPENDENT STUDY CREDITS***SJP 490 CURRENT PROBLEMS AND RESEARCH IN SOCIAL JUSTICE PROFESSIONS (4 Hrs.)**

Independent study, structured readings, or research in fields of human services, law enforcement, legal studies, and administration of justice. A maximum of eight hours may be earned in this course.

**SJP 499 TUTORIAL IN SOCIAL JUSTICE PROFESSIONS (4 Hrs.)**

A maximum of eight hours may be earned in this course.

**SJP 524 SPECIAL PROBLEM(S) RESEARCH IN SOCIAL JUSTICE: LAW IN AMERICAN SOCIETY (4 Hrs.)**

Includes applied research techniques, short-range and long-range planning, program design, and evaluation methodologies. Each M.A. candidate selects or is assigned a special problem for research, and presents the results to the faculty for review and approval prior to graduation.

*LEGAL STUDIES OPTION**Basic Courses***SJP 501 JURISPRUDENCE (4 Hrs.)**

An introduction to the history and philosophy of justice, law, and legal institutions. Emphasizes origins, purposes, and practices of legal institutions and their application in theory and in practice to the "public good." Analyzes relationships within the private and public sectors, with special attention to the needs of clients served, both those who can and cannot pay, and the professionals who serve them.

**SJP 502 LAW AND SOCIAL CONTROL (4 Hrs.)**

An examination of several kinds of antisocial behavior and laws that attempt to control them serves to exemplify the applicability, operation, and effect of criminal laws and of alternate means of control through civil and administrative means. Study of the differing limits of effectiveness, differing legal sanctions, and varied relationships between legal doctrines and underlying social values and data.

Stresses familiarization with criminal law, to gain understanding about the usefulness of social scientific methods in helping professionals to redirect, if not eliminate, such forms of antisocial behavior.

**SJP 503 HUMAN ADVOCACY: JUSTICE, LAW, AND LEGAL PROCESSES (4 Hrs.)**

Focus is on persons in the trial courts and their functions: defendants and defenders, police and probation officers, prosecutors, judges, and lawyers. Court procedures are examined. Assesses the advocate role and its limitations as well as the social utility of the adversary processes.

**SJP 504 LAW AND DECISION-MAKING PROCESSES (4 Hrs.)**

Concentrates on the constitutional doctrine of separation of powers and careful analysis of decision-making processes within each organ of government: executive, legislative, and judicial. Special attention is devoted to relationships between state and federal judiciary. Fact-law distinctions and the concept of due process are viewed in the context of the constitution. Social, economic, and political relationships between the three branches and their decision-making activities are examined, especially as they impinge on the decision-making processes of law enforcement agencies, public and/or private service institutions, and individual professionals.

### Specific Area Courses

**SJP 511 ADVANCED CRIMINAL LAW (2 Hrs.)**

Particular aspects of advanced criminal law are studied in depth with emphasis on recent court cases; victimless crimes; Illinois Criminal Code; new directions in criminal law, legal practices, and prosecution; defense tactics; and practices of plea bargaining, immunity, and sentencing. Each is observed in actual practice.

**SJP 512 CORRECTIONS LAW (2 Hrs.)**

Explores several historical and current cases involving inmate crimes and/or malpractices with inmates. Prisoner rights as well as corrections staff rights are explored and emerging trends examined from recent court cases. Advocacy of institutional reforms in corrections is studied — shortening stays in prison for inmates with lesser offenses and speeding up trials for criminals and processing of convicted inmates.

**SJP 513 LAWS AND CHILDREN, YOUTH, AND JUVENILE OFFENDERS (2 Hrs.)**

Laws and legal practices governing children and youth, in particular those from poor families who need assistance, wards of the courts, and juvenile offenders. Rights of children and youth services available to them, institutional practices, and laws governing these. Close direct observations of systems and practices with children and youth, both nonoffenders and offenders of laws, are included.

**SJP 514 WELFARE LAW: LAWS AND THE POOR (2 Hrs.)**

A study of historical and philosophical bases of welfare law and ways laws affect the poor. In-depth analysis of Illinois welfare law and practice provides basis for exploration of alternatives toward the goal of building a model system for the nation.

**SJP 515 PUBLIC HOUSING LAW (2 Hrs.)**

A study of styles of life within public housing programs, laws and legal practices affecting this area, exigencies that prevail, as well as possibilities for future improvements. Direct observation in study of landlord and tenant laws and relationships, and some direct work with public housing projects and programs, are included.

**SJP 516 CONSUMER LAW (2 Hrs.)**

Study of buying and selling rights, credit and debt relationships, ability to discern advertising, guarantees of product value, and the "fine print" of sellers contracts as integral parts of consumer law and legal practices. Explores aspects of the marketplace where new laws are necessary to protect the rights of consumers and where inequities in practices must be continually monitored by enforcement agencies. Recent court decisions and consumer laws-in-the-making are examined with assignment of practical problems of applied study.

**Seminars****SJP 521 LIMITS OF SOCIETAL GROWTH/PROGRESS AND EFFECTS ON LAWS AND OFFENDERS: A PLANNING SEMINAR (2 Hrs.)**

Raises questions concerning a highly competitive, technologically advanced society and its relationship to environmental laws, offenses, and/or social controls. Explores the future and anticipates new problems and new pressures for reform in laws and enforcement practices.

**SJP 522 LAW AND SOCIAL JUSTICE: CURRENT AND FUTURE ISSUES(4 Hrs.)**

Includes such concerns as public safety and private security, transportation and traffic problems, computers and invasion of privacy, biomedical laws, forensic health, population, law reform, human rights, building codes, and land usage.

**SJP 523 SOCIAL JUSTICE PROFESSIONALS: LEGAL LIMITS IN CLIENT-CENTERED AND/OR ALLEGED-OFFENDER RELATIONS (2 Hrs.)**

Experts from professional areas explain legal limits within which SJP personnel give client services; their liabilities under the laws; and their rights or protections within the agency, department, or system.

*The following courses offered elsewhere in the university are approved for cross-listing by the Social Justice Professions Program.*

- ADG 431 Organization Theory
- ADG 432 Organizational Behavior
- ADG 433 Organization
- ADG 451 Human Resource Management
- ADG 452 Labor Management Relations
- ADG 454 Leadership and Executive Development
- ADP 431 Public Budgeting
- ADP 441 Public Policy Analysis
- ADP 451 Public Personnel Administration
- ADP 452 Collective Bargaining in Public Employment
- POS 451 Politics of Law-Making
- POS 452 Politics of State Government
- POS 457 Governing the Police
- SOA 321 Juvenile Delinquency

# Sociology/Anthropology

B.A.  
(60 Hrs.)

M.A.  
(40 Hrs.)

**PROGRAM FACULTY** – Austin J. Carley, Daniel M. Johnson, Mary E. MacDowell, Jacqueline S. Mithun, Proshanta K. Nandi, Michael D. Quam, Regan G. Smith, Robert J. Thorsen.

The Sociology/Anthropology Program at Sangamon State is designed to foster the intellectual development of the student while providing him with sociological/anthropological insights into issues and problems relevant to an educated understanding of today's world. The student who chooses sociology/anthropology as a major is encouraged to develop the following competencies: the ability to perform an independent inquiry into the nature of society or a segment of it; familiarity with available research methods; appreciation

of the nature and role of theory and of theorists within the traditions of sociology and anthropology; a feel for the actual and potential uses of work in this area, both within and outside of existing political, economic, and social structures; and a concern for the ethics of sociological/anthropological inquiry and reporting.

Students entering the program take a core of courses which offer a perspective common to the disciplines of sociology and anthropology; in addition, they are given the opportunity to pursue their interests in either sociology or anthropology, depending upon their preference.

## THE BACHELOR'S DEGREE

Students who seek the B.A. degree in sociology/anthropology are expected to have had a freshman or sophomore introductory-level course or its equivalent. Within the program they must complete one course each in sociological/anthropological theory and research methods. This core of eight semester hours, plus 16 hours of electives, constitutes specific program requirements. In addition, all students must meet other universitywide requirements. By graduation the student should be able to demonstrate a working knowledge of the fundamental understandings of sociology/anthropology as applied to everyday life.

Requirements for the B.A. in sociology/anthropology are as follows. These are areas of knowledge rather than course titles. Several courses may qualify within a knowledge area.

Knowledge Areas	Hours
Introductory sociology/anthropology . . . . .	*
Sociology/anthropology theory (SOA 301 and SOA 401-410) . . . . .	4 hours
Research methods in the social sciences (SOA 411, SOA 412, MAT 401) . . . . .	4 hours
Sociology/anthropology electives . . . . .	16 hours
<hr/>	
Total sociology/anthropology . . . . .	24 hours
Public Affairs Colloquia . . . . .	6 hours
Applied Study . . . . .	8 hours
Free Electives . . . . .	22 hours
<hr/>	
Total . . . . .	60 hours

\*If a student has not had an introductory course and one other course in either sociology or anthropology prior to enrollment, either SOA 301 or SOA 385 taken during the initial semester will fulfill this requirement, and may be applied to program requirements for the B.A. degree. Either one or both of these courses are also recommended for the student who has been away from the discipline for some time and feels the need for some background renewal.

## THE MASTER'S DEGREE

Of the total 40-semester-hours M.A. requirement, eight hours may be waived for a student's previous work in the field, after review

and acceptance by the Sociology/Anthropology Program committee. The graduate student must complete eight hours of the core curriculum (which includes one course each in sociological and anthropological theory and research methods), eight hours of electives drawn from the Sociology/Anthropology Program's core area elective curriculum, and 20 hours of electives in sociology/anthropology and closely related areas. The graduate student must also meet all other universitywide requirements. It is recognized that most graduate-level sociology/anthropology students are tailoring their programs to their own vocational and educational interests, rather than taking the program in preparation for a Ph.D. in sociology or anthropology. The latter type of student will be counseled concerning a set of recommended courses. M.A. students are expected to be able, by graduation, to utilize professionally the whole range of sociological/anthropological resources.

Requirements for the M.A. in sociology/anthropology are as follows:

Advanced sociological theories (SOA 405-410, SOA 505)	4 hours
Advanced research methods in the social sciences (SOA 412, PSY 501) . . . . .	4 hours
Core area electives (minimum of two courses: one from each of two areas; one course to be SOA 500 level) . . . . .	8 hours
Social psychology/culture and personality (SOA 461- 470)	
Social organization (SOA 431-439)	
Demography and human ecology (SOA 441-450)	
Ethnology and archaeology (SOA 484 or 486)	
Electives in sociology/anthropology and cross-listed . . . .	20 hours
	<hr/>
Total sociology/anthropology . . . . .	36 hours
Public Affairs Colloquium . . . . .	4 hours
	<hr/>
Total . . . . .	40 hours

## SOCIOLOGY/ANTHROPOLOGY/Course Descriptions

### SOA 301 SOCIAL CONCEPTS IN PRACTICAL SOCIOLOGY (4 Hrs.)

The aim is to achieve a solid grasp of "in-between" behavior, within an experiential setting, utilizing the sociological perspectives of functionalism, conflict, and symbolic interaction. Discussions center on observations, films, daily papers, magazines, and short novels to get at the meaning of major sociological terms. The thrust is from the meanings as experienced to the meanings as described and defined.

### SOA 321 JUVENILE DELINQUENCY (4 Hrs.)

First half explores theoretical explanations for the phenomenon of juvenile delinquency, with a critical view of their value to the field. The second half is a practical and analytical view of the juvenile justice system as it operates, with a life's eye view of what it means to be a delinquent.

