

1976-1977

Catalog



Sangamon

State

University

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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.

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 to understand and cope with complex public problems and policies whether as citizen, voter, or public servant. 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. We have selected the faculty, designed the curriculum, and set our standards with these high goals in mind.

Through this catalog we 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

Calendar	7
General Information	9
This is Sangamon State	10
Admissions Policies and Procedures	21
Undergraduate Admission	22
Graduate Admission	24
Special Admission	26
Tuition and Fees	27
Academic Policies and Procedures	28
Choosing a Program	29
Bachelor's Degree Requirements	31
Master's Degree Requirements	32
Public Affairs Colloquia	34
The Applied Study Term	35
Academic Standards	37
Registration Procedure	41
Graduation Procedure	42
Student Financial Aid	43
Non-Need-Based Programs	44
Need-Based Programs	48
Application Procedures for Need-Based Programs	50
University Life	52
Student Services	53
Office of Advising and Counseling	58
Student Life	61
Academic Programs/Course Descriptions	64
Accounting and Auditing (B.A.)	65
Administration (M.A.)	69
Biology (B.A., M.A.)	90
Child, Family, and Community Services (B.A., M.A.) ..	99

Communication in a Technological Society (B.A., M.A.)	105
Community Arts Management (M.A.)	113
Creative Arts (B.A.)	115
Economics (B.A., M.A.)	121
Environments and People (B.A., M.A.)	128
Health Services Management (B.A.)	136
History (B.A., M.A.)	139
Human Development Counseling (M.A.)	146
Individual Option (B.A., M.A.)	154
Justice and the Social Order (B.A., M.A.)	156
Literature (B.A., M.A.)	161
Management (B.A.)	166
Mathematical Systems (B.A., M.A.)	176
Medical Technology (B.A.)	192
Nursing (B.A.)	195
Nutrition (M.A.)	197
Physical Sciences (B.A.)	198
Political Studies (B.A., M.A.)	206
Psychology (B.A., M.A.)	214
Public Affairs Reporting (M.A.)	223
Social Justice Professions (B.A., M.A.)	226
Sociology/ Anthropology (B.A., M.A.)	237
Work/ Culture/ Society (B.A., M.A.)	244
Special Sequences and Options	250
Philosophy and Human Values	250
Special Options	255
Public Affairs Centers	257
Public Affairs Colloquia	260
Organization of the University	266
Board of Regents	267
Administration	268
Faculty	269
Index	276
Campus Map	278
Area Map	279



Calendar 1976-1977

FALL SEMESTER, 1976

July 6-10, Tuesday-Saturday	Advance Registration
August 27-28, Friday-Saturday	Registration
August 30, Monday	Classes Begin
September 6, Monday	Labor Day Holiday
October 23, Saturday	Mid-Point
November 24-27, Wednesday-Friday	Thanksgiving Recess
December 18, Saturday	Semester Ends

January 10-14, Monday-Friday	Intersession PAC
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SPRING SEMESTER, 1977

December 7-11, Tuesday-Saturday	Advance Registration
January 14-15, Friday-Saturday	Registration
January 17, Monday	Classes Begin
March 12, Saturday	Mid-Point
March 14-18, Monday-Friday	Spring Recess
May 14, Saturday	Semester Ends
May 15, Sunday	Commencement

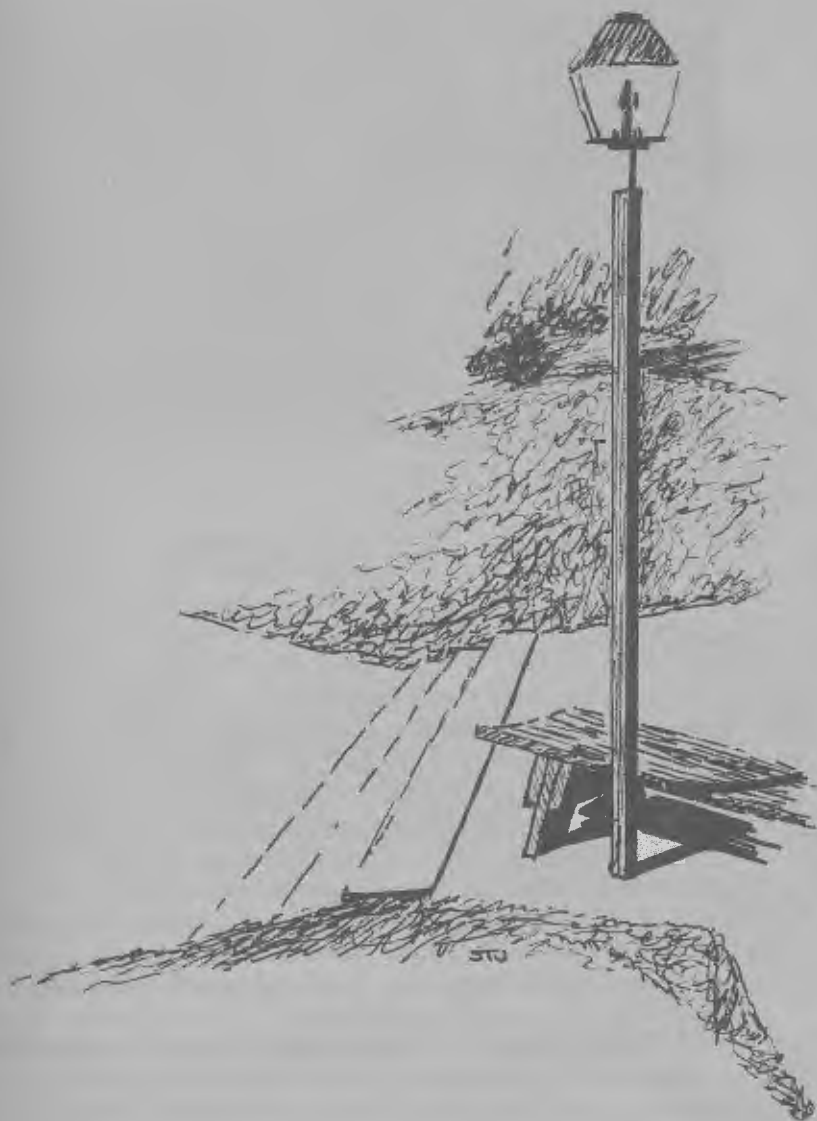
SUMMER SESSION I, 1977

May 21, Saturday	Registration
May 23, Monday	Classes Begin
May 30, Monday	Memorial Day Holiday
June 18, Saturday	Session I Ends

SUMMER SESSION II, 1977

June 18, Saturday	Registration
June 20, Monday	Classes Begin
July 4, Monday	Independence Day Holiday
August 13, 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 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 and research and publication serving as support for teaching rather than the opposite. 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.

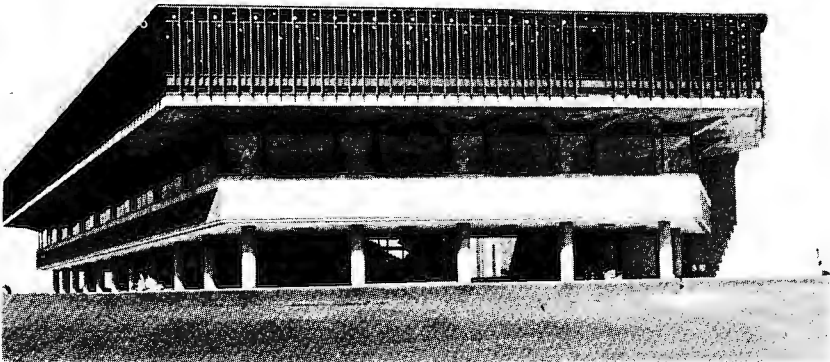
Dr. Robert C. Spencer, then dean of the Graduate School at the University of Rhode Island, was chosen in the summer of 1969 as Sangamon State's founding president. He assumed his duties in September, 1969, and the university opened in interim facilities for the fall term of 1970. The initial enrollment 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 4000 students and a faculty of 200, with an enrollment of 6000 anticipated before 1980.

MAIN CAMPUS

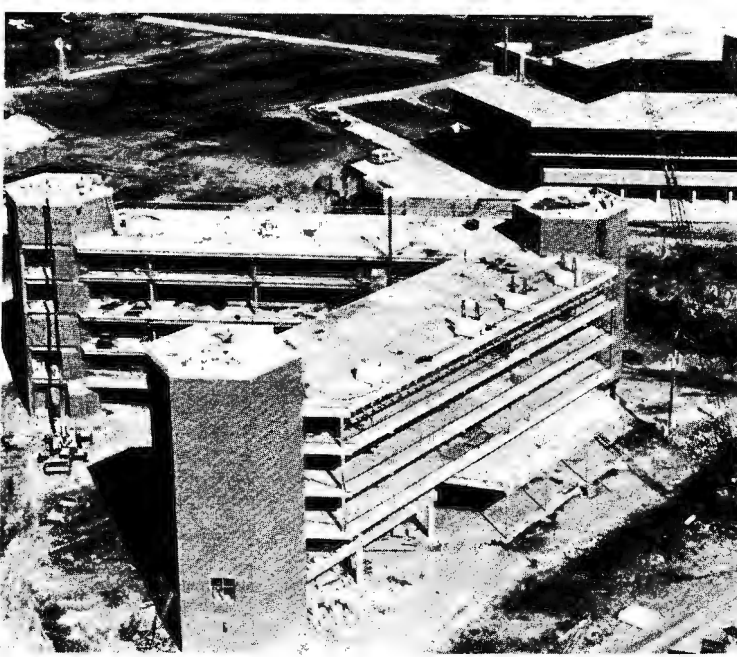
Sangamon State operates from two campuses in the state capital. The Main Campus of some 740 acres is six miles southeast of the Capitol complex, adjacent to scenic Lake Springfield and Lincoln Land Community College. The Capital Campus is in the heart of the city and only four blocks from the Statehouse. 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, completed in December, 1975. It is a major learning-resources center designed to support the university's academic programs, and also contains a considerable amount of temporary classroom and faculty office space. As future permanent buildings are completed, these temporary 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 remainder of 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 received, in April, 1975, full accreditation by the North Central Association of Colleges and Schools, which accredits major institutions of higher education in the Midwest. An NCA external review committee, on the basis of a comprehensive university self-study and a campus visitation, recommended that the North Central Association grant such accreditation to Sangamon State.

As it has expanded in scope and enrollment Sangamon State University has been authorized by the Illinois Board of Regents to grant Bachelor of Arts degrees in 22 fields of the liberal arts and professional studies, and the Master of Arts degree in 19 programs in the professions, public service, and liberal arts.

A selective program in the preparation of teachers was certified by the Illinois Board of Education in October, 1971. The state board has also certified Sangamon State programs in educational administration and elementary and secondary school counseling.

ORGANIZATION

Sangamon State University is organized into three administrative divisions which function under the direction of vice-presidents. They are: Division of Academic Affairs, Division of Business and Administrative Services, and Division of University Relations.

Academic offerings in areas of natural science, social science, humanities, and professional study make up 27 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 not only to their scholarly endeavors but 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, more than traditional requirements of research and 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 are selected to reflect the liberal arts and public affairs commitments in addition to their professional and scholarly preparation. Together they bring backgrounds from the worlds of business, administration, science, and the arts to provide the diversity and excitement needed to combine the world of learning with the world in which people live and work.

Among faculty members in 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, business leaders, and professionals from medicine and the arts in the Springfield area are frequent guest lecturers.

These are people qualified to compete in the world of business, government, and the professions 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. Fiat-Allis; Sangamo Electric Company; the regional office of Illinois Bell Telephone Company; and home offices of the Franklin Life, Horace Mann, and Roosevelt National 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 two local hospitals, making up the state's largest downstate medical center. A third hospital has recently opened and is now receiving patients. One of the state's community mental health clinics, McFarland Zone Center, is located here.

The Illinois State Fair, the nation's largest agricultural exposition, is held every year in August. Several horse shows are held annually.

Springfield has 22 public parks, three public 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 lifelong use of 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 university. It contains more than 175,000 volumes, 3100 current subscriptions to periodicals and newspapers, 45,000 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 cooperative arrangements with other 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 technically demanding, there is an increasing need for students who have acquired specific skills and have demonstrated competence in the use of sophisticated laboratory instruments. For this reason, Sangamon State science laboratory equipment is intended for student use so that students can, in addition to their theoretical studies, gain the experience necessary for the development of marketable skills. All scientific equipment is related to the curriculum in the sciences.

Certain programs have equipment for specific uses such as the boats, echo sounder, traps, and associated equipment for environmental studies in the Biology Program; the life-size human mannequins and medical equipment for use in Nursing Program laboratories; and reflecting telescopes and electromagnets with the necessary supporting equipment for the astronomy courses in the Physical Sciences Program.

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 guide policies and procedures.



WSSR, at 91.9 on the FM dial, operates in stereo, and is on the air 19 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, the British-based Reuters News Service, 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, building, 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.

Students from area elementary schools also re-create the past in guided visits to Clayville, where they learn by actual participation in tasks of the rural Illinois family of the 1850s.

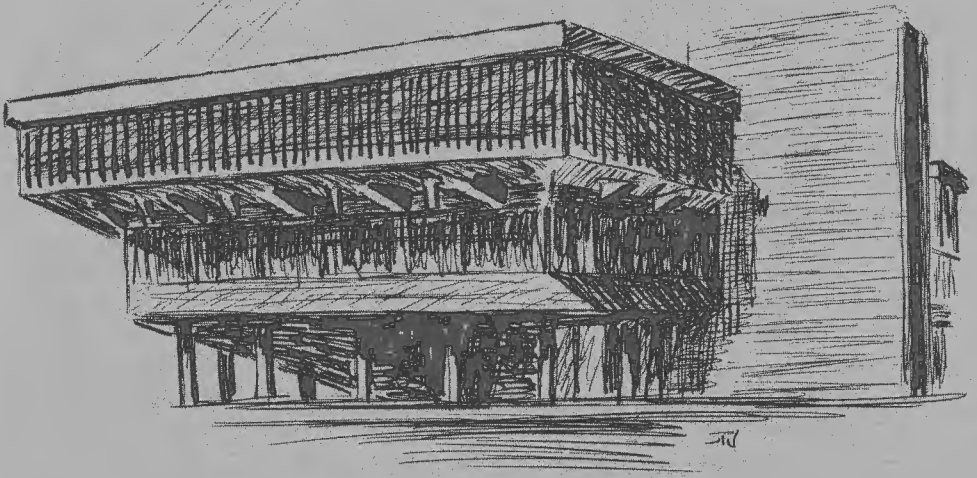


SANGAMON STATE UNIVERSITY FOUNDATION

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 2800 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 graduates of accredited community colleges and to transfer students from other institutions. 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 evaluations of professional and life experience.

Students seeking admission to the university are expected to have completed background preparatory work at a level which qualifies them for upper-division study. Usually, students satisfy these requirements through lower-division study in a community college or in lower-division work at a four-year college or university. In special instances examination, credit for professional and life experiences, or a combination of the two may be used to evaluate a student's readiness for upper-division study.

Admission to the university does not constitute matriculation in a particular program. Some programs have special requirements which must be satisfied before formal acceptance to the program takes place. In addition, there are programs which have limited enrollments. Applicants should check the program descriptions to learn of special requirements and/or enrollment limits established by individual programs. If general university requirements are satisfied but all special program requirements are not met, students may be admitted to the university and, through independent study and academic advising, helped to plan courses of study to meet program 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 degree in a program which includes 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 10 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 the previously stated minimal general education requirements.

STUDENTS FROM ACCREDITED COLLEGES AND UNIVERSITIES

Admission is granted to students from accredited colleges and universities who have attained junior standing (60 semester hours or 90 quarter hours); earned a grade point average of "C" or better; and completed the general education courses required in lower-division, undergraduate work.

OTHER PERSONS

Persons not qualified for admission under previously stated criteria, 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," the course 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 generally are 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, with a minimum of 30 semester hours in residence at Sangamon State University; satisfy university requirements for the Public Affairs Colloquia and the Applied Study Term; and fulfill the specific requirements of his/her academic program.

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. In judging the applicant's qualification for admission, Sangamon State University uses the College Level Examination Program of the College Entrance 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 \$44 test fee is required at present. This fee may change without notice. The applicant also must have a formal application on file at the university when the test is taken. There are five parts to the examination: 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 beginning of the semester in which the student wants to begin course work (See calendar.). If it becomes necessary to close admissions before the announced deadline, Sangamon State University 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. Regardless of the area of concentration chosen, SSU strives to provide graduate students with the freedom and opportunity for self-direction given all Sangamon State students, but with some additional 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. In addition, some programs have special requirements which must be met before formal admission takes place, and some programs have limited enrollments. Applicants should consult the program descriptions for specific details.

ADMISSION BY PROFICIENCY EXAMINATION

Sangamon State, recognizing that persons receive an education outside the formal university environment, has devised means of evaluating nontraditional educational 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 Entrance 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 \$44 test fee is required at present. This fee may change without notice. 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 PROCEDURES

The prospective graduate student may receive an application form by writing to the 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 nonrefundable 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 beginning of the semester in which the student wants to begin course work. (See calendar.) If it becomes necessary to close admissions before the announced deadline, Sangamon State University will admit students in order 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 already has received a college degree and has noticed a course of particular interest; someone who wants to take a particular course or two for a career update; someone curious about an area which he did not have the opportunity to study in his earlier college work; or someone contemplating a return to school for a degree, who is unready to make that commitment, or is unsure as to what area of study 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 generally will not be allowed to take more than one course each semester and will be asked for clarification of his status before exceeding 16 semester hours. Any Special Student who chooses later to become a candidate in a degree program 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:	14.00
(Full-time, 12 or more semester hours)	

OTHER FEES

Application Fee (nonrefundable)	\$ 15.00
Late Registration Fee	10.00
Late Payment 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.	

Tuition and fees will be assessed at the time of registration for each semester or session. Students with tuition waivers must pay any unwaived tuition and fees at the time of registration. Other students may elect to be billed. The mailing date of the bills and the last date for payment of bills will be published in the course schedule. A \$10.00 late payment fee will be assessed to any student whose bill is unpaid by the last date for payment.

*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.

Fees are subject to change without notice.



Academic Policies and Procedures

Choosing A Program

Sangamon State University has more than 25 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 special students. A special 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 Office of Advising and Counseling is available to provide assistance to students who are attempting to choose their academic programs. A complete system of career planning, academic program selection, and placement of graduates is provided by the Office of Advising and Counseling.

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.

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 currently are available.

Communication in a Technological Society deals with the

relationship between the understanding of communication and the practical means of communication. The program is both practical and theoretical in that it gives students a chance to compare the contributions of communication theorists, while also developing the student's competence in the use of various modes of communication.

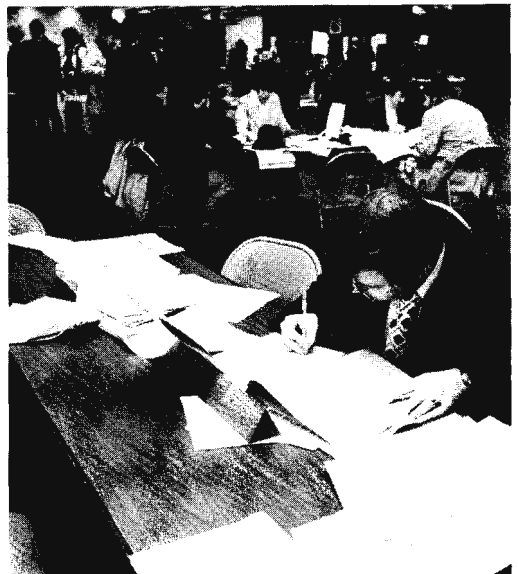
Environments and People is directed at the questions of man's biological, physical, psychological, social, economic, and political environments and the problems they entail.

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 a faculty member in a special course. These courses must have a scholarly approach and involve serious reading and instruction. Upon the request of the faculty member, undergraduate or graduate credit may be granted for these courses depending on the duration and academic content of the course.



Bachelor's Degree Requirements

GENERAL REQUIREMENTS

To obtain a baccalaureate degree from Sangamon State University, a student must fulfill the following requirements:

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

Earn a minimum of 30 semester hours of credit in residence at Sangamon State.

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.

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

Fulfill all program requirements.

Complete the Graduation Contract and the Graduation Report.

Pay a graduation fee of \$10.

Each student should choose a faculty adviser, preferably from the student's area of concentration, as soon as possible after entering the university. The Office of Advising and Counseling can provide assistance in selecting an adviser.

USE OF LOWER-DIVISION CREDIT

A maximum of 12 hours of lower-division credit earned after admission to Sangamon State may be applied as electives to the total 60 credit hours required for graduation upon the approval of the student's major program and the dean of academic programs.

THE BACHELOR OF ARTS DEGREE

Sangamon State awards the Bachelor of Arts degree in the following areas of concentrated study.

Humanities

- History
- Literature
- Creative Arts

Science

- Biology
- Physical Sciences
- Mathematical Systems (four options)
 - 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 (two options)
 Business
 Public
Social Justice Professions (two options)
 Human Services
 Law Enforcement

Master's Degree Requirements

GENERAL REQUIREMENTS

To earn a master's degree from Sangamon State University a student must fulfill the following requirements:

Earn 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 earned in residence.

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

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

Fulfill the graduate problem-solving requirement.

Fulfill all program requirements.

Complete the Graduation Contract and the Graduation Report.

Pay a graduation fee of \$15.

Each student should choose a faculty adviser, preferably from the student's area of concentration, as soon as possible after entering the university. The Office of Advising and Counseling can provide assistance in selecting an adviser.

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 in all courses being transferred.

THE MASTER OF ARTS DEGREE

Sangamon State awards the master's degree in the following areas.

Humanities

History

Literature

Science

Biology

Mathematical Systems (four options)

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 (four options)

Business

Health
 Education
 Public
 Child, Family, and Community Services
 Community Arts Management
 Human Development Counseling
 Public Affairs Reporting
 Social Justice Professions (four options)
 Administration of Justice
 Law Enforcement
 Human Services
 Legal Studies

THE PROBLEM-SOLVING EXERCISE

During the final semester of work toward the M.A. degree, a student must demonstrate problem-solving capabilities in his or her 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 the student's problem-solving activity. The problem-solving requirement is handled in different ways by different programs. Typically, however, a student is given a problem related to his or her graduation report. The student then devises a strategy for attacking the problem by outlining the limitations of the chosen strategy, suggesting alternatives, discussing relevant materials, and specifying probable outcomes. The student and the 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.

THE SECOND MASTER OF ARTS DEGREE

All program and university requirements for the Master of Arts degree are in effect for students who have previously earned an advanced degree. However, the PAC may be waived for those who have completed the requirement on the graduate level.

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 with differing educational and professional objectives.

Each PAC focuses on a current issue of public concern. Colloquia are designed to broaden students' understanding of the issues and to encourage the development of critical reasoning ability with respect to public issues.

REQUIREMENTS

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

Descriptions of the types of PAC's, examples of PAC's, and focus of the public affairs centers are included in the section on Academic Programs/Course Descriptions.

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 per-

sonal service occupations. However, placements are not limited to these areas; students are encouraged to develop on their own initiative individual or group projects 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.

Students may 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 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 of 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. Faculty in the Applied Study Office work with the faculty member in the student's program who is overseeing the AST to determine when the learning contract is acceptable. 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 experiences. In some cases, a student may work out an alternative to the daily journal with his/her academic adviser and field supervisor. Students also may 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. Based on these written evaluations, the Applied Study faculty decide whether credit will be given. The AST is graded on a credit/no credit basis.

Academic Standards

THE ACADEMIC ADVISER

The academic adviser plays 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 being admitted, a student may seek initial guidance from the Office of Advising and Counseling. Personnel in this office are prepared to assist the student in making the transfer from his previous school to Sangamon State. Assistance is given in career advising, selecting a major program, initial class schedule planning, and selection of an academic adviser. Prior to or at the time of registration, faculty members are usually available to assist students in determining their initial program of studies.