### SOA 385 CULTURAL ANTHROPOLOGY (4 Hrs.)

Current emphasis in anthropology and some contemporary and future problems to

be confronted. Presents a personal human perspective on cultures and subcultures other than our own.

**SOA 405 DISCOVERY OF SOCIAL THEORISTS (4 Hrs.)**

Seminar-type course designed to allow individual initiative in a shared learning experience while achieving an in-depth understanding of major sociological theorists, some integration of their foci, and some practical awareness of their usefulness in understanding and explaining ordinary daily behavior. Emphasis is on shared responsibility for learning rather than dependency on the instructor, who is a resource person and quasi-moderator. Each class member, including the instructor, presents major ideas of a theorist, and then takes the role of that theorist in continuing discussion. Prerequisites: SOA 301 or equivalent or two previous courses in sociology.

**SOA 406 SOCIAL SYSTEMS ANALYSIS (4 Hrs.)**

Course has several congruent purposes: fuller appreciation of variables, further awareness of the sociological perspective and understanding of "social system" as a concept, practical application of a social systems analytic model, useful grasp of the significance of working definitions in that application, and development of individual and group initiative in a shared learning experience. One or more significant research projects are developed during the course so that these concepts, linked to the real world, become both productive and worthwhile to members of the class. Prerequisite: SOA 301 or its equivalent.

**SOA 411 METHODS OF SOCIAL RESEARCH (4 Hrs.)**

An introduction to the research process and its various applications. Includes scientific approach to social research; sociological theory and methods; selection and conceptual formulation of the problem; measurement; research design; population and sampling; data collection, analysis, and interpretation; and problems in execution of social research.

**SOA 412 RESEARCH METHODS PRACTICUM (4 Hrs.)**

Participants design and implement a research project in the Springfield community, including the design, sampling, data gathering, data processing, analyses, interpretation, and reporting of the project.

**SOA 416 VALUES, SOCIAL RESEARCH, AND PUBLIC POLICY (4 Hrs.)**

Current theories and strategies of development/modernization in light of some of their results to date. Includes goals of development/modernization programs and policies, the means chosen, who makes these decisions and choices, how social research contributes to these decisions and choices, how it should contribute.

**SOA 423 SOCIOLOGY OF BEING DIFFERENT (4 Hrs.)**

In-depth look at problems and issues in the sociology of deviance and social control. Includes discussions of suicide, mental illness, occupational deviance, and societal capacity to handle deviance. Contending theories of deviant behavior are analyzed.

**SOA 431 SOCIAL ORGANIZATION (4 Hrs.)**

Organizations — formal and informal; social organization and crowd; concepts: roles, norms, structure; methodology for studying organizational behavior; reciprocity/exchange (social exchange); status and power—conceptual clarification and evaluation of researches by sociologists, psychologists, and anthropologists; theories of organization—critical evaluation; alienation; organization vs. personality (with special reference to Maslow and Whyte); can large-scale organizations be defended, and how?

**SOA 432 SEMINAR ON ORGANIZATION (4 Hrs.)**

Directed library research on recent studies of complex/large-scale organizations. Concern is as much for the subject-matter content of these studies as for their theoretical and methodological implications. Prerequisites: Organization Theory; SOA 431; or permission of instructor.

**SOA 435 SOCIOLOGY OF OCCUPATIONS AND PROFESSIONS (4 Hrs.)**

Professionalism as a characteristic of modern economic and industrial complexes; social and technological preconditions; occupation-profession continuum; attri-

butes, barriers, and strategies; professional controls; professional ideology and sociological theory; professionals and the socio-political environment.

**SOA 439 RELIGION, MORALS, AND IDEOLOGIES IN A SOCIOLOGICAL PERSPECTIVE (4 Hrs.)**

Theories of Durkheim, Freud, Jung, Marx, and Weber are examined and related to geographical and structural theories as well as church-sect typologies. Millennial, utopian, and revolutionary ideologies which are influencing religious belief and practice today. Role of religion in social change and social conflict.

**SOA 441 TECHNIQUES AND UTILIZATION OF DEMOGRAPHY (4 Hrs.)**

Study of population variation and change, techniques of studying demographic data, and explanation of the social forces involved in population change.

**SOA 442 HUMAN AND SOCIAL ECOLOGY (4 Hrs.)**

Examination of the traditional thrust of human ecology, especially in sociology, and the newer area of social ecology. Evaluation of their usefulness in developing social policy and the viability of new thrusts in the social sciences.

**SOA 443 SOCIAL PROBLEMS OF THE DEVELOPING WORLD (4 Hrs.)**

Study of overpopulation, migration to cities, diminishing per-capita food supplies, conflicting ideologies and the impact of super-powers on their less-developed neighbors. Attempts at solutions by world bodies, national governments, and private agencies.

**SOA 448 RACE: BIOLOGY AND SOCIETY (4 Hrs.)**

Discussion of the bio-anthropology of race. Several current issues — I.Q. testing, Sickle Cell Anemia testing, for example — are considered as to whether they reflect the realities of race or whether they are racist concerns of professionals.

**SOA 449 POPULATION STUDIES PROJECT (4 Hrs.)**

A population research project, in which students function as research staff with



the instructor as project director. Involves a specified population group, comparison with similar groups, and analysis and interpretation of the demographic profile. Prerequisite: SOA 441 or permission of instructor.

**SOA 451 SOCIOLOGICAL PERSPECTIVES ON THE FAMILY (4 Hrs.)**

Social, historical, and economic forces affecting families in Western civilization. Investigation of subcultural variations in contemporary American families and implications for individuals and society.

**SOA 456 SEARCH FOR PERSONAL AND SOCIAL ETHICS IN HUMAN SEXUALITY (4 Hrs.)**

Includes mammalian sexual behavior in general and the biology of human behavior more specifically. Emphasis is on sociocultural factors which shape and direct sexual drive. Current problem areas such as sex education, legislation, and deviancy included. With permission of instructor. Prerequisite: lower-level course in basic sociology or family sociology.



- SOA 461 SOCIAL PSYCHOLOGY (4 Hrs.)**  
Brief statement of the history of social psychology; problems of social psychology; socialization; role; perception; belief systems; stereotyping; group dynamics; issues in sociology of knowledge; theoretical orientations in social psychology; Symbolic Interaction — a framework for possible eclectic theory.
- SOA 462 ADVANCED SOCIAL PSYCHOLOGY: SYMBOLIC INTERACTION (4 Hrs.)**  
Study of the sociological theory of Symbolic Interaction on an in-depth basis. Prerequisite: SOA 461, SOA 467, or permission of instructor.
- SOA 463 PROPAGANDA, THE MASS MEDIA, AND SOCIAL CONTROL (4 Hrs.)**  
Propaganda and public opinion as dimensions of collective behavior are examined with emphasis on the role played by the mass media as an agent of social control. Propaganda in periods of rapid social change, election years, and time of crisis. Advertising, behavior modification, and agencies of social control.
- SOA 464 CROWD AND MASS BEHAVIOR (4 Hrs.)**  
Studies in mass behavior, social movements, and political actions. Focus is on change, uncertainty, and disorganization. Special reference to mob, expressive crowd, panic, rumor, fashions and fad, public, audience and mass society, and social movements. Social-psychological explanations and theories. Means of control.
- SOA 465 SOCIOLOGY OF BEHAVIOR MODIFICATION (4 Hrs.)**  
Thrust of the course is toward the linking of symbolic interaction, behaviorism, and other major sociological and psychological perspectives within a practical and holistic frame of reference, and provides a useful approach to varying kinds of small-group behaviors. Prerequisite: SOA 301 or its equivalent.
- SOA 466 SOCIOLOGY OF MENTAL ILLNESS (4 Hrs.)**  
Exploration of "mental illness" in a sociological perspective. Examines studies of distribution (epidemiology) and studies of causes (etiology). Ways in which society deals with the "mentally ill," places in which people are detained, social organization of treatment and confinement for individuals, and legal aspects. Treatment strategies that offer viable alternatives to the present structuring of therapy. Prerequisites: SOA 461, SOA 462, SOA 467, or equivalent social psychology courses.
- SOA 467 SOCIAL PSYCHOLOGY THROUGH SYMBOLIC INTERACTION (4 Hrs.)**  
Study of the sociological theory called Symbolic Interaction: how man organizes his world, acts towards it, and functions in it. Reviews writings of G. H. Mead, W. I. Thomas, T. S. Cooley Norman, K. Denzin, and others.
- SOA 471 ETHNIC AND CULTURAL MINORITIES (4 Hrs.)**  
An overview of the theory of minority group status and history of various minority groups in the American experience. In-depth analysis of several selected minority groups.
- SOA 472 HUMAN RELATIONS (4 Hrs.)**  
A focus on the microscopic problems of human relations: how one individual relates to another, and the subsequent application of the principles developed for dyadic relations to more complex human groups.
- SOA 473 CLASS AND CULTURE IN THE US (4 Hrs.)**  
A critical examination of the various forms of social differentiation in US society, and the implications of each point of view. Both theoretical/analytical and case-study materials are used.
- SOA 474 BLUE-COLLAR AMERICANS (4 Hrs.)**  
The working class continues to provide the muscle of the economy in America. However, formal education often does not address itself to the conditions of working-class life, problems confronting blue-collar workers, families and communities, the solutions they seek and adopt, and the impact of rapid social change upon their lives. Course describes working-class life, in order to understand its values and dilemmas.

**SOA 475 POLITICAL SOCIOLOGY****(4 Hrs.)**

Major theoretical questions and basic categorization of elites as well as historical survey of social institutions which transmit political values from elites to the masses. Emphasis is on inter-connections between political behavior and socialization. Political socialization in relation to the family, school, and peer groups. With permission of instructor.

**SOA 476 URBAN AND SUBURBAN COMMUNITIES****(4 Hrs.)**

Past, present, and future social structures of urban and suburban communities; interplay of demographic, ecological, and cultural patterns; community social organization and social change; urban and suburban problems and issues; and communities as they might and ought to be.

**SOA 479 COMMUNITY DEVELOPMENT IN THE THIRD WORLD****(2 Hrs.)**

Analysis of the development and concept of community. Why two thirds of the world is underdeveloped and the efforts being made by United Nations, specialized agencies, the US government, national governments, private enterprise, and voluntary agencies to bring about community development.

**SOA 484 PEOPLES OF THE CARIBBEAN****(4 Hrs.)**

Surveys the pluralistic societies existing today in the Caribbean. The blending of Afro-European cultures created indigenous societies in the new world — strikingly similar in some ways, and yet stark contrasts still stand out among them. A closer look at all of the major social institutions. A comparative perspective is taken for analytical purposes in studying social change and projecting possible future directions for societies and culture in this area of the world.

**SOA 486 PEASANT SOCIETY****(4 Hrs.)**

Study of the political economy of a peasant society, both internally and in relation to the larger world, conditions that give rise to a peasantry, future prospects for peasant society, and how peasants can help themselves to shape their future. Theoretical and case studies.

**SOA 505 SEMINAR IN SOCIOLOGICAL THEORY****(4 Hrs.)**

An inquiry into the philosophical and ideological foundations of functionalism, social conflict theory, symbolic interaction, and other sociological theories. Approximately one third of the course deals with theory construction and verification. Seminar format. Prerequisites: SOA 405, SOA 406, and permission of instructor.