As soon as possible after admission, the student should choose a faculty adviser who can help the student 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 an adviser from among the faculty in the student's major program. An Adviser Selection form is to be signed by the student and the adviser, and then sent to the Registrar's Office.

As the student continues in his/her 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 after the normal registration processes for the semester are completed and then register for the overload. A student also must submit a "With Permission of Adviser" form signed by his or her adviser to the Office of Admissions and Records.

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 two grading options: the student may choose to take grades for courses, or may select the credit/no credit system. The student also may decide on a combination of the two options, taking some courses for grades, and others for credit.

LETTER GRADES

Letter grades, when used, emphasize a student's successes rather than failures. To complete a graded course successfully, 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 provides another means of determining the student's skills and progress, and an opportunity to see where improvements can be made in the future. At the student's request, the written evaluations will be incorporated in his/her permanent record.

CROSS-LISTED COURSES

Students may take courses in programs outside their major fields and apply the credit hours earned to the total number of hours required for their major programs if the courses are among those cross-listed by the students' major programs. Cross-listing is a system by which an academic program identifies related courses in other areas of concentration for which credit will be allowed toward that program major. Cross-listed courses appear in the catalog at the end of each program's course list.

INCOMPLETE WORK

A student who has not completed work as of the date grades are due may, at the discretion of the instructor, 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 at the request of the instructor.

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 must maintain satisfactory progress in their academic work.

ACADEMIC PROBATION

Students who fail to complete one half of the course work for which they are registered on the 10th day of classes in any semester will be placed on academic probation during the following semester. If, after counseling and consultation with the adviser, the student again fails to complete at least half of the course work, he or she 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. Students will be charged for those courses in which they are still enrolled on the 10th day of classes. Anyone withdrawing from courses after that time will be *financially responsible* for tuition and fees. A statement of 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*. The student must notify the Registrar's Office in person or by letter of the intention to withdraw, at least three weeks before the end of the semester or term. *Failure of the student to attend classes does not constitute a withdrawal.*

CHANGING OF COURSES

A student may make changes from one course to another or drop courses during the first 10 class days of a regular semester. 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 a regular semester, without the permission of the registrar.

CLASS ATTENDANCE

There is no university wide 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. In either case, students 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.

If a course has stated enrollment limits, students taking the course for credit will be enrolled before students auditing the course.

Students who wish to change from credit to audit status after registration has been completed 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/her 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 Procedure

GRADUATION CONTRACT

The graduation ceremony for the awarding of the Bachelor of Arts and Master of Arts degrees is held 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. Students may submit Graduation Contracts for early evaluation during the semester or term prior to their graduation.

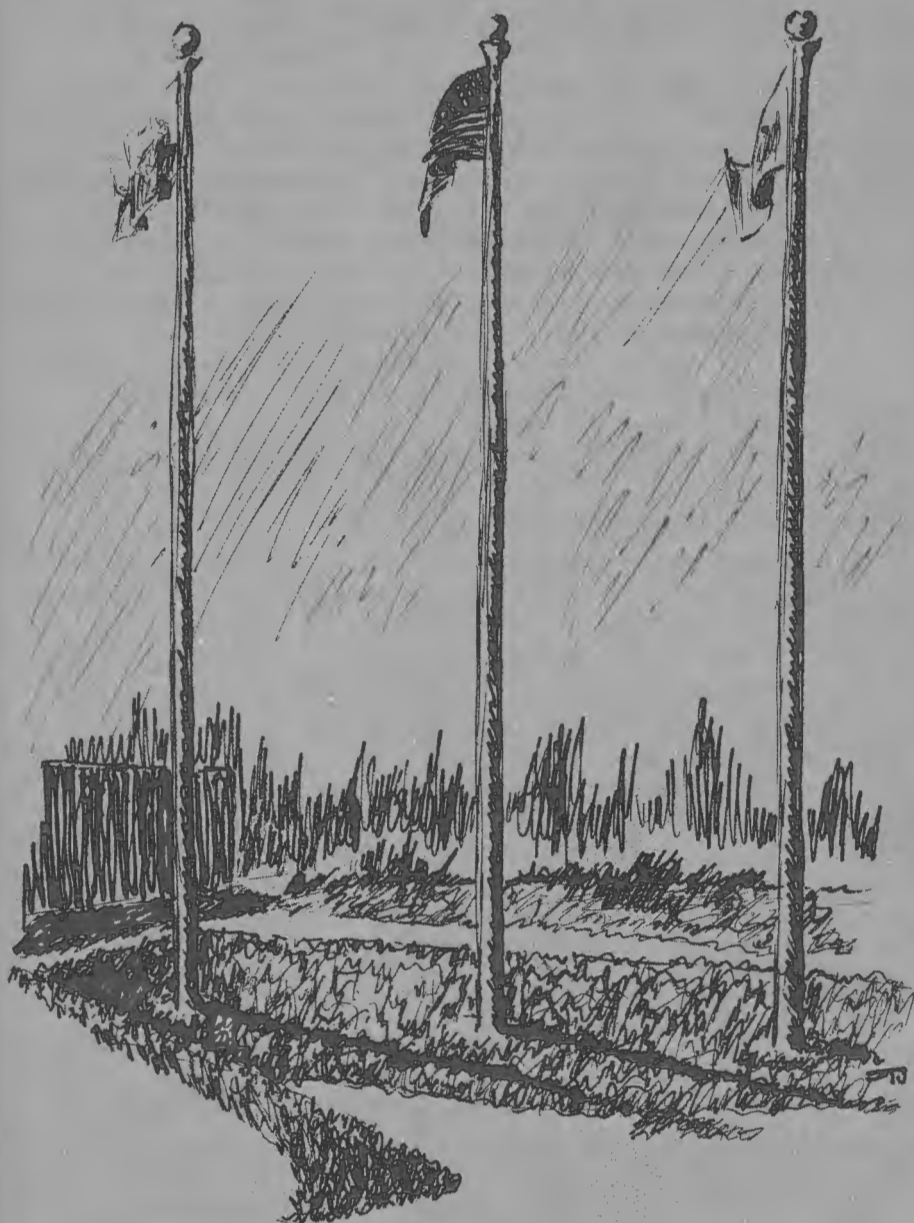
Contracts are available in the Registrar's Office.

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 to the student's adviser 30 days before the end of the semester 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, if they have received a LEEP award previously.

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 intend to pursue or resume full-time employment in the criminal justice field upon completing courses. The loan is cancelled at the rate 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 members 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. Preferences are given to students with financial need.

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 *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.

THE ALUMNI ASSOCIATION COMMUNITY COLLEGE SCHOLARSHIP

Established by the Sangamon State University Alumni Association, this program provides a scholarship to a full-time student who



is a graduate of an Illinois community or junior college and who has demonstrated superior academic ability. The amount of the award is \$100 annually. Application materials should be requested from the Alumni Office.

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 PUBLIC SERVICE INTERNSHIP PROGRAM

The GPSI Program is designed to select high-caliber undergraduates and prepare them for careers in state government. A screening committee examines applications annually and candidates selected are considered by sponsoring agencies of government. Candidates finally chosen by the university *and* cooperating agencies are enrolled in a two-year master's degree program and work 20

hours per week in their sponsoring agencies. The intern receives a monthly stipend of \$350, and tuition is paid by the program. Applications can be obtained from the Director, Graduate Public Service Internship Program, Sangamon State University. Applications can be received at any time, but selection and placement are done during the spring and summer for assignments that begin each September.

GRADUATE ASSISTANTSHIPS

General graduate assistantships provide stipends of approximately \$2700 for nine months, and tuition is waived during the period of appointment. The assignments are designed to provide an educational experience related to the student's fields of study in any of the teaching or public affairs programs of the university. The graduate assistant is expected to work 20 hours per week and may enroll in up to 10 semester hours of course work. Applications should be directed to the dean of academic programs. Faculty in any teaching program or public affairs center of interest may be contacted for specific information about opportunities.

LEGISLATIVE STAFF INTERNSHIP PROGRAM

This competitive program offers 17 one-year graduate internships each year through the Legislative Study Center of the university with the support of the Illinois Legislative Council. Interns serve with the leadership staffs of the Illinois House and Senate, and participate in a continuing, required graduate seminar which provides eight semester hours of credit in the year. A generous stipend is provided. Assignments are demanding and provide an excellent opportunity to test individual skills in doing work important to the operation of the state legislature. Applications are available through the Illinois Legislative Study Center.

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. Applications must be made directly to the Basic Grants Program. Forms are available from the Office of Financial Aid.

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. 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.

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 the following from the Office of Financial Aid:

1. *An Application for Financial Aid.* This should be submitted to the Office of Financial Aid before July 1 of each year. Applications are processed on the basis of date received, student eligibility, and availability of funds. Applications are not considered until the student is admitted to the university and the appropriate statement is on file.

2. *The ACT Family Financial Statement.* The *Parent's Confidential Statement* will be accepted, but ACT is preferred.

3. Undergraduate students should also apply for the *Basic Educational Opportunity Grant* and submit their processed Eligibility Report to the Office of Financial Aid.

4. Undergraduate residents of Illinois must complete the *Illinois State Scholarship Commission Monetary Award* application.

5. Independent Students must also submit the *Notarized Statement of Parental Nonsupport* certifying that the student:

a. 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.

b. 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.

c. 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.

6. *Transfer Information.* All aid applicants must submit a Transfer Information Form to each school previously attended for verification of aid previously received.

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, and the opportunities for recreational and cultural activities.

Sangamon State provides a variety of services to help make students' lives more interesting and comfortable — from organizations, 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.

UNIVERSITY DAY-CARE CENTER

The 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 5:15 p.m. at a rate of 70 cents per hour,



Monday through Friday. A varied program appealing to the preschool child is offered by the center.

I.D. CARDS

Each student is issued a photo-identification card at registration. The card is required 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.

HOUSING

The Springfield Cooperative Housing Association, a corpora-

tion of students, manages apartment buildings leased by the university and provides the Sangamon State student with housing 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. 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 provides bus transportation to the central city from almost all outlying areas. Connecting service is available to a point near SSU.

A shuttle van provides transportation for students from this stop to the campus. Shuttle schedules are available at the Office of the Dean of Students (E-16).

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 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. In addition, a physician maintains scheduled office hours on the Main Campus and a psychiatrist is available by appointment through the Health Services Office. All care is completely confidential.

Limited laboratory testing, shots, and immunizations are available 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. 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.

AFFIRMATIVE ACTION

Sangamon State University's Equal Opportunity and Affirmative Action Program is a statement of commitment of the university to increasing the proportion of women and minority employees at all levels throughout the university, and a plan for achieving this commitment by identifying problem areas and setting specific goals which the university will make every legitimate effort to reach or exceed.

The university's policy is not simply one of avoiding discrimina-

tion in the selection, compensation, or promotion of employees on the basis of race, religion, sex, marital status, age, or ethnic or national origin. Rather, Sangamon State actively seeks women and minority candidates for all positions — professional and non-professional, academic and nonacademic — at all levels within the institution.

In addition, it is a policy of the university to provide equal educational opportunity for all students and applicants for admission. This commitment is demonstrated through the administration of admissions policies and the continuous evaluation of curriculum and course offerings. The university's counseling services are available to all students on a nondiscriminatory basis and have each student's interest and welfare as the major concern. Housing assistance, extra-curricular activities, and student life programs reflect Sangamon State's affirmative implementation of equal educational policies.

It is also a policy of the university to assure nondiscriminatory and affirmative hiring practices on the part of contractors, vendors, and suppliers with whom it does business and to encourage the utilization of minority firms within its purchasing activities.

The Affirmative Action Program consists of those sets of procedures, developed in accordance with state and federal regulations, monitored by our affirmative action and contract compliance officers, and aimed at strengthening the philosophy to which Sangamon State University is committed.

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. The Cafeteria has 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 the university community and recommended the type of food service to 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 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 127 and 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 or

admissions and records matters, or need assistance, should 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.

Office of Advising And Counseling

The director of advising and counseling is responsible for five areas of education support: Academic Advising, Career Counseling and Placement, Learning Center, Minority Services Center, and Personal Counseling Services. Referrals to any of these services can be made through the Office of Advising and Counseling.

ACADEMIC ADVISING

The Academic Advising Office provides a central location for information and assistance regarding academic program planning and graduation requirements. Students are assisted in selecting academic advisers from their program faculty. Necessary forms for all graduation requirements are available in this office.

Students in need of direction to other service areas will be referred to the appropriate personnel by the Office of Advising and Counseling.

CAREER COUNSELING AND VOCATIONAL TESTING

Career planning assistance is available to all students. 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 and Placement.

PLACEMENT

Placement should be the final step in moving from the role of student to the beginning of a career. The Office of Career Services and Placement coordinates information on available positions from business, government, education, and social service employers, and whenever possible arranges for on-campus interviews for graduating students. Assistance is given for 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.

THE LEARNING CENTER

While emphasizing individualized assistance in academic matters such as improving written assignments, math, and reading, the Learning Center responds helpfully to other student problems. Support and assistance is given to students who need improved study habits, ideas and techniques for term papers, assistance in properly completing forms and resumes, help in proofreading, and attention to concerns of a miscellaneous nature.

For student convenience, the office is open from 9 a.m. to 9 p.m. Monday through Thursday and 9 a.m. to 5 p.m. on Friday. Appointments are not necessary, but special times can be arranged if the regular hours do not meet students' needs.

MINORITY SERVICES CENTER

The Minority Services Center assists minority students in adjusting to the university and local communities. The center is staffed by several minority faculty and staff familiar with the local communities and problems of students.

The Minority Services Center collaborates with other units of the university to meet the educational needs of minority students. It provides service in the areas of recruitments and admissions, financial aid, and counseling — both personal and academic.

More information about the Minority Services Center and referrals to the staff can be arranged through the Office of Advising and Counseling.

PERSONAL COUNSELING SERVICES

The Counseling Service provides psychological services for students, staff, faculty, and spouses. The services are performed in a

professional, ethical, completely confidential manner. Staff members are recruited for their high level of competency in counseling and their special skills and training which enable the university to offer a wide range of therapeutic techniques of an individual and/or group nature. A person in need of service from a member of the counseling staff should make inquiries at the Office of Advising and Counseling, at Student Services, or with Peer Group Counselors.

Services 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 appropriate.

PEER 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 Counselors are trained to offer assistance in matters of personal and academic concern to fellow students. They can be contacted through the Office of Student Services. This program also provides outreach, ombudsman, and informational services to students.

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 faculties and staff and their families of both SSU and LLCC.

Fall programs include canoe trips, flag football and soccer leagues for both children and adults, tennis, table tennis tournaments, instruction in karate, yoga, belly dancing, Tai Chi, swimming, and road races. In 1975 the SSU Flag Football League included eight teams.

During the winter, programs include ski trips, an intramural





basketball league, ice skating and roller skating parties, and bowling.

Spring brings sailing at the Y camp, a golf tournament, canoe trips, beach volleyball, road races, softball, and tennis. SSU has four tennis courts on which the University "Y" offers tennis lessons spring through fall.

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 has a Veterans Club, established as both a social and service organization. Membership is open to all students, faculty, and staff. Service in the armed forces is not a prerequisite of membership. 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, ARTS, 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 also are 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. The groups appear at SSU's Main Campus Cafeteria; downtown at the student coffehouse, Rudolph's Bean (located close to the Capital Campus); or at LLCC's Campus Center. A film series, supported by SSU student activity fees, brings contemporary and classic films to campus. 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, critics, 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 course work, 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

MSU 401 Applied Statistics I

MSU 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 433	Profit Planning and Budgeting.....	4 hours
ACC 444	Federal Taxes and Management Decisions	4 hours
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

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. Students 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 405 Analytical Tools
- ADG 412 Management Information Systems
- ADG 413 Operations Research for Managerial Decisions
- MSU 402 Applied Statistics II
- MSU 406 Sampling for Accounting and Auditing
- MSU 415 Computer Fundamentals and Programming II
- MSU 421 Matrices
- MSY 453 Computer Architecture
- MSY 454 Information Structures

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 522 Production/Operations Management
- ADB 523 Production-Inventory, Planning and Control
- ADB 524 Operations Analysis
- ADG 431 Organization Theory
- ADG 452 Labor-Management Relations
- ADG 551 Human Resource Management
- 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 in its historical, social, and economic setting together with its resulting multiple economic, political, and social ramifications for individual taxpayers. The complexities of the code and the vagaries of judicial and administrative rulings. Tax forms, returns, and problems. Use of CCH Standard for tax research. Prerequisite: principles of accounting.

ELECTIVE COURSES**ACC 433 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 profit plan, and short-range profit plan detailed by relevant responsibilities including preparation of forecast financial statements and methods of analysis. Prerequisite: Managerial Finance.

ACC 444 FEDERAL TAXES AND MANAGEMENT DECISIONS (4 Hrs.)

It is as important for the potential entrepreneur to be aware of tax pitfalls as it is to be aware of common tax-saving opportunities. Designed for students who need to be able to recognize the important tax consequences of a variety of common business transactions. Emphasis is on provisions in the tax code which contain the greatest significance in the most common transactions for corporations; sub-chapter S corporations; partnerships; and, to a lesser extent, fiduciaries.

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 incum-

branch 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 measurement, 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 areas covered in intermediate, advanced, and cost-accounting courses with specific emphasis on topics covered in CPA examinations in Accounting Practices I and II. Prerequisites: ACC 323, ACC 333, and ACC 443.

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** — Lyn Abercrombie, Stephen A. DeLurgio, William K. Kyle. **Educational Arena** — Stuart A. Anderson, Robert Bunnell, David Franklin, Mark Heyman, Redge Ranyard, Merrill Redemer. **Health Arena** — Frederic R. Hedinger, Sister M. Rosaria Kranz, Charles Toperzer. **Organizational Administration Arena** — William J. Crampon, David R. Day, James E. Martin. **Public Arena** — Robert J. Batson, Gary W. Combs, Geoffrey Y. Cornog, Peter Fugiel, Eugene R. Kersey, Randolph P. Kucera, Robert Kustra, A. Wayne Penn, Ron Sakolsky.

Note: This indicates the primary affiliation of each faculty member; many participate in more than one arena.

The Master of Arts in Administration is a graduate professional program organized with the premise that the study of administration should involve both the analysis of processes and relationships common to all organizations and the study of features which distinguish particular kinds of organizations. Accordingly, the Administration Program includes a generic core curriculum focusing upon universal dimensions of organizational life and common analytical techniques used in the study of organizations. In addition, the program offers advanced study concentrating upon organizations in particular institutional areas — Business, Education, Health, and Public — or advanced study having a focus upon generic Organizational Administration.

Twelve semester hours of generic organizational courses are required of Administration Program students — two core courses and advanced restricted elective work of four semester hours. Such courses are designed to provide students with a common set of concepts, skills, and techniques and one area of advanced generic study. Beyond these required courses, there are a variety of generic administration courses in the Organizational Administration Arena, available both for students concentrating in this arena and for students in other arenas whose programs include selected courses from this arena. Thus, while the Organizational Administration Arena offers discrete areas of curricular concentration, it also serves as an intellectual meeting ground for students of the separate institutional disciplines in the Administration Program. Its courses concern various functional dimensions of administrative activity, and address fundamental concepts of behavioral science related to particular managerial processes.

The institutional arenas of the program provide study related to the special features of, and contingencies faced by, particular kinds of organization. Each arena's curriculum, designed to educate students for professional careers within its institutional field, includes a general course of study introducing the graduate student to the field and various areas of concentration which provide a focus for specialized professional education.

Students are required to affiliate with one of the arenas as they pursue a degree. The advising processes in the program are designed to help the student compare opportunities available in the various arenas. A portion of the degree requirements of the Administration Program is structured around this choice of an arena, and the student's transcript reflects the arena chosen.

The Administration Program is designed to serve both full-time students, whose major immediate commitment is to their educational programs, and employed students who wish to pursue their educational programs on a part-time basis. Flexible scheduling has been arranged to meet the diverse needs of these students. No distinction is made in either the content or structure of the program with respect to the full-time or part-time status of the student. 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 should normally take from four to six hours per semester.

DEGREE REQUIREMENTS

The M.A. degree in administration requires successful completion of 40 semester hours of graduate credit. This must include the two generic core courses —Analytical Tools and Organizational Dynamics — which are required of all students and an additional four semester hours of restricted generic courses to be selected from courses whose numbers fall between ADG 530 and ADG 559. Further, each student must meet the curricular requirements of the arena chosen. Each student must meet the university requirement of a four-credit-hour Public Affairs Colloquium taken as part of the 40 hours.

Each student is expected to choose an adviser early in the course of graduate study. It is the responsibility of the student, in consultation with this adviser, to design a program of study which best meets the goals of the student. This advising process is central to the development of the student's program, given the variety of areas in which the student may specialize. Courses from other programs may supplement those of the Administration Program in certain areas of specialization; some have been cross-listed with this in mind. Additional appropriate courses may be identified during the advising process. Students whose backgrounds are insufficient for entry into an arena shall be required to obtain the necessary preparation through noncredit courses or by other means approved by the adviser.

GENERIC REQUIREMENTS

1. All Administration Program students are required to complete the following generic core courses (or possess equivalent competencies):
ADG 401 Organizational Dynamics
ADG 405 Analytical Tools
2. All students are required to complete four semester hours of restricted electives offered within the Organizational Administration Arena. These restricted electives include all courses whose numbers fall between ADG 530 and ADG 559.
3. Students are encouraged to take Organizational Dynamics and Analytical Tools early in this course of study, since many other courses build upon their content.
4. An optional Diagnostic Exam for Analytical Tools may be taken to test the student's background in the two major subjects of the course: research analysis and quantitative analysis. Demonstration of the requisite proficiency may allow a student to waive either all or one of the two halves

of the course. ADG 406 Research Analysis and ADG 407 Quantitative Analysis are available for students who waive one half of Analytical Tools. These waivers are not applied to the 40 semester hours required for the M. A. degree.

CURRICULAR REQUIREMENTS

BUSINESS ADMINISTRATION ARENA

The Business Administration concentration is designed to provide an understanding of the business enterprise, with an emphasis on the role and function of business operating within a societal context. The curriculum requires the development of competence in the functional areas of business, while providing flexibility in the selection of electives in order to offer a broad education as a foundation for decision-making and a leadership role in business and society.

Students planning to concentrate in Business Administration must consult with a business faculty member prior to enrollment to ensure a course of study which maximizes personal objectives while fulfilling degree requirements. A permanent adviser from the Business Administration faculty should be selected as soon as possible, and prior to completion of 12 hours toward the degree.



To concentrate in Business Administration, each student must:

1. Meet generic core requirements of the Administration Program and SSU requirements for a Public Affairs Colloquium.
2. Demonstrate competence in, or complete early in the program as part of the 40-hour degree requirement, the fundamentals of business management included in ADG

415 Economics for Administration, and ACC 421 Administrative Uses of Accounting Information.

3. Demonstrate competence in, or complete early in the program as part of the 40-hour degree requirement, ADB 502 Managerial Finance and ADB 512 Marketing Management.
4. With the approval of adviser, select the hours of electives necessary to complete the 40-hour degree requirement, from graduate courses in Business Administration or business-related subjects.
5. During the final semester, complete ADB 583 Business Policy, the integrative course.

EDUCATIONAL ADMINISTRATION ARENA

Courses offered in Educational Administration are designed to provide adequate diversity to meet the interests of individual students as they are fulfilling the requirements of the degree or professional certification.

Graduation requirements include 16 to 20 hours of ADE course credit. This must include one course from The School in the Social System, and one course from The School as a Social System. During the student's final semester, ADE 520 Case Studies or an oral examination must be successfully completed.