*The following courses offered elsewhere in the university are approved for cross-listing by the Sociology/Anthropology Program. Acceptance of courses other than these should be obtained in writing by the student through the student's adviser, and placed on file with the program coordinator.*

ADE 409	Open Education in England and the United States
ADG 431	Organization Theory
ADG 432	Organizational Behavior
ADH 545	Medical Sociology
ADP 477	The City
ECO 409	Radical Political Economics
ECO 411	The Economic and Philosophical Thought of Karl Marx
ENP 421	Sociology of Natural Resources
ENP 445	Issues in Population — The Controversy
ENP 446	Issues in Population: Policy and Action
JSO 427	Revolution as Social Change
POS 431	Marxism, Leninism, Maoism
POS 433	Mao's China: Maoism and China's Development Experience
PSY 301	Quantitative Methods in the Behavioral Sciences: An Introduction
PSY 391	Psychosocial Man
PSY 591	Advanced Social Psychology
WCS 417	Women in Public and Private Power
WCS 433	Marxist Political and Social Theory
WCS 444	Industrial Sociology
WCS 451	Social Stratification and Work
WCS 452	Male Provider Work Role
WCS 453	Work Roles and Sex Role Liberation

# Work/Culture/Society

B.A.  
(60 Hrs.)

M.A.  
(40 Hrs.)

*PROGRAM FACULTY* – Mark Erenburg, Daryl Hohweiler,  
Mary Hotvedt, Michael Ayers, Robert  
B. Sipe.

Work/Culture/Society combines the principles, methods, and subject matter of the social sciences with important facets of the humanities and physical sciences to center upon a universal human imperative: work. The program focuses on the practical and conceptual problems of people at work and the attendant problems of leisure, income, power and alternatives to work — social, economic, personal, and political. Since a single discipline cannot adequately deal with a topic so pervasive in people's lives, the Work/Culture/Society Program is an integrated multidisciplinary approach which offers a viable academic concentration to students with broad career goals in social studies or in business. For students without career plans the program can offer wide exposure to a number of career possibilities. For students who have made career choices the program provides a broad problem-solving framework and considerable flexibility, allowing students to pursue specific studies necessary for their career development.

The faculty brings to the WCS Program academic training in anthropology, economics, sociology, and political studies, as well as a wide variety of work experience, from agricultural and industrial labor to government bureaucracy and community organization. The program has the flexibility necessary to accommodate students with the diverse backgrounds found at the university. The flexibility is ensured because decisions with respect to specific courses are left to individual students and their advisers. The Work/Culture/Society standards committee ensures the academic integrity and thrust of the program against fragmentation.

Work/Culture/Society provides students the opportunity to obtain a liberal arts education with emphasis on independent problem solving and the opportunity for articulation with colleagues and with the public of problems, analytic techniques, and solutions.

## THE BACHELOR'S DEGREE

There are no program entrance requirements beyond those which the university imposes. Degree requirements are as follows.

1. 24 semester hours of course work from the WCS-approved course list (i.e., core plus related courses). Included in this: W/C/S Seminar: People at Work (WCS 401); W/C/S Seminar: Work/Culture/Society (WCS 409) (or other methods for

competence demonstration to be arranged through the WCS standards committee).

2. Applied Study Term which pursues program concept(s) within a socio-cultural context.

Closure experience must include W/C/S Seminar: Work/Culture/Society (WCS 409) or other experience approved by the WCS standards committee.

## THE MASTER'S DEGREE

Program entrance requirements are the bachelor's degree or equivalent. Degree requirements are as follows.

1. 40 semester hours of advanced undergraduate and graduate-level courses (i.e., 400 and 500 levels). Of this course work, all but one course (the required PAC) must be drawn from the approved WCS course list (core plus related courses).
2. Included among the concentration courses must be: W/C/S Seminar: Work/Culture/Society (WCS 409); one other W/C/S Seminar (WCS 402, WCS 403, WCS 405, or WCS 407), excluding WCS 401, (or other methods of competence demonstration to be arranged through the WCS standards committee).
3. Three not-for-credit, ungraded "Conversations" during the period of graduate study; to be arranged through the WCS standards committee. After completion of 30 semester hours, students may opt to participate in a comprehensive Performance Evaluation to determine whether granting of an M.A. degree is warranted at this time.

Closure experience must include W/C/S Seminar: Work/Culture/Society (WCS 409) or other experience approved by the WCS standards committee.

## WORK/CULTURE/SOCIETY/Course Descriptions

### CORE COURSES

The following are offered each year and form the core of the WCS Program. The courses are grouped according to the major program themes.

### *THEME: PROBLEMS OF WORK AND ITS ENVIRONMENT*

#### **WCS 401 WCS SEMINAR: PEOPLE AT WORK (2 Hrs.)**

An introductory WCS seminar which investigates the problems of people at work, applying a variety of literary and social sciences approaches to these problems.

#### **WCS 409 WCS SEMINAR: WORK/CULTURE/SOCIETY (4 Hrs.)**

A culminating seminar which integrates disparate disciplinary and conceptual approaches to people and work into a more unified methodological, theoretical, and practical framework. Consideration is given to what may be and what ought to be the relation between people and their work.

#### **WCS 423 WORK AND AGING (4 Hrs.)**

An investigation of employment and income problems of Americans over age 45.

within our fast-changing technological society. Emphasis is on present and possible future socio-economic status of older workers; the economic, social, and psychological problems of unemployment, job search, and job training; employer hiring standards, policies, and perceptions of older workers; and development of policy for improving the well-being of older Americans.

**WCS 431 RADICAL SOCIAL AND POLITICAL THEORY (4 Hrs.)**

An examination of the critiques and prophetic visions of Herbert Marcuse, Wilhelm Reich, and Marshall McLuhan regarding the technocratic state. Examination of the validity of their critiques and feasibility of utilizing their alternative proposals for a radical reconstruction of everyday life.

**WCS 444 INDUSTRIAL SOCIOLOGY (2 or 4 Hrs.)**

Issues of urban, rural, and industrial societies in relation to work environments including the overlap of industrial sociology with social stratification, sociology of occupations and professions, and urban sociology. Students pursue their individual interests through short papers and oral reports. Visits to work settings and organizations can be made.

***THEME: PROBLEMS OF WORK AND INCOME***

**WCS 403 WCS SEMINAR: WORK AND INCOME (2 or 4 Hrs.)**

Discusses social, cultural, and economic implications of income distribution in a free enterprise society. Development and changing nature of work, work motivation, income and status, affluence and poverty. Development of standards for judging the merits of proposed changes and manipulations of the work-income relationship.

**WCS 411 CROSS-CULTURAL VIEWS OF PRODUCTION AND EXCHANGE (2 or 4 Hrs.)**

A review of non-Western economic (and social) systems including Russian and Chinese, each with a different degree of technological complexity. Factors such as division of labor, work satisfaction, reward systems, corporate vs. individual effort, cooperation vs. competition are considered by contrast and comparison.

**WCS 424 PERSPECTIVES ON SOCIAL WELFARE (4 Hrs.)**

Activities and problems encountered by the Sangamon County Public Aid office serve as a focus for identification, development, and evaluation of various factors contributing to the over-all level of well-being in our society — the level of our social welfare. Social, political, economic, psychological, and institutional perspectives are pursued. This overview course is recommended for students working or planning to work with public and private social agencies.

**WCS 425 WORK AND REWARD IN RURAL AMERICA (4 Hrs.)**

Evaluates the role of agriculture and agricultural work within our advancing society and economy. Emphasis on farms, farmers, and farm workers as they relate to the process of American socio-economic development; today's standards for economic viability and social, political, and economic equity; and policy formation and implementation for future human, social, and economic change.

***THEME: PROBLEMS OF WORK AND POWER***

**WCS 405 WCS SEMINAR: POWER AND SOCIETY (2 or 4 Hrs.)**

The study of power in its social aspects: exchange in interpersonal relations; world, national, and community power structures; tools of quantitative life support and qualitative life enrichment; economic and political means of power; relationships between power, authority, influence, and force; sources, uses, and misuses of power.

**WCS 417 WOMEN IN PUBLIC AND PRIVATE POWER (4 Hrs.)**

The Women's Liberation Movement has brought into question the situation of women in other cultures and earlier historic periods. This is a critical re-examination of anthropological (and historical) analyses of women's roles in domestic, economic, political, and religious systems. Biological and cultural evolution is discussed. Reading material covers both theoretical and descriptive aspects.



**WCS 433 MARXIST POLITICAL AND SOCIAL THEORY (4 Hrs.)**

Examination and critique of social, economic, and political thought of Karl Marx. Concentration of Marx's early writings. The major revisionists — Bernstein, Lenin, Lukacs, and Mao — and Marx's relationship to Hegel and Rousseau are also examined.

**WCS 451 SOCIAL STRATIFICATION AND WORK (4 Hrs.)**

Examination of social class inequality in the structure of work roles. Perspectives range from the functionalist (the highest positions are filled by the most qualified people) to the "Peter Principle" (people rise to their highest level of incompetence).

**WCS 452 MALE PROVIDER WORK ROLE (2 or 4 Hrs.)**

Examination of the function and/or disfunction of the broadening role of The American Male, using the book by the same title to focus on the masculine mystique of pecuniary prowess, occupational devotion, and "bed for board" dilemma.

**WCS 453 WORK ROLES AND SEX ROLE LIBERATION (4 Hrs.)**

Examination of the interrelationships between work roles (divisions of labor) and sex roles (divisions of "masculinity" and "femininity" behavior). Major premises are: 1) sex and work roles function both as causes and effects of each other; 2) liberation from disfunctional sex and work roles should occur together; 3) breadearners and breadmakers are made, not born; and 4) man's place in the office and woman's place in the home may be separate, but are not equal.

***THEME: PROBLEMS OF WORK, LEISURE, AND THEIR ALTERNATIVES***

**WCS 402 WCS SEMINAR: WORK AND ITS ALTERNATIVES (4 Hrs.)**

Work for an employer (95 percent of us) and/or its alternatives: self-employment; back to the land; do-it-yourself; urban, suburban, and rural communes, and homesteading; co-ops; food, shelter, medicine, transportation, and energy sufficiency; living and working in other countries; work to live/public affairs to serve and actualize.

**WCS 407 WCS SEMINAR: WORK AND LEISURE (4 Hrs.)**

An investigation of the psychological, economic, and social aspects of leisure, and their relationship to work and life. An analysis of the history and meaning of leisure provides basis for projection of future trends.

**WCS 421 WORK AND THE FUTURE (2 or 4 Hrs.)**

A vision into the future of work and the work of the future. Examples of vistas include: implications of both technological and social innovations; changes from sequential life stages to the intermingling of education, work, education, work, sabbatical, work, retirement, work, retirement, etc.

**WCS 422 WORK AND ALIENATION****(4 Hrs.)**

An investigation of past, present, and possible future relationships between satisfaction deriving from the work experience; elements of job, workplace, and career such as autonomy, responsibility, and security; organizational hierarchies; division of labor, concepts of efficiency; and social behavior including political participation, uses of leisure time, familial roles and responsibilities, and personal interactions.

**WCS 461 TWENTIETH-CENTURY HOMESTEADING****(4 Hrs.)**

An organizing point for those interested in examining, building, or inventing a broad range of technical and social alternatives to the present order, which is currently showing signs of severe strain if not imminent collapse. The orientation is holistic and comprehensive, but there are also land and tools available for creating concrete manifestations of ideas, plans, and desires. Possibilities for individual and small-group projects include: solar and wind energy, organic gardening, fish farming, publication of a newsletter/journal, marketing, construction of various kinds of shelter, experiments with methane or other kinds of homemade fuels. At a minimum, students get acquainted with the breadth of possibilities for personal action as well as with many of the people in this area who are most actively exploring them.