Sangamon State University was approved by the Illinois State Teacher Certification Board for granting the General Supervisory and General Administrative certificates. This action was taken May 19, 1972.

HEALTH SERVICES ADMINISTRATION ARENA

The Health Arena offers an area of concentration which encourages current employees within the health system, or persons not now employed in a health organization but aspiring to such a career, to integrate learning experiences involving management principles and skills with courses focusing on specific health services topics and issues.

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 557 Health Services Research and Evaluation.

ORGANIZATIONAL ADMINISTRATION ARENA

Students in the Organizational Administration Arena should complete at least 16 graduate hours of Organizational Administration course work beyond the Organizational Dynamics and Analytical Tools requirement. The exact nature of the course of

study should be determined through consultation with the student's adviser, so that it can best meet the student's educational and career objectives.

PUBLIC ADMINISTRATION ARENA

The objective of the Public Administration Arena is to provide graduate training that leads to or enhances a career in effective and meaningful public service. Recognizing differences in the needs of pre-professional students and mid-career officials, the arena offers both basic and specialized or advanced courses. In consultation with their advisers, students develop programs designed to further their ability to integrate broad theoretical understanding with useful substantive skills and competencies in selected areas of public management.

A student of public administration must successfully complete at least 16 graduate hours in arena course work, 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 the faculty adviser, determines the combination of courses which will best meet individual 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 403, ADP 451, ADP 542, ADG 412, ADG 413, ADG 531, ADG 532).
- B. Public Administration Theory (ADP 410, ADP 411, ADP 413, ADP 512, ADG 434, ADG 435, PHI 441).
- C. Political Environment of Public Administration (ADP 420, ADP 421, ADP 422, ADP 472, POS 462, POS 467).
- D. Public Budgeting/Finance (ADP 430, ADP 431, ADP 533, ADP 534, ADP 542, ADG 413, ADG 415, ADG 416, ECO 455, ECO 456).
- E. Policy Analysis/Program Evaluation (ADP 440, ADP 441, ADP 443, ADP 541, ADP 542, ADG 413, ADG 417, ADG 531, ECO 467, ECO 486).
- F. Public Personnel/Labor Management Relations (ADP 450, ADP 451, ADP 452, ADP 551, ADP 552, ADG 452, ADG 450, ADG 454, ADG 551, ADG 559, WCS 403, WCS 421, ECO 425).

- G. Leadership and Organizational Development (ADP 402,, ADP 460, ADG 541, ADG 542, ADG 543, ADG 545, ADG 546, HDC 485).
- H. Community Planning and Area Development (ADP 470, ADP 471, ADP 472, ADP 474, ADP 572, ECO 484).
- I. Municipal/Urban Administration (ADP 402, ADP 480, ADP 481, ADP 486, ADP 581, ADG 532, ECO 484, ENP 461).

ADMINISTRATION/Course Descriptions

BUSINESS ADMINISTRATION

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. Prerequisites: ADG 415, ACC 421, ADG 405 or approved equivalents.

ADB 503 FINANCIAL INSTRUMENTS (2 Hrs.)

An advanced study of capital markets, financial instruments, and the implications of federal monetary policy for decisions regarding the management of debt and equity obligations of the business enterprise. Prerequisite: ADB 502 or approved equivalent.

ADB 504 CORPORATE FINANCIAL POLICY (2 Hrs.)

For students with an interest in the decision-making variables of the corporate financial manager. Coverage includes the conceptual, theoretical, and applied considerations for formulating intermediate and long-range financial policies, and an exploration of the optimum capital structure of the firm. Prerequisite: ADB 503 or approved equivalent.

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 behavioral research necessary to gain or hold competitive advantage and provide customer satisfaction and social benefit. Prerequisites: ADG 415, ACC 421 or approved equivalents.

ADB 513 MARKETING COMMUNICATIONS (2 Hrs.)

The role of communications in marketing, emphasizing the behavioral aspects of buyer information-processing and decision-making, and their implications for the design and delivery of sales and advertising messages. Prerequisite: ADB 512 or approved equivalent.

ADB 514 MARKETING PROMOTION POLICIES (2 Hrs.)

The integrated management of advertising, personal selling, sales promotion, and publicity to reach current and potential customers with promotional messages and campaigns. Prerequisite: ADB 513 or approved equivalent.

ADB 515 MARKETING INSTITUTIONS (2 Hrs.)

The study of retail, wholesale, and industrial markets' structures, and characteristics of major types of middlemen. Prerequisite: ADB 512 or approved equivalent.

ADB 516 MARKETING CHANNELS STRATEGIES (2 Hrs.)

The strategies involved in managing flows of goods and attendant flows of communications, title, financing, and other responsibilities. Conflict and cooperation as components of channel-term relationships. Prerequisite: ADB 515 or approved equivalent.

ADB 517 COMPARATIVE MARKETING (2 Hrs.)

Analysis of the development of retail and wholesale marketing institutions in other countries, focusing on marketing universals of geography, stage of economic development, and cultural factors. Prerequisite: ADB 512 or approved equivalent.

ADB 518 COMPARATIVE MARKETING FIELD STUDY (2 Hrs.)

On-site studies of other countries' retail and wholesale middlemen and discussions with managements of marketing institutions as basis for comparing their commonnesses and differences to each other and to those of the United States. Extensive field recording of observations required for post-trip paper and group discussions. The course involves the time and expense of travel to one or more foreign countries. Prerequisite: ADB 517 or approved equivalent.

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. Prerequisites: ADG 415, ACC 421, and a descriptive-inferential statistics course or their approved equivalents.

ADB 523 PRODUCTION-INVENTORY, PLANNING AND CONTROL (2 Hrs.)

Decision models and computerized systems used in production and/or distribution are studied in depth. Systems of production/distribution control, inventory control, quality control, and forecasting methods are studied as tools of an integrated systems approach to the management of the modern operations function. Prerequisites: ADB 522, ADG 413 or approved equivalents.

ADB 524 OPERATIONS ANALYSIS (2 Hrs.)

An advanced study of the implementation of systems and quantitative decision models for production and operations management. Computerized solution techniques of linear programming, PERT, queuing theory, simulation, and other quantitative methods are integrated with specific areas of planning, scheduling, and control. Simulation languages such as GPSS and SIMSCRIPT as well as mathematical programming systems such as MPSX are used to develop models of prediction and control. Prerequisites: ADB 522, ADG 413 or approved equivalents.

EXTERNAL ENVIRONMENT**ADB 533 BUSINESS ANALYSIS AND FORECASTING (2 Hrs.)**

Application of research concepts and procedures to analysis and forecasting for business. Prerequisites: ADG 405, ADG 416 or approved equivalent.

ADB 534 ANTITRUST AND TRADE REGULATION (2 Hrs.)

An investigation of the major legislative, administrative, and adjudicative functions related to the regulation of business activities. Concentrates on contemporary issues as an emphasis for viewing regulation as an evolving force in business activity. Prerequisite: ADG 533 or approved equivalent.

ADB 535 BUSINESS AND THE URBAN ENVIRONMENT (2 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. Prerequisite: ADB 502, ADB 512 or approved equivalents.

ADB 536 MULTINATIONAL BUSINESS (2 Hrs.)

An examination of the nature of the multinational business firm, and of the economic, social, and political considerations which shape the multinational firm's policies and practices. Prerequisites: ADB 502, ADB 512 or approved equivalents.

ADB 537 MULTINATIONAL CORPORATIONS: POLICY FORMULATION (2 Hrs.)

An examination and analysis of the critical economic, social, and political variables, domestic and foreign, which enter into the major policy decisions of multinational corporations. Prerequisite: ADB 536 or approved equivalent.

INTEGRATIVE COURSE

ADB 583 BUSINESS POLICY (4 Hrs.)

Integrative course for Business Administration students, emphasizing the level of analysis necessary for top-management decisions and policy formulation. Each student identifies key variables, analyzes these variables over a range of values, and integrates the analysis into a total conceptualization of the firm operating in an uncertain environment. Satisfactory completion of this course meets university graduation requirements of a problem-solving exercise for Business Administration students. (*This course is not offered during the summer sessions.*) Prerequisites: ADB 502, ADB 512 or approved equivalents; expected completion of degree requirements by end of current semester. Exceptions with permission of instructor only.

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 are 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.

- HDC 461 Career Psychology
- HDC 472 Developmental Child and Adolescent Psychology
- MAN 422 Professional Ethics
- 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.

ADH 487 NATIONAL HEALTH POLICY (4 Hrs.)

An analytic 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.

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.

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 the light of sociological concepts such as patterns of social change, urbanization, and industrialization. Public issues discussed are the intimate connection between disease and the social environment; deviant health behavior; models of health. Special issues include human medical ethics, family therapy, and drug abuse.



ADH 547 QUALITY OF CARE IN HEALTH CARE ORGANIZATIONS

(4 Hrs.)

Examines the level of quality of health care as provided in health care organizations. Emphasizes the structure, process, and outcome of care administered. Provides the student with the basis toward upgrading the quality of care by developing a quality assurance index. In the light of rising expectations of the public and the PSRO requirements, this is an appropriate course for top and middle health care managers, nurses, paramedical personnel, and pre-med students.

ADH 557 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 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 405.

ADH 561 ORGANIZATIONAL DYNAMICS AND ADMINISTRATION IN MENTAL HEALTH SETTINGS

(4 Hrs.)

An examination of the structure and functioning of mental health organizations as socio-technical systems and individual and small-group processes and behavior within them, with special emphasis on the role of the clinician-executive and functions he performs to enhance organizational effectiveness.

ADH 562 ORGANIZATIONAL DYNAMICS AND ADMINISTRATION IN MENTAL HEALTH SETTINGS: TOPICS AND ISSUES

(2-4 Hrs.)

Consideration of topics and issues involved in the organizational and administrative aspects of mental health work. Prerequisite: ADH 561, ADG 401 or equivalent.

ADH 564 STAFF DEVELOPMENT IN HEALTH SERVICE ORGANIZATION

(4 Hrs.)

An examination of the process involved in staff development (professional, technical, and other personnel) within health service organizations, from the determination of needs through the design of programs and activities and evaluation of these. Prerequisites: ADG 405 and ADG 401 or equivalents.

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 prepare, present, and defend a relevant case study report.

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

- ECO 486 Social Policy
- HDC 515 Rehabilitation Philosophy, History, and Structure
- HSM 415 Medical Terminology for Health Services Managers
- HSM 421 Community Health Organization
- HSM 431 Health Services I
- HSM 432 Health Services II
- HSM 441, 442, 443 Health Services III
- HSM 451 Health Planning
- HSM 452 Health Planning Application
- HSM 455 Health Insurance
- HSM 458 Health Law
- SOA 435 Sociology of Occupations and Professions

PUBLIC ADMINISTRATION

PUBLIC ORGANIZATION MANAGEMENT

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

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.

ADP 403 ORGANIZATION-CLIENT RELATIONS (4 Hrs.)

An examination of the organization-client relationship within human service organizations — i.e., employment, welfare, and health organizations. Focuses on the nature of human service organizations, processes of reception and intake, various relationship models, and problems and possibilities inherent in the organization-client relationship.

ADP 404 MANAGEMENT METHODS OF ORGANIZATION ANALYSIS AND REVIEW FOR PUBLIC EXECUTIVES (4 Hrs.)

Methods of analyzing and improving organization design, policies, procedures, practices, and performance. Emphasis is on providing the student with practical skills; each student applies one of the methods to an actual organization problem. The student should have had ADG 401 prior to this course.

ADP 405 ADMINISTRATIVE LAW (4 Hrs.)

Legal foundation of administrative powers and processes, study of delegation of administrative power, nature and extent of administrative discretion, legislative and executive controls over administrative action; types of administrative action and enforcement including licensing, rule-making, adjudication; administrative remedies; and judicial review of administrative action.