Students may plan programs within the WCS concentration selecting courses related to a program theme. Students are also encouraged to plan their programs around other goals such as preparation for a specific career, investigation of a specific problem area, general exposure to problems of work, or other goals developed through student-adviser interaction.

The grouping of core courses by program theme does not mean that these courses are inappropriate to other themes or student goals within the program.

**RELATED COURSES**

The WCS Program also accepts a variety of courses offered elsewhere in the university as an integral part of the WCS curriculum. In general, courses which deal explicitly with one or more of the program themes and courses which provide a general background in the areas of work, culture, and/or society are selected for direct inclusion in the program. Examples of courses cross-listed with WCS include:

ADB 534	Socio-Legal Environment of Business
ADG 431	Organization Theory
ADG 432	Organizational Behavior
ADG 433	Organization
ADG 434	Bureaucracy as Portrayed in Modern Fiction
ADG 435	The Changing Culture of the Office
ADG 436	Making Bureaucracy Accountable: An Activist Approach
ADP 443	American Poverty and Public Policy
ADP 483	Community Organizing
ADP 488	Local Power Structure Research
ECO 403	Institutional Theory
ECO 425	Labor Economics
ECO 426	Manpower Economics
ECO 427	Collective Bargaining in the Private Sector
ECO 428	Collective Bargaining in the Public Sector
ECO 445	Economic Development
ECO 474	Environmental Economics
ECO 479	Economics of Poverty

ECO 482	Economics of Discrimination: Black America
ECO 483	Business and Government and Urban Environment
HIS 407	American Craftsmen and Their Tools
HIS 427	The American Worker in the 20th Century
HIS 351, HIS 452	Roots of Contemporary History I, II
JSO 432	Law and the Poor
JSO 452	Cooperatives and Collectives: Alternative Institutions
PHI 451	Technology and Human Values
POS 415	Theories of Political Change
POS 454	Political Participation
POS 466	Political Socialization
PSY 472	Introduction to Industrial Psychology
SOA 385	Cultural Anthropology
SOA 431	Social Organization
SOA 435	Sociology of Occupations and Professions
SOA 456	Search for Personal and Social Ethics in Human Sexuality
SOA 461	Social Psychology
SOA 471	Ethnic and Cultural Minorities
SOA 472	Human Relations
SOA 473	Class and Culture in the US
SOA 474	Blue-Collar Americans
SOA 475	Political Sociology

Other courses not listed may be taken with the approval of the student's adviser.

## Special Sequences and Options

Although the university does not offer degree programs in the following areas, it does offer course sequences which are designed to meet the student's professional and personal needs. The sequences can be taken in addition to a concentration in another program or, with program approval, can be incorporated into the student's concentration. A student may also use these courses in designing an Individual Option.

## Philosophy and Human Values

*PROGRAM FACULTY* – Ed Cell, George Schurr, Larry Shiner.

The goals of the Philosophy and Human Values sequence are to increase awareness of personal values and the major value conflicts in contemporary society, to develop understanding of the nature and limits of various forms of knowledge, and to offer experience in critical reflection on a major problem of knowledge or value in the student's area of concentration.



## REQUIREMENTS FOR MINOR

An undergraduate student may elect the sequence or "minor" in Philosophy and Human Values to acquire training in critical thinking and skill in the analysis of values related to the student's chosen program concentration. Of the student's total 60 credit hours, 16 hours will be spent in the Philosophy and Human Values sequence. There are no specific course requirements since each student's program will be related to that individual's concentration. Courses in philosophy should be chosen by the student in consultation with a faculty adviser teaching in the philosophy sequence.

### PHILOSOPHY AND HUMAN VALUES/ Course Descriptions

- PHI 301 APPLIED LOGIC (4 Hrs.)**  
The application of principles of logical analysis and argumentation. The significance of formal reasoning, rules of implication, and functions of truth claims.
- PHI 302 ETHICS (4 Hrs.)**  
An examination of the main ethical theories and their practical application in various situations.
- PHI 421 PHILOSOPHIES OF THE EAST (4 Hrs.)**  
The world view and major concepts of Hinduism, Buddhism, and Taoism are considered through lectures and films. Discussion of selected texts from each of the traditions.
- PHI 425 MODERN PHILOSOPHY: DESCARTES TO NIETZSCHE (4 Hrs.)**  
Study of the works of the major philosophers of the period 1600 to 1900, including Descartes, Spinoza, Locke, Hume, Kant, Hegel, Marx, Kierkegaard, Nietzsche.
- PHI 426 CONTEMPORARY PHILOSOPHY (4 Hrs.)**  
Introduction to the dominant philosophical approaches of the mid-twentieth century: phenomenology, existentialism, postivism, linguistic analysis, process philosophy. Lectures and discussion of original texts. Emphasis on two or three representative thinkers such as Husserl, Heidegger, Sartre, Merleau-Ponty, Ayer, Wittgenstein, Austin, and Whitehead.
- PHI 431 PHILOSOPHY OF SCIENCE (4 Hrs.)**  
Consideration of the aims, methods, and limits of science. Includes the nature of "laws," models, theories, and explanations; the role of empirical data; social and moral obligations of scientists; and use and abuse of science in policy decisions.



**PHI 434 PHILOSOPHY OF LANGUAGE AND ART (4 Hrs.)**

Examination of the nature of language and of art, their interrelationship, their place in human experience, and theories of linguistic and aesthetic meaning.

**PHI 435 PHILOSOPHY OF RELIGION (4 Hrs.)**

Problems concerning religious language, nature and existence of God, the religious life.

**PHI 436 PHILOSOPHY OF EDUCATION (4 Hrs.)**

A critical examination of classic philosophic systems and their implications for educational theory and practice.

**PHI 437 MYTH, REALITY, AND HISTORY (4 Hrs.)**

Exploration of man's quest for meaning through historical action and historical writing, including the differences between historical and nonhistorical ("primitive") peoples, visions of transcending the terror of history through myth and art, special characteristics of historical space and time, role of imagination and understanding in history.

**PHI 438 PHILOSOPHICAL PROBLEMS IN PSYCHOLOGY (4 Hrs.)**

A consideration of disputed issues in psychology which cannot be settled solely on the basis of experimental evidence but depend on clarification of concepts and assumptions involved, such as free will vs. determinism, relation of mind and brain, nature of consciousness, status of fact and theory, behaviorism vs. phenomenology, value bias in therapy.

**PHI 441 HUMAN SPACE, HUMAN TIME (4 Hrs.)**

Exploration of the human experience of time and space drawing on the resources of psychology, literature, and philosophy.

**PHI 451 TECHNOLOGY AND HUMAN VALUES (4 Hrs.)**

Examination of the nature of technology and its impact on society. Interpretations of the significance of technology by such writers as Mumford, Giedion, Fuller, Heidegger, Ellul, McLuhan. Focus on particular ethical and aesthetic issues.

**PHI 452 PERSPECTIVES ON HUMAN NATURE (4 Hrs.)**

An examination of what it means to be human. Consideration of classical philosophical and literary visions of human nature such as the Greek, Christian, Romantic, Marxist, along with contemporary contributions of biological and social sciences.

**PHI 453 PHILOSOPHY OF THE PERSON**

An examination of what it means to be a person: the nature of personal worth, rights, freedom and responsibility; conditions blocking or supporting personal growth; the relation of vitality and order; the nature of personal knowledge and interaction; reasoning about values; finding meaning in life.

**PHI 461 LAW, JUSTICE, AND MORALITY (2 Hrs.)**

The nature of law, justice, and morality and their interrelations. Special attention to the basis of individual rights, the problem of unjust laws, relation of means and ends, issues involving maximization vs. distribution of value.

**PHI 462 FREEDOM, JUSTICE, AND THE PERSON (2 Hrs.)**

Human nature and the place of justice in human development; special attention to the interrelations of freedom, compassion, and justice.

**PHI 470 READINGS IN THE GREAT PHILOSOPHERS (2 to 4 Hrs.)**

Guided reading in one or more of the great philosophers such as Plato, Aristotle, Aquinas, Descartes, Hume, Kant, Hegel, Marx, Nietzsche, Husserl, Whitehead, Wittgenstein. (A directed readings course. With permission of instructor.)

**PHI 480 READINGS IN MAJOR PHILOSOPHICAL ISSUES (4 Hrs.)**

Guided reading on one of the major philosophical issues such as determinism vs. free will, nature of moral judgments, relation of mind and body, nature of knowledge, existence of God, etc. (A directed readings course.) With permission of instructor.

# Teacher Preparation

*PROGRAM FACULTY* – Don Yohe, Martha Atteberry.

Sangamon State University seeks to develop teachers who are liberally educated; open and innovative; oriented to and knowledgeable about contemporary issues; able to interpret these issues in the light of past wisdom and follies; able critically to re-evaluate the problems and process of learning; and, most important, growing, learning persons themselves. The Teacher Preparation Sequence is not a degree program. Elementary education students are majors in the Child, Family, and Community Services Program and must meet these program requirements.

The Teacher Preparation Sequence emphasizes preparation for teaching kindergarten through grade five, and consists of a series of three courses: TEP 311 School and Community; TEP 312 School and Student; TEP 349 Learning to Read. Due to the extensive practical experience required, these courses are usually offered in the daytime. On successful completion of these courses, students may apply for Student Teaching. This is an intensive 16-weeks learning experience combining TEP 450 Student Teaching and TEP 431 Teaching and Learning with a semester of experiential work. During this semester students are enrolled in these two courses only.

In some few instances students have completed upper-division courses in professional education and have field experiences equivalent to those provided in the courses School and Community and School and Student. Students who wish to waive one or both of these courses should submit petitions in writing to the Elementary Education Coordinator before or during their first semester of residence at Sangamon State.

On successful completion of the program and Sangamon State baccalaureate degree requirements, students may be certified by the Illinois State Teacher Certification Board for a K-9 teaching certificate. The State Teacher Certification Board has the sole authority for awarding or denying teacher certification. When in doubt about matters of admission, waivers, student teaching, or certification requirements, students and their advisers should contact the Elementary Education Coordinator.

## TEACHER PREPARATION/Course Descriptions

### *TEACHER PREPARATION SEQUENCE*

#### **TEP 311 SCHOOL AND COMMUNITY**

**(4 Hrs.)**

A study of the problems facing the school in contemporary society, the school's impact on particular communities, and an examination of the educational process which engages the individual from birth to death. Working a minimum of six hours

a week, mainly in social agencies, a student experiences the kinds of learning going on in the community. The student keeps a journal of his experience.

**TEP 312 SCHOOL AND STUDENT**

**(4 Hrs.)**

A critical study of theories of learning and growth and development which contribute to an understanding of the school-age child. The course builds upon the student's background in general psychology and carries him into areas of learning and personality theory. Each student works with one pupil in an elementary or secondary school. The student keeps a journal of his observations and experiences. Six hours per week are spent in the field.

**TEP 349 LEARNING TO READ: THE TEACHER'S ROLE**

**(2 Hrs.)**

An examination of ways in which pupils learn to read as well as the means by which teachers can stimulate and enhance pupil's competency, interests, and attitudes.