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 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 BUREAUCRATIC POLITICS: PUBLIC POLICY DEVELOPMENT**(4 Hrs.)**

Seminar focuses on the courses and limits of bureaucratic power in public policy formulation and execution processes. Particular attention given to ways in which relationships between agencies, chief executives, and the legislature impact upon the exercise of agency policy initiatives. Students engage in in-depth analysis of one major governmental program of their choice.

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

Stresses fiscal analysis of public sector taxation, debt, and accounting practices. Federal, state, and local practices are examined, especially for comparative administration purposes.

ADP 534 SEMINAR IN INTERGOVERNMENTAL ADMINISTRATION**(4 Hrs.)**

Seminar examines the connection between fiscal and administrative practices as that connection involves federal, state, and local governments. Students are required to prepare and to report on case studies in areas such as public finance, transportation, health, welfare, and special district servicing.

*PUBLIC 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.)

Examination of the purpose and function of policy analysis in public organizations. The organizational and political context of policy-making and evaluation, sources of conflict between analysts and administrators, and issues in the design and implementation of policy studies. Analytical tools for the manager such as cost/benefit analysis and program evaluation are viewed from a policy-making perspective. Prerequisite: ADG 401.

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

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

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. Prerequisite: ADG 405.

ADP 542 PUBLIC AGENCY PROGRAM EVALUATION (4 Hrs.)

Examines the goals, methods, and techniques of program evaluation in public agencies and the implications of program evaluation findings for legislative and executive program planning and implementation. Each student is required to design an evaluation of some organization program. The student should have taken ADG 401 prior to this course.

*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. Emphasis 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 on 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.

*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 474 NATIONAL URBAN POLICY (4 Hrs.)

Seminar on the work of Edward Banfield and Daniel Moynihan. Critics of their analyses and prescriptions are also studied.

ADP 477 THE CITY (4 Hrs.)

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

ADP 572 PLANNING AS EDUCATION (4 Hrs.)

Seminar on John Friedman's "transactive planning" and the related ideas of

Edgar Dunn, Bertram Gross, Donald Michael, and others who discern a close relationship between human learning, societal learning and change, and the planning function.

MUNICIPAL/URBAN ADMINISTRATION

ADP 480 TOPICS IN MUNICIPAL ADMINISTRATION (4 Hrs.)

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

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 485 METROPOLITAN INTERGOVERNMENTAL RELATIONS (4 Hrs.)

Impact of multidistrict, multicity 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.)

Examines the interrelationship between urban governmental structures and public policy in terms of environmental forces, attitudes toward local government, citizen needs and demands, and local power structures.

ADP 581 SEMINAR IN URBAN ADMINISTRATION (4 Hrs.)

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

INDIVIDUAL ARRANGEMENTS

ADP 500 GRADUATE PUBLIC SERVICE INTERNSHIP SEMINAR (2 Hrs.)

Topics covered include: critical issues in the public service for public policy development processes; functional operations of public agencies; and independent research. This course may be repeated for a maximum of 8 hours credit.

ADP 590 THESIS

Credit awarded on acceptance of thesis. This course may be repeated for an indefinite number of hours.

ADP 599 TUTORIAL IN PUBLIC ADMINISTRATION (1 to 12 Hrs.)

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 467 Policy Analysis
- ECO 486 Social Policy
- JSO 431 Justice, Law, and Legal Process
- POS 417 Political Corruption
- POS 462 Intergovernmental Relations
- WCS 405 Power and Society
- WCS 421 Work and the Future

ORGANIZATIONAL ADMINISTRATION

*ADMINISTRATION PROGRAM CORE***ADG 401 ORGANIZATIONAL DYNAMICS (4 Hrs.)**

A study of the structure and function of an organization as a socio-technical system and of individual, group, and leadership processes and behavior within it. Topics include historical development, leadership, decision-making, group dynamics, motivation, job satisfaction, authority, influence and power, organizational change, communications, conflict, and organization structure and design. This course is not open to students who have previously received credit for ADG 431 and/or ADG 432.

ADG 405 ANALYTICAL TOOLS (4 Hrs.)

Analysis of quantitative and research methodology from the perspective of administrative decision-making. Investigates the basic steps in applied research — problem formulation, study design, data collection, data analysis, and generalization of results — needed to carry out research and to evaluate and utilize research carried out by others. (Formerly ADG 411.)

ADG 406 RESEARCH ANALYSIS (2 Hrs.)

Analysis, from the perspective of managerial need for information; cost and value of research; scientific method of inquiry; basic procedures of applied research: problem definition, research design, data collection and analysis and generalization of findings, and evaluation of research. Open only to students who have passed the Quantitative Analysis portion of the Analytical Tools diagnosis exam.

ADG 407 QUANTITATIVE ANALYSIS (2 Hrs.)

Analysis of statistical and quantitative methods from the perspective of administrative decision-making. Investigates the basic steps in analyzing and evaluating various types of data. Open only to students who have passed the Research Analysis portion of the Analytical Tools diagnosis exam.

*ORGANIZATIONAL RESEARCH AND DECISION-MAKING***ADG 412 MANAGEMENT INFORMATION SYSTEMS (4 Hrs.)**

A systematic approach to 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.)

Objectives are to: provide an introduction to most methods of operations research and management science; develop skill in those methods which depend, mathematically, only on understanding of arithmetic and algebra; and study applications of operations research and management science to government, industry, education, and health. Topics include linear programming (allocation, assignment, and transportation problems), network analysis (scheduling, routing, and PERT/CPM), decision analysis, inventory theory simulation, queuing theory, game theory, dynamic programming, and replacement theory. Prerequisite: high-school algebra. Same as MSU 413.

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 416 ECONOMIC CONDITIONS ANALYSIS (2 Hrs.)

Uses and evaluation of various economic indicators — e.g., labor statistics, Gross

National Product, Consumer Price Index — employed in modern analysis of the macroeconomy. Prerequisite: ADG 405 or equivalent.

ADG 417 SOCIAL INDICATORS (2 Hrs.)

Introduction to the progress and problems in developing a “comprehensive set of statistics reflecting social progress or retrogression” intended as measurement of social activities to complement currently employed quantitative measures of economic activities. Prerequisite: ADG 405 or equivalent.

ADG 511 BEHAVIOR RESEARCH IN ORGANIZATIONS (4 Hrs.)

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 formulation of conclusions and recommendations based on the empirical results of the study. Prerequisite: ADG 405 or equivalent.

ADG 512 SOCIAL MARKETING RESEARCH (2 Hrs.)

Application of marketing and social science research to determining social needs and to assessing alternative strategies for contributing to solution of social problems. Based on familiarity with research procedures and social marketing concepts, specific problems are addressed in projects. Prerequisite: ADG 405 or approved equivalent.

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, and creating structure. Emphasis is more on how the structure originated and its nature, than toward behavior within such structure.

ADG 432 ORGANIZATIONAL BEHAVIOR (4 Hrs.)

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

ADG 433 PROFESSIONAL OCCUPATIONS (2 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.

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.

ADG 435 CULTURE AND BUREAUCRACY (4 Hrs.)

Based on premise that bureaucracies like other organizations are part of their culture and must reflect cultural values if their work is to be effective. Examines bureaucracies in East and West: business, educational, governmental, and health services. Attention to the internal as well as external aspects of bureaucracies in a cultural context.

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 expose 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 531 IMPLEMENTATION OF PROGRAMS AND POLICIES (2 Hrs.)

Examines obstacles and opportunities in implementing program and policy decisions. Methods to identify and assess environmental, organizational, and personal factors that affect chances for successful implementation. Stresses the need for implementation analysis in organizational and public policy research. Prerequisite: ADG 401 or equivalent.

ADG 532 GOVERNING BOARDS (4 Hrs.)

Governance of business, public, health, and education agencies and institutions. Selection, qualifications, responsibilities, and activities of board members reviewed. Current trends, organization theories and behavior, research, and issues of governing boards examined. Prerequisite: ADG 401 or equivalent.

ADG 533 ORGANIZATIONS AND THE PUBLIC INTEREST (2 Hrs.)

An introduction to the legal, political, and cultural influences which coalesce to provide the boundaries for resolving conflicts and issues between economic interests and "the public interest."

ADG 530 TOPICS IN ORGANIZATIONAL DYNAMICS (2-4 Hrs.)

Advanced study of specific topics relating to organizational dynamics. Topics will be announced when offered. Prerequisite: ADG 401 or equivalent.

ORGANIZATIONAL ADMINISTRATION AND DEVELOPMENT

ADG 541 ORGANIZATION CHANGE AND DEVELOPMENT (4 Hrs.)

First part of course is an examination and analysis of theories and approaches to organizational change. Various components of change theory are examined including stimuli for change, resistance, conflict, and systems diagnosis. Building on this, second part is devoted to an overview of applied methodologies used to initiate, maintain, and further organization development processes. Methodologies such as action research, team building, job design, and job enrichment are emphasized. Prerequisite: ADG 401 or equivalent.

ADG 542 GROUP DYNAMICS (2 Hrs.)

Focuses on the dynamics and leadership of the small group. Emphasis is on decision-making, motivation, conflict resolution, and power within groups as well as group cohesiveness and team building. The learning is both cognitive and experiential. Prerequisite: ADG 401 or equivalent.

ADG 543 LEADERSHIP THEORY (2 Hrs.)

An examination of the nature of leadership within groups and organizations, and of its determinants and consequences, through a critical review of the theory and empirical research in the area. Prerequisite: ADG 401 and ADG 405 or equivalents.

ADG 545 MOTIVATION: THEORY AND PRACTICE (2 Hrs.)

Focuses on the application of the various theories of human motivation to the organizational setting. Students are involved in developing motivation systems which can be used to direct individual effort and performance toward the accomplishment of the organization's goals and objectives. Prerequisite: ADG 401 or equivalent.

**ADG 546 BEHAVIORAL TECHNIQUES FOR
CONFLICT RESOLUTION (2 Hrs.)**

A study of the behavioral theories of conflict resolution and discussion of their application to a number of different areas. Area of emphasis varies with instructors' and/or students' interests. Prerequisite: ADG 401 or equivalent.

HUMAN RESOURCE MANAGEMENT

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 450 TOPICS IN LABOR MANAGEMENT RELATIONS (2-4 Hrs.)

Selected topics in labor management relations, topic to be announced when offered. Prerequisite: ADG 452 or equivalent.

ADG 454 WORK FORCE CHANGES, PROBLEMS, AND ISSUES (2 Hrs.)

Examination of the changes, problems, and issues which have arisen due to both external and internal forces in changing employment patterns. Attention is given to current issues including, but not limited to, the increasing role of women and minorities at all levels of the work force, affirmative action plans, the younger and better educated work force, white-collar unionism, and governmental pressures.

ADG 551 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 relating to management of human resources of an organization. Prerequisite: ADG 401 or equivalent. (Formerly ADG 451.)

ADG 552 PERFORMANCE APPRAISAL (2 Hrs.)

Analysis of performance appraisal systems from both developmental and evaluative perspectives. Students are involved in developing performance appraisal systems to meet the needs of various types of employees in various types of organizations. Prerequisite: ADG 551 or equivalent.

ADG 553 THE EXECUTIVE DEVELOPMENT PROCESS (2 Hrs.)

An examination of the process involved in the development of executive ability within organizations, from determination of needs through design of a comprehensive program and evaluation of executive development activities. Prerequisite: ADG 401 and ADG 405 or equivalents.

ADG 554 PRACTICUM IN EXECUTIVE DEVELOPMENT (2 Hrs.)

Provides experience in conducting research necessary for planning executive development activities for a specific organization, in conducting some of these activities, and in evaluating their effectiveness. Attention focuses on one or all parts of this process. Prerequisite: ADG 553.

ADG 555 WORKSHOP IN DEVELOPMENT OF EXECUTIVE ABILITY (2 Hrs.)

Provides experience in planning and conducting executive development sessions for specific training purposes. Sessions deal with actual developmental needs determined by class members and are conducted by class members within the workshop. Prerequisite: ADG 553.

ADG 556 DEVELOPMENT OF LEADERSHIP SKILLS (2 Hrs.)

Students work on development of leadership skills which they have determined they need for personal improvement. Prerequisite: ADG 401 or equivalent.

ADG 557 SOCIALIZATION AND INDIVIDUALIZATION (2 Hrs.)

The adaptation of individuals to organizations and organizations to individuals. Focus on processes used by organizations to change individuals' attitudes and behavior to fit needs of the organization and processes used to change organizations to fit needs of individuals. Prerequisite: ADG 401 or equivalent.

ADG 558 CONFRONTATION WITH SELF AND CAREER (2 Hrs.)

Helps participants examine three questions related to their personal growth and career: Where have I been? Where am I now? Where do I want to go? Course uses small-group experiences which entail students' generating and examining personal data related to these questions.

ADG 559 WAGE AND SALARY ADMINISTRATION (2 Hrs.)

Focuses on the process of developing general compensation policies and criteria for large organizations. Investigates both direct and indirect compensation systems, incentive plans, wage surveys, and compensation guidelines. Designed for students interested in careers in personnel administration. Prerequisite: ADG 551 or equivalent.

*GENERAL***ADG 590 THESIS (1-12 Hrs.)**

Credit awarded upon completion of thesis.

ADG 599 TUTORIAL (1-12 Hrs.)

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 Organizational 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 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 hours)

M.A.
(40 hours)

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, 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 and 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. Students entering the undergraduate program should have completed one year of courses in the biological sciences at the college level. In addition, a course in general chemistry and the equivalent of college algebra are required but these may be taken concurrently during the first year of course work in the program at SSU.

The Biology Program Core Curriculum of cell biology, genetics, ecology, and seminar and one organismal biology course provides a basic understanding of principles and techniques to establish the foundation for a modern biology sequence. The following Sangamon State biology courses or their equivalents satisfy this requirement: BIO 311, BIO 313, BIO 371; and an organismal biology course such as BIO 332, BIO 337, BIO 338, BIO 345, BIO 435, BIO 436, BIO 438, or BIO 473.

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. In addition students are required to satisfy the university PAC requirement (six hours) and the Applied Study Term requirement (eight hours) as part of the 60 hours required for the degree. AST opportunities in the past have included positions in hospitals, museums, and state and industrial laboratories, and with environmental and wildlife management agencies. Independent research may be conducted in appropriate situations as a means of gaining applied study experience.

Students are encouraged to select an adviser from among the biology faculty during their first semester to develop their individual prospectuses and to select appropriate applied study experiences.

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.

Students should develop programs to meet their personal needs and goals from available program offerings and approved interdisciplinary courses. During the first semester the student is encouraged to select a graduate committee with whom to develop an appropriate program and to select a problem-solving experience.

There are two primary pathways to receive an M.A. in biology: Plan A is designed to meet a variety of student needs. The

student must select a program of study and identify goals with the approval of the student's graduate committee.

Plan B has as its emphasis the mastery of biological laboratory and/or field skills in the areas of environmental biology and cell biology. BIO 415 and a senior/graduate-level course in statistics are general Plan B requirements. The skills and courses must center around either cell biology or ecology. Both options require the demonstration of competency in the gathering and handling of data characteristics of that area. Due to the nature of this plan, enrollment in both options is limited.

The Environmental Option complements advanced courses in theory with special training in field and laboratory applied research skills considered essential to the professional environmental biologist. Moreover, candidates acquire knowledge of current environmental regulations and will be guided to develop a mature perspective of the interactions of man and the environment. Satisfactory demonstration of competencies in organic chemistry, mathematics through calculus, and ecology are required before a student can be considered for candidacy to the environmental option. These competencies can be satisfied by completion of PHS 367, MSU 409, and BIO 371 at SSU. Individuals must also satisfy course work in advanced ecology, field methods, and environmental policies in consultation with their advisers. Four credit hours of BIO 500 Graduate Research and six credit hours of environmental science courses are required. Examples of courses that may be taken to satisfy the environmental science requirement include:

- BIO 474 Population Biology
- BIO 475 Limnology
- ENP 434 Water Resources
- ENP 435 Biology of Water Pollution
- ENP 482 Energy and the Environment
- PHS 441 Environmental Geology
- PHS 464 Environmental Chemistry

As a part of their problem-solving exercise, candidates will be required to demonstrate the ability to make individual assessments of environmental degradation, potential environmental impact, or the adequacy of a proposed environmental study.

The Cell Biology Option provides students with the opportunity to develop a specialty in laboratory skills at the cellular level. In addition to the courses listed under PLAN B, students in this option must complete the second semester of BIO 416 Biochemistry and demonstrate competency in at least three skill areas. The problem-solving activity must be a laboratory research project demonstrating mastery in at least three skill areas. Skills courses offered within the program include BIO 422, BIO 512, BIO 513, BIO 523, BIO 524.

Other courses of this nature may be applicable and accepted by the program. To ensure that the student has a firm but broad foundation in biology, a minimum of 20 of the 40 required semester hours must be in basic science content areas.

LABORATORY FACILITIES

Equipment available for environmental studies include John Boat and Boston Whaler, portable spectrophotometer, pH meter, dissolved oxygen meter, submarine photometer, echo sounder, Van Dorn Water Sampler, and an extensive array of sampling and assay equipment for field and laboratory investigation of aquatic and terrestrial habitats. Specialized facilities include all-weather greenhouse, terrestrial and aquatic animal facilities, and walk-in cold rooms and environmental chambers.

These specialized facilities are available for program teaching use in the Cell Biology Option: Radiation Biology Facility, equipped with a wide range of equipment including a Searle Liquid Scintillation counting system; Electron Microscopy Facility including an Hitachi HU-11B research microscope, HS-8 training microscope, high-vacuum evaporator, and freeze-fracture apparatus; Light Microscope Facility containing a wide range of microscope systems, cryostat, micro- and macrophotographic equipment, and fully equipped darkroom; Microbiology Facility including growth chambers, isolated preparation room, and complete sterilization capabilities.

In addition, a wide range of equipment is available including preparative and ultracentrifuges; oscilloscopes; polygraphs; ultraviolet, visible, and infrared spectrophotometers; gas chromatograph; and atomic absorption and nuclear magnetic resonance spectrophotometers.

BIOLOGY/Course Descriptions

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

***BIO 301 GENERAL SEMINAR (2 Hrs.)**

Introduction of the seminar as a format for in-depth explorations of topics in the biological sciences. Primary emphasis on methods of library research and techniques for obtaining and presenting scientific information. Each student is required to write a major paper on a topic of interest to the student and to present a seminar based on this paper. Offered each semester.

***BIO 311 CELL BIOLOGY (4 Hrs.)**

Study of structure and functions at the cellular level, including mechanisms of biological processes. Laboratory aspect integrates study of biological cellular processes with an introduction to current research techniques and instrumentation. Prerequisite: general chemistry.

***BIO 313 GENETICS (4 Hrs.)**

Survey course of processes and principles underlying storage, transmission, utilization, and alteration of inherited information in biological systems. 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 VERTEBRATE ANATOMY AND DEVELOPMENT (4 Hrs.)**
A comparative study of structure, function, evolution, and developmental processes in major vertebrate classes. Topics are examined by considering separate activities at molecular, cellular, and organ levels and the coordinated interaction among organ systems.
- BIO 337 PLANT DIVERSITY (4 Hrs.)**
A survey of structures, reproduction, and life histories of major plant divisions with emphasis on their evolution and phylogenetic relationships.
- BIO 338 PLANT STRUCTURE AND FUNCTION (4 Hrs.)**
A study of structure, function, development, and reproduction of vascular plants with emphasis on interrelationships between structure and function. Knowledge of botany recommended.
- BIO 345 GENERAL MICROBIOLOGY (4 Hrs.)**
Structure, physiology, classification, and growth of bacteria and their viruses is emphasized, although fungi and viruses of higher forms are surveyed. Laboratory includes study of individual species as well as natural microbial populations. Required of Medical Technology students.
- BIO 361 GENERAL PHYSIOLOGY (4 Hrs.)**
Lecture/laboratory course familiarizes students with physiological systems in selected vertebrates: nervous system, kidney function, cell membranes and permeability, heart and circulation, respiration and gas transport, energetics and thermoregulation, and endocrine regulatory mechanisms. Prerequisite: general chemistry and mathematics. Knowledge of organic chemistry suggested. Required of Medical Technology students.
- *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 terrestrial communities. Background knowledge of plant and animal biology suggested.
- BIO 375 AQUATIC BIOLOGY (4 Hrs.)**
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 physiologic functions of the human body. Includes: life processes; cell, nerve, and muscle physiology; nervous system; blood and circulation; respiration; digestion; general energy metabolism; hormones; renal physiology; reproduction; and nutrition. Knowledge of organic chemistry not required. Required of Nursing students.
- BIO 382 BASIC IMMUNOLOGY (1 Hr.)**
Survey of the essentials of immunology. Emphasis is on use of antibody-antigen systems as tools. Accepted for biology concentration by petition only. Required of Medical Technology students.
- 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. Maximum of 4 semester hours may be applied toward degree credit.
- BIO 415 BIOCHEMISTRY I (4 Hrs.)**
Survey of important aspects of major metabolic pathways in biochemistry.

Included are energy metabolism; functions of enzymes; structure, biological function, and biosynthesis of proteins; nucleic acids; and other important cellular components. Students are introduced to biochemical literature. Laboratory introduces student to several major preparative and analytical techniques in the biochemistry laboratory. Prerequisite: organic chemistry.

BIO 416 BIOCHEMISTRY II (4 Hrs.)

In-depth studies of selected topics in biochemistry. Includes protein synthesis, ribosome functions, DNA and RNA synthesis, enzyme mechanisms, contractile proteins, active membrane proteins, mechanisms of energy transductions in mitochondria and chloroplasts, cellular control of energy metabolism, comparative aspects of biochemistry, biochemistry of excitable membranes and the synapse, and brain biochemistry. Biochemical literature utilized extensively. Laboratory involves approximately one half independent projects and one half introduction to selected sophisticated biochemical techniques. Prerequisite: BIO 415 or equivalent.

BIO 422 ELECTRON MICROSCOPY (4 Hrs.)

Basic and advanced theory and procedures of electron microscopy integrated with an understanding of ultrastructural morphology. Competency is developed within three broad areas, including material preparation, instrumentation, and information processing, through technique modules and an individual research project.

BIO 424 IMMUNOBIOLOGY (4 Hrs.)

Examines nonspecific as well as specific response of mammals to foreign objects. Topics include inflammatory response, phagocytosis, and varied aspects of antibody and cell-mediated immunity. Prerequisite: BIO 345 or equivalent.

BIO 426 PLANT PHYSIOLOGY (4 Hrs.)

Physiology and biochemistry of basic plant processes with emphasis on vascular plants. Photosynthesis, respiration, water relations, nutrition, growth and development, and reproduction. Laboratory includes introduction to modern quantitative methods in plant physiology and experiments in photosynthesis, enzyme activity, and hormonal regulation of development.

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.)

Comprehensive study of biology of major and minor invertebrate phyla. Emphasis is 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 436 VERTEBRATE BIOLOGY (4 Hrs.)

An ecological study of backboneed animals. Brief account of organ systems of each class of vertebrates followed by principles of systematic biology, factors governing distribution, methods used by vertebrates to solve environmental problems, reproductive physiology and behavior, and population dynamics.

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 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 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.)
Concise overview of pathogenic bacteriology. Includes discussion of techniques for culturing and identifying bacteria. Brief introduction to epidemiology included. Prerequisite: BIO 345 or equivalent. Required of Medical Technology students.
- BIO 448 MEDICAL MYCOLOGY** (2 Hrs.)
Concise overview of medical mycology. Concentrates on area of medically significant organisms. Provides both lecture and laboratory examination of these organisms. Prerequisite: BIO 345 or equivalent. Required of Medical Technology students.
- 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 are discussed. One unit examines 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 physiology of major systems in representative animal phyla. Emphasis placed on individual or group experimentation to obtain physiological data on organisms studied. Typical areas for study include osmotic and ionic regulations, respiration, circulation, endocrine function, nutrition, and excretion. Prerequisite: BIO 361 or equivalent.
- BIO 468 ETHOLOGY (ANIMAL BEHAVIOR)** (4 Hrs.)
Introduction to biology of animal behavior. Topics include historical foundations for the discipline; current methods, concepts, and research problems; analysis of the organization of behavior within the individual animal; and application of human behavior. Field observations, laboratory exercises, and independent projects emphasized.