**TEP 431 TEACHING AND LEARNING: ELEMENTARY**

**(4 Hrs.)**

A study of individual teaching problems, including concepts, methods, and materials, with emphasis on the teaching of language arts, mathematics, science, and social studies at the grade level that the student intends to teach. Instruction in use of audio-visual media. Practical experience as a teacher's aide precedes the student teaching experience.

**TEP 450 STUDENT TEACHING**

**(10 Hrs.)**

Internship in the classroom under supervision of university faculty and a cooperating master teacher. Prospective teachers are required to keep a journal of their experiences, demonstrate evidence of their preparedness to teach, and attend scheduled seminars conducted by university faculty and resource persons.

# Special Options

## HEALTH PREPROFESSIONAL OPTION

*FACULTY ADVISER* – Isabel Barnes.

Students interested in entering a health profession — such as medicine, dentistry, or veterinary medicine — are asked to indicate their interest when applying for admission to the university. During their first week in residence at SSU or preferably prior to their first registration, the students will take a battery of tests which may include tests in critical thinking; an aptitude test which includes quantitative and verbal skills; and competency tests in the areas of biology, chemistry, and physics. Based on the results of these tests, the student, his program adviser, a health preprofessional adviser, and a student from the health preprofessional option will design a pattern of courses which will permit the student simultaneously to prepare for admission to a professional school and to complete a degree within a program. It should be recognized that such a program may take more than four semesters to complete.

Opportunities are available for students to remedy deficiencies in lower-division material by the use of PLATO, computer-assisted instruction, and the use of materials in the Learning Center. In addition to their normal course load, students are expected to enroll for at least one semester in a health preprofessional seminar. Seminar topics include a discussion of professional aptitude tests (MCAT, DCAT), how to take the tests, where they are given, and some essentials of how to apply to a professional school.

The preprofessional adviser makes available to students the published entrance requirements for the schools in which they are interested. The adviser also informs each student realistically in respect to the probabilities for his or her admission to a professional school and chances for success.

The best time of entry into the option would be the first semester of the junior year. Students may be enrolled in biology, physical sciences, psychology, or other suitable programs. Sufficient courses are offered at SSU to meet all upper-division requirements for health professional schools.

## STUDIES IN GERONTOLOGY

*FACULTY ADVISERS* – Jonathan Hess, Gari Lesnoff-Caravaglia.

Students enrolled in academic programs at Sangamon State University have an opportunity to pursue their interests in Gerontology by gaining admission to the Pilot Project. The Pilot Project will

accept a limited number of students in the Fall Semester, 1975. Students thus accepted will earn an emphasis in Gerontology, along with a B.A. or M.A. in their area of concentration.

Students may also develop a concentration in Gerontology by special arrangement through the Individual Option. Students in-



terested in being admitted to the Pilot Project should make formal application to the Gerontology committee or contact one of the faculty advisers. Students interested in Gerontology will be advised to take courses in various programs which relate to the topic. Students in the Pilot Project will be expected to take the Gerontology Colloquium.

#### **JSO 495 GERONTOLOGY COLLOQUIUM**

(2 Hrs.)

The general purpose is to acquaint students with the multifaceted problems which make up the study of gerontology; particular focus is on the relationship of such problems to the student's own area of concentration. Enrollment is limited to students participating in the Pilot Project.

#### **WOMEN STUDIES**

*FACULTY ADVISER* – Nina Adams.

In response to the women's movement in American society, Sangamon State University has responded with a variety of course offerings taught by faculty members in many of the university's regular academic programs and coordinated by the Women Studies Committee. In conjunction with the Individual Option, students may also pursue a degree in Women Studies.





# Organization of the University

# Board of Regents

J. ROBERT BARR (1971-77)

Chairman, Evanston

MICHAEL J. BRADY (1973-79)

Springfield

A. L. KNOBLAUCH (1969-75)

Roseville

CLAUDE F. KNUEPFER (Student)

Springfield

JOE LUCARELLI (Student)

DeKalb

DAVID E. MURRAY (1972-75)

Vice-Chairman, Sterling

JAMES M. PATTERSON (1972-75)

Olympia Fields

GUY V. PRISCO (1974-79)

Batavia

CHARLES B. SHUMAN (1971-77)

Sullivan

MRS. WARREN F. SPENCER (1971-77)

Evanston

ELEANOR R. SUGGS (1973-79)

Phoenix

DAN V. TAYLOR (Student)

Normal

EDITH R. TERWILLIGER

Designee of the State Board of Education

Champaign

FRANKLIN G. MATSLER

Executive Director and Secretary

Springfield



# Administration

## PRESIDENT'S OFFICE

ROBERT C. SPENCER, President

ELIZABETH B. SORLING, Executive Secretary to the President

WILBUR N. MOULTON, Assistant to the President; Budget Officer

EDYTH COLE, Affirmative Action Officer

WILLIAM T. GORRELL, Director of Institutional Research

## ACADEMIC AFFAIRS

JOHN H. KEISER, Vice-President for Academic Affairs

PHILIP W. KENDALL, Dean of Public Affairs

P. DOUGLAS KINDSCHI, Dean of Educational Services

GERALD A. CURL, Dean of Professional Study

DOUGLAS MORGAN, Dean of Social Science

RICHARD SAMES, Dean of Natural Science

LARRY SHINER, Dean of Humanities

RAYMOND L. BESS, Dean of Admissions

HOMER L. BUTLER, Dean of Students

ROSE MARIE ROACH, Associate Dean of Students

JOHN ALLISON, Registrar

HOWARD W. DILLON, University Librarian

LEROY JORDAN, Director of Applied Study

G. ERNST GIESECKE, Director of Educational Relations

VINCENT G. CHIARO, Director of Financial Aids

AYDIN GONULSEN, Director of University YMCA

GRETCHEN STORM, Director of Day-Care Center

HERBERT SMALL, Veterans Affairs Coordinator

## BUSINESS AND ADMINISTRATIVE SERVICES

THOMAS L. GOINS, Vice-President for Business and Administrative Services

ASA M. RUYLE, Associate Vice-President for Business Operations

JOHN L. CLARK, Assistant Vice-President for Management Information Systems and Computer Services

DAVID L. SMITH, Comptroller

RICHARD R. WILLIAMS, Assistant Vice-President for Physical Planning and Operations

JOHN M. TAKEUCHI, University Architect

JAMES A. DUDA, Director of Physical Plant

CHARLES H. FRANCIS, Director of Personnel

DONALD E. SCOTT, Director of Purchasing

DARROLD A. STENSON, Internal Auditor

LYNNE R. PRICE, Health Service Nurse

WALLACE W. WHEELER, Bursar

## UNIVERSITY RELATIONS

CHRISTOPHER VLAHOPLUS, Vice-President for University Relations

PHILIP C. BRADLEY, Alumni and Community Relations Director

DALE COLEMAN, Public Information Coordinator

DALE K. OUZTS, Director of Broadcast Services; General Manager, WSSR

FRANCINE RICHARD, Publications Editor

# Faculty

- JUDD ADAMS**, Assistant Professor, Higher Education (B.A. University of California at Los Angeles, M.A. University of California at Santa Barbara, Ph.D. University of California at Los Angeles)
- LEONARD P. ADAMS**, Assistant Professor, History (A.B. Cornell University, M.A. Yale University)
- NINA S. ADAMS**, Assistant Professor, History (A.B. Cornell University, M.A. Yale University)
- JOEL ADKINS**, Associate Professor, Psychology (A.B., M.A. SanJose State College, Ph.D. University of California at Los Angeles)
- STUART A. ANDERSON**, Professor, Administration (B.S. Stout State University, M.Ed. Marquette University, Ph.D. University of Wisconsin)
- MARTHA L. ATTEBERRY**, Associate Professor, Child, Family, and Community Services (B.S. Eastern Illinois University, M.S., Ed.D. University of Illinois)
- MICHAEL AYERS**, Assistant Professor, Economics (B.B.A. Midwestern University, M.A., Ph.D. University of Oklahoma)
- ISABEL J. BARNES**, Associate Professor, Biological Science (B.S. Pennsylvania State University, M.S. Cornell University, Ph.D. Hahnemann Medical College)
- ROBERT J. BATSON**, Professor, Administration (B.A. Princeton University, M.A., Ph.D. University of Chicago)
- FRANCIS L. BAYLEY**, Associate Professor, Accounting (B.S. Rider College, M.A. Trenton State College, M.B.A. Drexel University, Ph.D. Bowling Green State University)
- RICHARD B. BAYLEY**, Associate Professor, Communication (B.S., Ph.D. University of Illinois)
- WILLIAM L. BLOEMER**, Assistant Professor, Physical Science (B.A. Thomas More College, Ph.D. University of Kentucky)
- CHERYL L. BOWER**, Instructor, Medical Technology (B.S. Western Illinois University, M.A. Sangamon State University)
- JOHN D. BOWMAN**, Associate Professor, Economics (B.A. Reed College, M.A. University of Washington, Ph.D. Yale University)
- CHRISTOPHER NERI BREISETH**, Associate Professor, History (B.A. University of California at Los Angeles, B. Litt. Oxford University, Ph.D. Cornell University)
- CRAIG A. BROWN**, Associate Professor, Political Studies (B.A. Parsons College)
- IMA CRAWFORD**, Assistant Professor, Nursing (B.S., M.S. University of Alabama)
- ROBERT A. BUNNELL**, Associate Professor, Administration (B.S. Northwestern University, M.S. Ed. Northern Illinois University, Ph.D. University of Chicago)
- MARILOU BURNETT**, Associate Professor, Human Development Counseling and Sociology (B.A. Oklahoma State University, M.S.W. University of Illinois)
- SIDNEY C. BURRELL**, Assistant Professor, Social Justice Professions (B. Ph. Northwestern University, M. Ed. University of Illinois)
- DENNIS D. CAMP**, Associate Professor, Literature (B.A. Hope College, M.A. Rutgers University, Ph.D. University of Wisconsin)
- AUSTIN J. CARLEY**, Associate Professor, Sociology (B.S. University of London, B.A., M.A. Cambridge University, Doctor de Letras, San Marcos University)
- ALEXANDER J. CASELLA**, Assistant Professor, Physical Science (B.S. Villanova University, M.S. Drexel University, Ph.D. Pennsylvania State University)
- EDWARD CELL**, Professor, Philosophy (A.B. Boston University, B.D. Andover Newton Theological School, M.A., Ph.D. Princeton University)
- LEON S. COHEN**, Associate Professor, Political Studies (B.S. Wayne State University, Ph.D. University of North Carolina)
- JERRY A. COLLIVER**, Associate Professor, Psychology and Social Science Methodology (B.A., M.A. University of Missouri, Ph.D. Northwestern University)

- GARY W. COMBS**, Assistant Professor, Administration (B.B.A. Baylor University, M.P.A. University of Southern California)
- GEOFFREY Y. CORNOG**, Professor, Political Studies (B.A. Antioch College, M.A., Ph.D. University of Minnesota)
- WILLIAM J. CRAMPON**, Assistant Professor, Administration (B.S., M.S. California State University)
- ROBERT M. CRANE**, Professor, Social Justice Professions (B.S., M.A. Miami University, Ed.D. Indiana University)
- ROBERT J. CROWLEY**, Associate Professor, Psychology (A.B. Boston College, A.M. Harvard Graduate School of Education, Ph.D. University of Michigan)
- GERALD A. CURL**, Associate Professor, Human Development Counseling (B.S. Illinois State University, M.S., Ph.D. University of Illinois)
- RICHARD DAMASHEK**, Assistant Professor, Literature (B.S. Rutgers University, M.A. Columbia University, Ph.D. University of Wisconsin)
- CLARENCE H. DANHOF**, Professor, Political Economy (A.B. Kalamazoo College, M.A., Ph.D. University of Michigan)
- G. CULLOM DAVIS**, Professor, History (A.B. Princeton, M.A., Ph.D. University of Illinois)
- DAVID R. DAY**, Professor, Administration and Psychology (B.S., M.B.A. Indiana University, Ph.D. Ohio State University)
- WILLIAM DAY**, Professor, Public Affairs and Public Affairs Reporting (B.S., M.A. University of Illinois)
- STEPHEN A. DeLURGIO**, Assistant Professor, Administration (B.S. University of Missouri, Rolla, M.B.A. St. Louis University)
- HOWARD W. DILLON**, Associate Professor, Library Instructional Services; University Librarian (B.A. Knox College, M.A. Indiana University)
- RICHARD E. DIMOND**, Assistant Professor, Psychology (B.A. University of Cincinnati, M.A. Xavier University, Ph.D. Kent State University)
- MARCIA DWORAK**, Instructor, Library Instructional Services (B.A., M.S.L.S. California State University)
- ROBERT J. DWORAK**, Associate Professor, Administration (B.S., M.P.A., D.P.A. University of Southern California)
- CYNTHIA A. EATON**, Assistant Professor, Nursing (B.S.N. Boston University, M.S.N. Northern Illinois University)
- BARBARA H. EIBL**, Assistant Professor, Human Development Counseling (B.A. DePauw University, M.S., Ph.D. Indiana University)
- JOHN F. EIBL**, Associate Professor, Human Development Counseling (B.A. Iowa Wesleyan College, M.S. Ed., Ed.D. Indiana University)
- MARK E. ERENBURG**, Associate Professor, Economics (A.B. University of Michigan, M.A., Ph.D. University of Wisconsin)
- RONALD F. ETTINGER**, Assistant Professor, Psychology (B.A. Westmont College, Ph.D. Purdue University)
- DAVID H. EVERSON**, Associate Professor, Political Studies (B.A. Indiana State University, M.A., Ph.D. Indiana University)
- JUDITH L. EVERSON**, Assistant Professor, Speech (B.A. Indiana State University, M.A., Ph.D. Indiana University)
- D. ANTON FLORIAN**, Assistant Professor, Mathematics (B.A., York University, Ph.D. University of Minnesota)
- DAVID L. FRANKLIN**, Associate Professor, Administration (B.Ed. University of Miami, M.A. Western Michigan University, Ph.D. Illinois State University)
- G. ERNST GIESECKE**, Professor, Higher Education; Director of Educational Relations (A.B., M.A., Ph.D. Stanford University)
- LARRY C. GOLDEN**, Assistant Professor, Political Studies (B.A. University of New Hampshire, M.A., Ph.D. University of Minnesota)
- WILLIAM T. GORRELL**, Assistant Professor, Human Development Counseling; Director of Analytical Studies and Institutional Research (B.A., M.A. Southern Illinois University)
- LOIS E. GRAFF**, Associate Professor, Mathematical Systems (A.B. Mundelein College, M.S., Ph.D. New York University)
- ROBERT G. GRAHAM**, Professor, Administration (B.S. University of Illinois, M.B.A., Ph.D. University of Texas)
- WALTER J. GRENIER**, Professor, Human Development Counseling (Ph.B. Loyola University, M.A. Southern Illinois University, Specialist Degree Southern Illinois University)
- JOYCE GRIFFIN**, Associate Professor, Nursing (B.S. Howard University, M.S.N., Ph.D. Catholic University of America)

- THEODORE J. HALATIN**, Assistant Professor, Administration (B.A. Montclair State College, M.S. University of Colorado, Ph.D. Texas Tech University)
- RONALD A. HAVENS**, Assistant Professor, Psychology (B.A. Oberlin College, U.A., Ph.D. West Virginia University)
- EDWARD L. HAWES**, Assistant Professor, History (M.A., Ph.D. University of Wisconsin)
- MARY HAZZARD**, Associate Professor, Nursing (B.S.N. Nazareth College, A.M., Ph.D. New York University)
- ROBERT C. HAYNES**, Assistant Professor, Biology (B.S.Ed. State College at Bridgewater, M.S., Ph.D. University of New Hampshire)
- ANDREW M. HEDEKIN**, Assistant Professor, Human Development Counseling (B.S. Brigham Young University, M.S. California State University)
- FREDRIC R. HEDINGER**, Associate Professor, Health Administration (B.S. Drake University, M.A., Ph.D. University of Iowa)
- JONATHAN L. HESS**, Associate Professor, Psychology (B.A. Wheaton College, M.A. Northern Illinois University, Ph.D. Purdue University)
- MARK HEYMAN**, Associate Professor, City Planning (Master of City Planning, University of Pennsylvania)
- HOWARD T. HILL**, Assistant Professor, Communication (B.S. Kansas State University, M.A. Pennsylvania State University)
- DAVID G. HILLIGOSS**, Associate Professor, Experimental Studies (B.A., M.A. Phillips University, Ph.D. Union Graduate School)
- NORMAN D. HINTON**, Professor, Literature (B.S., M.A. University of Tulsa, Ph.D. University of Wisconsin)
- DARYL W. HOHWELER**, Assistant Professor, Work/Culture/Society (B.A. Oklahoma City University, M.A. Southern Methodist University, M.S.Sc. University of Uppsala, Sweden)
- LEROY C. HOINACKI**, Associate Professor, Political Studies (B.A. Providence College, M.A., Ph.D. University of California at Los Angeles)
- MARY HOTVEDT**, Assistant Professor, Anthropology (B.A. University of Wisconsin, M.A. Indiana University)
- JACQUELINE JACKSON**, Associate Professor, Literature (B.A. Beloit College, M.A. University of Michigan)
- K. G. JANARDAN**, Associate Professor, Mathematics (B.S., M.S. University of Mysore, India, M.A., Ph.D. Pennsylvania State University)
- DANIEL M. JOHNSON**, Associate Professor, Sociology (B.A., M.A. Texas Christian University, Ph.D. University of Missouri)
- WALTER D. JOHNSON**, Assistant Professor, Economics (B.A. Washington State University, M.A., Ph.D. University of Oklahoma)
- J. RICHARD JOHNSTON**, Professor, History and Education (B.A. Eastern Washington College, M.A., Ed.D. Teachers College, Columbia University)
- PETER KAKELA**, Assistant Professor, Environments and People (B.S. Michigan State University, M.A. Miami University, Ph.D. University of Alberta)
- NINA KASANOF**, Assistant Professor, Art History (B.A. Shimer College, M.A. University of Chicago)
- YUNUS KATHAWALA**, Assistant Professor, Administration (B.S. University of Bombay, M.B.A. Atlanta University)
- JOHN H. KEISER**, Associate Professor, History; Vice-President for Academic Affairs (B.S. Eastern Illinois University, M.A., Ph.D. Northwestern University)
- PHILIP W. KENDALL**, Associate Professor, History; Dean of Public Affairs (B.A. Depauw, M.A., Ph.D. Boston University)
- EUGENE R. KERSEY**, Assistant Professor, Administration (B.A. Dartmouth College, M.A., Ph.D. University of Minnesota)
- WALTER S. KIMMEL**, Assistant Professor, Communication and Music (B.A., M.A. Hunter College)
- P. DOUGLAS KINDSCHI**, Assistant Professor, Mathematics; Dean of Educational Services (B.A. Houghton College, M.A., Ph.D. University of Wisconsin)
- HAROLD S. KIPP**, Assistant Professor, Library Instructional Services (B.S., M.L.S. University of Pittsburgh)
- DONALD S. KLETT**, Associate Professor, Quantitative Science (B.S., M.S. Texas A&M University, Ph.D. University of Texas)

- DONALD S. KLINE**, Associate Professor, Administration (B.S. Wayne State University, B.F.T. Thunderbird Institute for International Management, M.B.A. New York University, Ph.D. Syracuse University)
- JOHN A. KNUITSEN**, Associate Professor, Administration (B.A., M.B.A. University of Washington, D.B.A. University of Oregon)
- PHILIP KOLTUN**, Instructor, Mathematical Systems (B.S. University of Illinois, M.S. Carnegie-Mellon University)
- SISTER M. ROSARIA KRANZ**, Associate Professor, Health Services Management (B.S. Northern State College, M.H.A. St. Louis University, M.P.H., Dr.P.H. Johns Hopkins University)
- RANDOLPH P. KUCERA**, Assistant Professor, Administration (B.A., M.P.A., Ph.D. Syracuse University)
- ROBERT W. KUSTRA**, Assistant Professor, Administration (B.A. St. Benedict's College, M.A. Southern Illinois University)
- WILLIAM K. KYLE**, Assistant Professor, Administration (B.S., M.B.A. Indiana University)
- ANN MARIE LARSON**, Assistant Professor, Biological Science (B.A. College of St. Catherine, M.S. University of Syracuse, Ph.D. Oregon State University)
- KING LEE**, Associate Professor, Mathematics (B.S. Massachusetts Institute of Technology, M.S., Ph.D. University of Michigan)
- J. MICHAEL LENNON**, Assistant Professor, Literature (B.A. Stonehill College, M.A. University of Rhode Island)
- GARI LESNOFF-CARAVAGLIA**, Assistant Professor, Philosophy of Education (Ph.D. University of California at Los Angeles)
- MALCOLM P. LEVIN**, Assistant Professor, Environments and People (B.A. University of Virginia, M.S. University of Delaware, Ph.D. Virginia Polytechnic Institute and State University)
- MOLLIE LEWIN**, Assistant Professor, Psychology (B.A. Thiel College, M.A., Ph.D. Miami University, Ohio)
- STANLEY J. LEWIN**, Assistant Professor, Psychology (B.A. University of Cincinnati, M.A., Ph.D. Miami University, Ohio)
- FLORENCE LEWIS**, Assistant Professor, Library Instructional Services (M.A. Sangamon State University)
- FRANK W. LITTLE**, Assistant Professor, Human Development Counseling (B.S., M.Ed. Wisconsin State University, Ph.D. Purdue University)
- MARY JANE MacDONALD**, Associate Professor, Library Instructional Services; University Archivist (B.A., B.S.L.S. University of Illinois)
- PETER MacDOWELL**, Visiting Instructor, Work, Culture, Society (B.A. Case-Western Reserve University, M.A. University of Wisconsin)
- IAN McANDREW**, Assistant Professor, Administration (B.D. University of New South Wales, Sydney, Australia, M.A. University of Illinois)
- G. RICHARD McKENZIE**, Assistant Professor, Management; Director of Career Services and Coordinator of Advising (B.S. Pennsylvania State University, M.B.A. Drexel Institute of Technology)
- BRUCE A MAGIDSOHN**, Assistant Professor, Art (B.F.A., M.A. Wayne State University, Ph.D. Ohio University)
- JAMES E. MARTIN**, Assistant Professor, Administration (B.A. Antioch College, M.B.A., Ph.D. Washington University)
- WILLIAM W. MARTZ**, Assistant Professor, Biological Science (Ph.B., M.S., Ph.D. Loyola University)
- ZACHARIAH MATHEW**, Associate Professor, Accounting (B.S. University of Kerala, India, M.A., Ph.D. American University)
- BILL MILLER (ALVIN PISTORIUS)**, Associate Professor, Public Affairs Reporting (B.S. University of Illinois)
- JOHN G. MILLER**, Professor, Psychology (B.S. University of Idaho, M.A. Montana State University, Ph.D. University of Missouri)
- LYNN S. MILLER**, Associate Professor, Administration (A.B. Whitman College, M.P.A., Ph.D. University of Southern California)
- S. BURKETT MILNER**, Associate Professor, Social Justice Professions (B.S. Southern Illinois University, B.D., M. Div. Garret Theological Seminary, Ph.D. Northwestern University)
- JACQUELINE S. MITHUN**, Assistant Professor, Sociology (B.A. Cornell University, M.A. University of Minnesota, Ph.D. State University of New York at Buffalo)

- DAVID MOELLER, Instructor, Library Instructional Services (B.S.Ed., M.S.Ed., Eastern Illinois University)
- DOUGLAS F. MORGAN, Assistant Professor, Political Studies (B.A. Claremont Men's College, M.A., Ph.D. University of Chicago)
- GARY MORGAN, Assistant Professor, Learning Skills (B.A., M.A. California State University at San Francisco)
- WILLIAM MOSKOFF, Associate Professor, Economics (B.A. Hunter College, M.A., Ph.D. University of Wisconsin)
- MONA MOUGHTON, Professor, Nursing (B.S., A.M. Columbia University)
- CARYL T. MOY, Associate Professor of Child, Family and Community Services (B.S. University of Illinois, M.A. University of Chicago)
- JOHN R. MUNKIRS, Assistant Professor, Economics (B.A., M.A. University of Missouri, Ph.D. University of Oklahoma)
- STEVEN L. MUROV, Associate Professor, Physical Science (B.S. Harvey Mudd College, Ph.D. University of Chicago)
- L. W. (BILL) MURRAY, JR., Associate Professor, Administration (B.A. University of Northern Iowa, M.S. University of Missouri, Ph.D. Clark University)
- PROSHANTA K. NANDI, Associate Professor, Sociology (M.A. Agra University, India, M.A., Ph.D. University of Minnesota)
- JOHN R. NOAK, Associate Professor, Human Development Counseling (B.S., M.Ed., Ed.D. Loyola University)
- JOHN NOLTE, Associate Professor, Psychology (A.B. Missouri Valley College, Ph.D. Washington University)
- DALE K. OUZTS, Assistant Professor, Communication; Director, Broadcast Services (B.A., M.A. University of Georgia)
- JAMES J. PANCRAZIO, Professor, Guidance and Counseling (B.S., M.S. Western Illinois University, Ed.D. Indiana University)
- KAREN J. PAYNE, Assistant Professor, Literature (B.A. Rice University, M.A. University of Pennsylvania)
- JOHN P. PEARSON, Assistant Professor, Biological Science (B.A. North Park College, M.S., Ph.D. Oregon State University)
- ELDRIDGE H. PENDLETON, Assistant Professor, History (B.A., M.A. North Texas State University, Ph.D. University of Virginia)
- ALFRED WAYNE PENN, Associate Professor, Administration (B.A. Carleton College, Ph.D. Claremont Graduate School)
- CHARLES E. PINKUS, Assistant Professor, Quantitative Science (A.B., B.S. Rutgers University, M.S. Cornell University, D.Sc. George Washington University)
- RICHARD S. POST, Associate Professor, Social Justice Professions (B.S., M.S. Michigan State University, Ph.D. University of Wisconsin)
- MICHAEL D. QUAM, Assistant Professor, Anthropology (B.A. Valparaiso University)
- REDGE W. RANYARD, Associate Professor, Administration (B.A. Pomona College, Ph.D. Claremont Graduate School)
- WILLIAM H. RAUCKHORST, Associate Professor, Physical Science (B.A. Thomas More College, Ph.D. University of Cincinnati)
- MERRILL REDEMER, Associate Professor, Administration (B.A. Panhandle State College, M.S., Ed.D. Oklahoma State University)
- EARL A. ROLLINS, Associate Professor, Biological Science (M.A. Purdue University, Ph.D. State University of New York)
- GUY ROMANS, Associate Professor, Theater: Director of Drama (University of Paris, Sorbonne)
- LAWRENCE E. ROTHSTEIN, Assistant Professor, Political Studies (B.A. Carlton College, J.D. University of Illinois)
- CONRAD P. RUTKOWSKI, Associate Professor, Political Studies (A.B. University of Detroit, M.A., Ph.D. Fordham University)
- ASA M. RUYLE, Professor, Psychology; Associate Vice-President for Business Operations (B.S., M.Ed., Ed.D. University of Missouri)
- RONALD B. SAKOLSKY, Assistant Professor, Administration (B.A. Brooklyn College, Ph.D. New York University)
- RICHARD W. SAMES, Professor, Biology (A.B., M.A., Ph.D. Indiana University)
- GEORGE M. SCHURR, Professor, Philosophy (B.A. University of Redlands, B.D. Garrett Theological Seminary, Ph.D. Yale University)
- ELAINE SCHWARTZ, Associate Professor, Child, Family and Community Services (B.S., M.S.S.W. University of Wisconsin)

- CHARLES A. SCHWEIGHAUSER, Associate Professor, Environments and People (B.A., M.A. Williams College)
- ROBERT J. SELTZER, Assistant Professor, Psychology (A.B. Columbia College, M.Sc., Ph.D. Brown University)
- DAVID C. SENNEMA, Professor, Arts Administration (B.A. Albion College)
- RICHARD J. SHEREIKIS, Associate Professor, Literature (B.A. Northern Illinois University, M.A. University of Chicago, Ph.D. University of Colorado)
- ROBERT W. SHERMAN, Assistant Professor, History; Curator, Clayville Rural Life Center (B.A. Loras College, M.A. New York State University)
- DOH SHIN, Assistant Professor, Political Studies (B.A., M.A. Seoul National University, M.A. University of California at Berkeley, Ph.D. University of Illinois)
- LARRY E. SHINER, Professor, Philosophy (B.A. Northwestern University, M.D.V. Drew University, Ph.D. Universite de Strasbourg)
- F. MARK SIEBERT, Associate Professor, Music (A.B., M.A., Ph.D. Columbia University)
- ROBERT B. SIPE, Assistant Professor, Work/Culture/Society (B.A., M.A. Northern Illinois University, Ph.D. Claremont Graduate School)
- ANNA MAY SMITH, Associate Professor, Administration (B.A. Barat College, M.A. Columbia University)
- LARRY R. SMITH, Assistant Professor, Communication (B.S., M.S. Illinois State University, Ph.D. University of Illinois)
- REGAN G. SMITH, Assistant Professor, Sociology (B.A. Kalamazoo College, M.A., Ph.D. University of Illinois)
- JOYCE SNARSKIS, Assistant Professor, Library Instructional Services (B.A. Bradley University, M.S., L.S. University of Illinois)
- WAYNE W. SNYDER, Professor, Economics (B.A. University of Southern California, M.P.A., Ph.D. Harvard University)
- JAMES B. SPALDING, JR., Associate Professor, Administration (B.S. Maryville College, M.A. University of North Dakota)
- ROBERT C. SPENCER, Professor, Political Studies; President (A.B., M.A., Ph.D. University of Chicago)
- DANIEL SPILLANE, Visiting Assistant Professor, Creative Arts (B.F.A. University of Dayton, M.S. Illinois Institute of Technology)
- DONALD F. STANHOPE, Associate Professor, Accounting (B.A. Michigan State University, M.A. University of North Dakota, C.P.A.)
- AUGUSTINE R. K. STEVENS, Assistant Professor, Political Studies (B.A. Huntington College, M.A., Ph.D. Northwestern University)
- RALPH A. STONE, Professor, History (A.B. University of Kansas, M.A., Ph.D. University of Illinois)
- GARY A. STORM, Assistant Professor, Social Justice Professions (B.S., M.Ed. University of Illinois)
- CHARLES B. STROZIER, Assistant Professor, History (B.A. Harvard University, M.A., Ph.D. University of Chicago)
- RONALD J. SUTHERLAND, Assistant Professor, Economics (B.A. University of Washington, M.A. San Diego State College, Ph.D. University of Oregon)
- JOHN C. SYER, Assistant Professor, Political Studies (B.A. Trinity College, M.A., Ph.D. University of California at Santa Barbara)
- ROBERT J. THORSEN, Associate Professor, Sociology (B.A. St. Mary Seminary, M.A. St. Louis University)
- JOHN TONGATE, Assistant Professor, Library Instructional Services (B.A. Northwestern University, M.L.S. University of Pittsburgh)
- LYNDA L. TOTH, Assistant Professor, Communication (B.A. University of Dayton, M.A. University of Hawaii)
- MICHAEL P. TOWNSEND, Assistant Professor, Child, Family, and Community Services (B.S. Illinois College, M.S.W. West Virginia University)
- JERRY TROXELL, Assistant Professor, Music (B.S. Northwest Missouri State University, M.A. University of Iowa)
- J. DAVID VIERA, Assistant Professor, Communication (B.A. University of Illinois, M.A. California State University)
- JERRY L. WADE, Assistant Professor, Sociology (B.A., M.A. University of Missouri)
- BEN WARD, Assistant Professor, Learning Skills (B.A. Rockford College, M.A.T.E. University of Illinois)

**LEROY S. WEHRLE**, Professor, Economics (B.S. Washington University, M.A., Ph.D. Yale University)

**GERALD WHITE**, Visiting Assistant Professor, Communication (B.A. Augustana College, M.F.A. Ohio University)

**A. DAN WHITLEY, JR.**, Associate Professor, Educational Psychology (B.A. Lycoming College, M.A. Bucknell University, Ph.D. Southern Illinois University)

**JOHN G. WILSHUSEN, JR.**, Assistant Professor, Communication (B.S., M.A. St. John's University)

**JAMES C. WORTHY**, Professor, Public Affairs and Management

**RICHARD D. WRIGHT**, Assistant Professor, Biology (B.A. University of New Hampshire, M.S., Ph.D. Tulane University)

**THOMAS V. WRIGHT**, Assistant Professor, Administration (B.S. University of Omaha, M.B.A. Washington University, St. Louis)

**MARY KATHERINE YNTEMA**, Associate Professor, Mathematics (B.A. Swarthmore College, M.A., Ph.D. University of Illinois)

**DONALD YOHE**, Associate Professor, Child, Family, and Community Services (A.B. Wheaton College, M.S.W. University of Michigan)

**ROBERT H. ZELLER**, Professor, Human Development Counseling (B.S. Shurtleff College, Ed.D. Washington University)



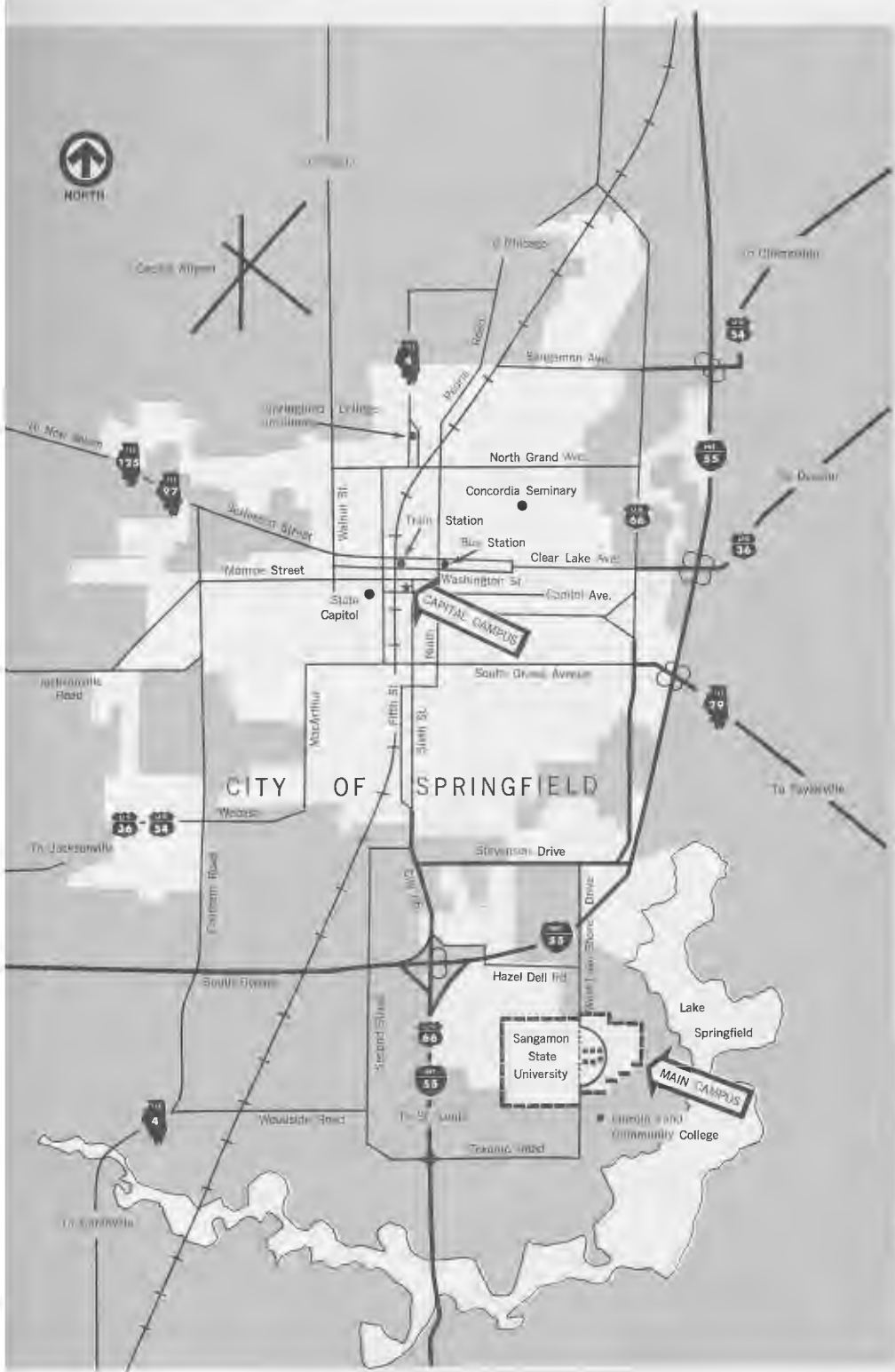


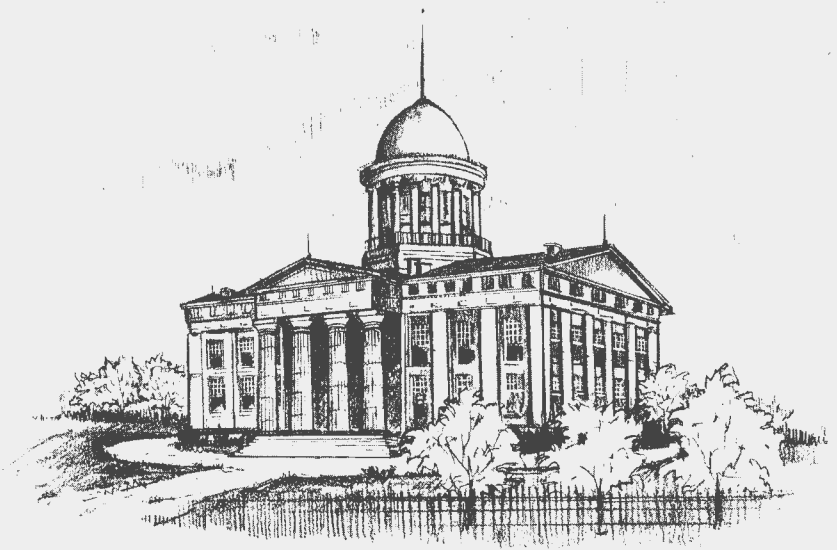
# Index

- Academic adviser/42  
 Academic load/42  
 Academic Policies and Procedures/30  
 Academic probation/44  
 Academic Programs/Course Descriptions/69  
 Academic Standards/42  
 Accounting and Auditing/70  
 Accreditation/17  
 Activity Fee, student/45  
 Administration/74, 247  
 Administration, officers of/247  
 Administrative staff/248  
 Admissions Policies and Procedures/23  
 Admissions  
   Graduate/27  
   Procedure, graduate/28  
   Procedure, undergraduate/26  
   Proficiency examination for  
     graduate/27  
     undergraduate/26  
   Special/28  
   Undergraduate/24  
 Adviser, academic/42  
 Advanced standing/25  
 Affirmative action/59  
 Aid, financial/47  
 Alternative System of Higher Education/2  
 Alumni Association/22  
   Scholarships/53  
 American Association of University  
   Women Grant Fund/52  
 Anthropology/227  
 Application Fee/45  
 Applied Study Term/36  
 Area map/238  
 Art/67, 112  
 Assistantships, graduate/51  
 Auditing courses/45  
 Automobiles, use of/57
- Bachelor of Arts Degree/39  
 Bachelor's Degree Requirements/38  
 Basic Opportunity Grants/51  
 Biology/91  
 Biophysical Science/193  
 Board of Regents/247  
 Book store/60  
 Business Administration/77, 164
- Calendar, university/9  
 Campus, Capital/15  
 Campus, Main/14  
 Campus map/259  
 Career Services/63, 64  
 Change of courses/44  
 Check cashing service/60  
 Chemistry/192  
 Child care/59  
 Child, Family, and Community  
   Services/99  
 Choosing a Program/31  
 Class attendance/45  
 Clayville Rural Life Center/21  
 Clubs/66  
 College Level Examination Program/26, 27  
 College Work-Study/52  
 Community Arts Management/110  
 Community Grant Fund/52
- Communication in a Technological Society/104  
 Computer Science/173  
 Computer service/61  
 Constitution requirement/46  
 Counseling, 61, 62, 63  
   Family/62  
   Peer-group/63  
   Personal/62  
   Sex/62  
   Veterans/61  
   Vocational/62, 63  
 Creative Arts/112  
 Credit, lower-division/38  
 Credit/no credit grading/43  
 Credit, transfer/25, 40  
 "Crisis in Confidence" PAC/34  
 Courses/69
- Dance/112  
 Day-Care Center/59  
 Degrees, requirements for/38, 40  
 Drama/67, 112  
 Economics/117  
 Education/77, 242  
 Employment, student/51  
 Environmental Physical Science/193  
 Environments and People/125  
 Educational Administration/77  
 Evaluation, written/43  
 Examination, for admission/26, 27
- Faculty/17, 249  
 Faculty Union Scholarship Program/50  
 Fees/29  
   Application/45  
   Health insurance/59  
   Late registration/45  
   Student activity/45  
 Food service/60  
 Foundation, Sangamon State University/22  
 Financial aid, student/47  
   Application for/48, 53  
 Franklin Life Insurance Company  
   Scholarship Program/49
- General Assembly Waivers/49  
 General Information/11  
 Gerontology/244  
 Governance/16, 246  
 Grading/43  
 Graduate assistantships/51  
 Graduation Contract/46  
 Graduation Report/46  
 Graduation requirements/46  
 Grants/48, 51, 52, 53
- Health insurance, student/58  
 Health pre-medical study/193  
 Health service, student/58  
 Health Services Administration/77  
 Health Services Management/132, 164  
 History/134  
 History, Sangamon State/13  
 Housing, student/57  
 Human Development Counseling/141  
 Human Service/220

- Identification, student/59
- Illinois Guaranteed Loan Program/51
- Illinois State Scholarship Commission Grant/51
- Incomplete work/44
- Individual Option/31, 148
- Institutional Grants/52
- Institutional Tuition Waivers/52
- Insurance, student/58
- Intercession PAC/34
  
- James E. Armstrong Scholarship Program/50
- Justice and the Social Order/151
  
- Laboratory facilities/20, 93, 193
- Late registration fee/45
- Law Enforcement/220
- Law Enforcement Education Program/48
  - Grants/48
  - Loans/49
- Learning Center/64
- Lectures/67
- Legal studies/220
- Letter grades/43
- Library/19
- Library, Brookens/14
- Lilly Foundation Grants/52
- Literature/155
- Loans, student/49, 51, 52, 53
  
- Management/161
- Maps
  - Area/258
  - Campus/259
- Master's Degree Requirements/40
- Master of Arts Degree/40
- Mathematical Systems/170
- Mathematics/171
- Medical Technology/186
- Military Waivers, State/48
- Minority Services Center/64
- Music/67, 112
  
- National Direct Student Loans/52
- Nursing/189
- Officers of administration/247
- Operations Research/Systems Analysis/175
- Organization of the University/17, 246
  
- Philosophy and Human Values/239
- Philosophy of Sangamon State/12
- Physical Sciences/192
  - Facilities/20, 193
- Placement service/64
- Political Studies/199
- Pre-medical study/193
- President/13
  - A Message From/4
- Problem-solving exercise/31
- Psychology/207
- Public Administration/77
- Public Affairs Center/15
- Public Affairs Colloquia/32
  - Intercession/34
  - Special/33
- Public Affairs Reporting/216
- Public Affairs Reporting Scholarships/50
- Public Safety Department/60
- Programs, degree/39, 40
  
- Radio station/20
- Recreation/64
- Registration/45
- Residence requirement/38, 40
- Right to review files/46
- Robert P. Howard Scholarship Program/50
  
- Sangamon County Deputy Sheriffs Scholarships/50
- Sangamon State University Foundation/22
- Satisfactory progress/44, 54
- Scholarships/49, 50, 51, 53
- Social Justice Professions/218
- Sociology/Anthropology/227
- Special admission/28
- Special courses/32
- Special Options/244
- Special PAC's/36
- Special Sequences and Options/239
- Special Student/28
- Sports/64
- Springfield/18
- Statistics/172
- Student Financial Aid/47
- Student Health Insurance/58
- Student Health Service/58
- Student Life/64
- Student Services/57
- Student-to-Student Grants/52
- Supplemental Educational Opportunity Grants/51
  
- Teacher Education Waivers, State/49
- Teacher Preparation/242
- This Is Sangamon State/12
- Transfer credit/25, 40
  - Graduate/40
  - Undergraduate/25
- Transcripts/45
- Transportation/57
- Tuition and Fees/29
- Tuition waivers/48, 49, 52
  
- University Community Emergency Loan Fund/53
- University Grant Program/52
- University Incentive Scholarships/50
- University Life/56
- University Programs/31
  
- Vehicles, use of/57
- Veterans affairs/61
- Veterans benefits/48
- Veterans Club/66
- Vocational counseling/62, 63
- Vocational testing/63
  
- Waivers, tuition/48, 49, 52
- William H. Chamberlain Scholarship Program/50
- Withdrawal from courses/44
- Women Studies/245
- Work/Culture/Society/234
- Work-study programs/52
- Writing, creative/112
  
- Zonta Grants/53







Old State Capitol