BIO 469 FIELD METHODS IN TERRESTRIAL BIOLOGY (2 Hrs.)

Methods of studying terrestrial ecosystems. Includes collection methods, marking, sexing and aging, home-range measurement and determination, and habitat analysis and evaluation. Laboratory portion involves group projects. Concurrent or previous enrollment in BIO 474.

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

Study of methods for 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. Prerequisite: BIO 375.

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 ecological and evolutionary parameters which define relationships within and between populations (population genetics). Includes both lecture and laboratory. Knowledge of statistics suggested.

BIO 475 LIMNOLOGY (4 Hrs.)

Study of structure and function of aquatic ecosystems. Interrelationships of physical, chemical, and biological factors emphasized. Prerequisite: BIO 375.

BIO 478 DEVELOPMENTAL BIOLOGY (4 Hrs.)

A casual 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.)

Consideration of interrelation of plants and man in his evolution and cultural development.

BIO 486 HISTORY OF MEDICINE AND MEDICAL PRACTICES (2 Hrs.)

Historical survey of use of drugs, surgical practices, and other physical treatments to remedy disease. Includes study of changes in 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 ramifications 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) nature of science as a profession and

of methods used by scientists in their investigations, and b) 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, student must select faculty member from 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. Offered each semester.

BIO 510 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 schedule of classes for that semester. Course may be repeated for an indefinite number of credit hours.

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 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 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.

BIO 524 RADIOISOTOPES IN BIOLOGY (4 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.

BIO 571 ADVANCED ECOLOGY (2 Hrs.)

Designed especially for M.A. students majoring in environmental biology. Concerns practical application of ecological theory to regional environment problems both terrestrial and aquatic; thus course content varies accordingly. Prerequisites: satisfactory matriculation through environmental biology curriculum.

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
- PHS 462 Instrumental Analysis
- PHS 464 Environmental Chemistry
- PSY 411 Physiological Psychology I
- PSY 415 Endocrinology and Behavior.

Child, Family, and Community Services

B.A.
(60 Hrs.)

M.A.
(40 Hrs.)

PROGRAM FACULTY — Janet Ahler, Martha L. Atteberry,
Caryl T. Moy, Elaine J. Schwartz,
Michael Townsend, Donald Yohe.

ADJUNCT FACULTY — Sarah Dauphinais.

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 certification is available in elementary education.

THE BACHELOR'S DEGREE

Core Courses. The required core courses focus on professional self-awareness, communication skills, an understanding of human development and behavior, techniques of professional interpersonal relationships, and the cultural network of helping systems.

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 child care and child welfare, adolescence, aged, advocacy, family life education, social work, and elementary education. There is also opportunity for the student with specialized educational or vocational goals to develop his own specialty with his adviser.

Field Work. Every major must complete a minimum of eight hours in an approved community field placement. This generally means at least one and one-half days each week, including supervision (Approximately 50 hours of field experience earn one academic or credit hour.). A student 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 videotaped 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 — usually taken approximately in this order:

Communication Skills for the Human

Services.....CFC 301 (2 Hrs.)

Dynamics of Being Human.....CFC 408 (4 Hrs.)

The Helping RelationshipCFC 401 (4 Hrs.)

The Helping System CFC 405 (2-4 Hrs.)

Professional Self-Awareness (Usually taken concurrent with field work or TEP courses.) CFC 402 (2 Hrs.)

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 (meets AST requirements).
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 421 Case Assessment and 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 Program.

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

CORE COURSES

- CFC 303 COMMUNICATION SKILLS FOR THE HUMAN SERVICES** (2 Hrs.)
Focuses on the development of interpersonal communication skills, with emphasis on the skills that facilitate helping and convey empathy. See COM 303.
- CFC 401 THE HELPING RELATIONSHIP** (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 402 PROFESSIONAL SELF-AWARENESS** (2 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 field work or teacher education courses. Prerequisite: CFC 401 or with permission of instructor.
- CFC 405 THE HELPING SYSTEM: WHO SERVES WHOM?** (2-4 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** (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.

GENERAL COURSES

- 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 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 348 CREATIVE DAY CARE** (4 Hrs.)
Briefly examines various models of early childhood education, and then focuses



on day-care politics, administration, program development, and operation. Emphasis is on special aspects of day-care programs — such as literature, art, science, movement. Students study these areas in relation to the various models, develop their own programs, and test them in concrete situations.

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 360 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 afternoon with approximately 8 class sessions throughout the semester. Seminars also open to the public.

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

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

CFC 420 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 class and supervision follows the training session. Individual and group projects required.

CFC 421 CASE ASSESSMENT AND THE PROCESS OF CHANGE (M.A. Core Course) (4 Hrs.)

Examines the skills and information necessary for diagnosis and formulation of a treatment plan and the philosophy and process of change. 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 401 or with permission of instructor.

CFC 438 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 439 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. See LIT 485.

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

Theories of major thinkers and application of those theories to practice.

CFC 447 STREET WORK WITH ADOLESCENTS: AN INTRODUCTION TO COMMUNITY OUTREACH WORK (4 Hrs.)

Explores theories, techniques, and models of working with troubled adolescents and their families in their own neighborhood areas. Investigates ways that local neighborhood residents can organize and provide leadership for activities they have determined are of paramount importance to their area of the community. Course requires one-year commitment from the student and concurrent two-hour field work experience in the neighborhood area.

CFC 448 COMMUNITY OUTREACH WORK: DISCOVERING STRENGTHS OF LOW-INCOME NEIGHBORHOODS (2 Hrs.)

Using Chicago Area Project for delinquency prevention as the primary model, explores ways of identifying leadership and resources in low-income neighborhoods. Then examines specific techniques of neighborhood organizing utilizing indigenous people and resources which have been discovered. A supervised field work project in a neighborhood area is required.

CFC 450 FIELD WORK (2-8 Hrs.)**GENERIC**

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 456 HUMAN SEXUALITY (4 Hrs.)

Intended to provide background for students interested in education and social science careers that involve knowledge of human sexuality. Includes mammalian sexual behavior in general and biology of human behavior more specifically. Emphasis, however, is on socio-cultural factors which shape and direct sexual drive. Current problem areas such as sex education, legislation, and deviancy discussed. See HDC 456 and SOA 456.

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

Group learning experience for couples who wish to enrich their marriage relationship by developing effective communication skills. Framework used is the Minnesota Couples Communication Program. Registration limited to six couples. Both members must plan to attend all five sessions. Registration limited to couples, married or about to be, heterosexually. Only one member of the couple need be a registered student.

CFC 460 SPECIAL STUDIES IN SERVICES TO CHILDREN (1-4 Hrs.)

Individualized study of one or more special topics. Each topic has its own resources and activities. Variable credit depending on topic and extent to which it is developed. Sample topics: see adviser.

CFC 463 WORKSHOP IN FAMILY LIFE AND SEXUALITY EDUCATION (4 Hrs.)

Workshop experience for classroom teachers focusing on methods and materials for implementing family study and sexuality education in elementary and secondary school curriculums. Topics include marriage, family relationships, reproduction, sex roles, developmental male-female relationship patterns, and human sexuality. Each student is required to develop a teaching unit appropriate for subject area or grade level in which he or she teaches.

CFC 470 SPECIAL STUDIES IN SERVICES TO FAMILIES (1-4 Hrs.)

Individualized study of one or more special topics. Each topic has its own resources and activities. Variable credit depending on topic and extent to which it is developed. Sample topics: see adviser.

CFC 480 SPECIAL STUDIES IN ADVOCACY AND COMMUNITY SERVICES (1-4 Hrs.)

Individualized study of one or more special topics. Each topic has its own resources and activities. Variable credit depending on topic and extent to which it is developed. Sample topics: see adviser.

CFC 490 SPECIAL STUDIES IN SOCIAL WORK (1-4 Hrs.)

Individualized study of one or more special topics. Each topic has its own resources and activities. Variable credit depending on topic and extent to which it is developed. Sample topics: see adviser.

GRADUATE COURSES**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 525 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 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 (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.

CFC 542 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.

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.
(32 Hrs.)

PROGRAM FACULTY — Richard Bayley, Howard Hill, Norman Hinton, Henry Nicholson, Dale Ouzts, Larry Smith, Dan Spillane, Lynda Toth, David Viera.

ADJUNCT FACULTY — Dean Fenley.

Communication in a Technological Society focuses on the critical and analytical study of people and hardware in communica-

tion systems. Humans in highly industrialized societies have necessarily discarded some old ways of passing, storing, and studying information, while simultaneously entangling themselves in the complexities of futuristic communication technologies. As we have become gradually more committed to this liaison with "intelligent" machines, our lifestyles, our thinking, even the messages we want to communicate have changed. In short, though created by people, communication systems have their own special effects upon their creators.

The contemporary communicator should progress beyond mere competence in all available modes of communication, to a level of expertise in the analysis of the multifarious relationships among people and their communication technologies. With many urgent and sensitive issues facing the world today, few tasks promise more than the effort to fathom and control the machines which have begun to make the "global village" more than a theoretical concept.

Therefore, the undergraduate communication program strives to achieve a balance between the communication arts and theoretical/analytical studies, for today's informed communicator must not only understand but also be able to use a variety of media.

The M.A. program stresses the interpretative, analytical, and problem-solving skills required of the professional policy-maker in the communication field.

The curriculum falls into three major categories: analytical/critical studies of communication systems; investigative methodology; and laboratories. In simpler terms, these areas might be called asking questions (analytical/critical); how to ask questions (methodology); and hardware in the systems about which questions are being asked (laboratories).

ADMISSION REQUIREMENTS

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. However, entering students should be competent in the use of written and spoken English. Some previous course work or experience in one or more communication medium is desirable.

For admission to the Master of Arts program, the student must have a Bachelor of Arts degree or its equivalent. In addition, the entering graduate student will be asked to provide evidence of accomplishment in written and spoken English, as well as familiarity with basic contemporary communication technologies, i.e. television, photography, filmmaking, and related areas.

The program reserves the right to require additional course work where deficiencies are indicated.

THE BACHELOR'S DEGREE

For a Bachelor of Arts degree the student must satisfy the

general university requirements, with 28 hours in communication courses at the upper-division level. Course distribution at the undergraduate level should be as follows:

Analytical/Critical and Methodology — no less than 12 hours
Laboratory — no more than 12 hours

Students who wish to take more than 12 hours in laboratory courses may use available elective hours for this purpose.

All new undergraduate students are required to take COM 301 The Study of Communication during the first year of study. The course serves as an introduction to the concerns, the faculty, and the philosophies of the program.

In addition, each incoming B.A. candidate will be asked to participate in a diagnostic screening exercise on writing skills. Those students who demonstrate deficiencies will be assisted by their advisers, in cooperation with the Learning Center, in developing plans for remedying their deficiencies. Beginning with the Spring Semester, 1978, each undergraduate student will be expected to fulfill a program writing competency requirement prior to graduation. It is expected that an approved program of developmental work in writing, when called for, will satisfy the requirement as well as immediate achievement of an arbitrary sort.

Those who are planning to continue toward the master's degree should consider taking a methodology course such as COM 405 Measuring Communication Processes.

THE MASTER'S DEGREE

In addition to university requirements, the master's degree in communication requires 28 semester hours in the concentration. The student, together with his or her adviser, is responsible for developing a meaningful program of study for submission to the program committee for approval.

COM 500 Research Methods in Communication is required of every graduate student, for it provides the analytical tools necessary for empirical investigative work at the graduate level.

In lieu of the university problem-solving requirements for graduate students, the Communication Program requires participation in COM 599 Thesis. In this setting, each graduate student will develop and complete an investigative project on a topic of current value in the field of communication.

Inasmuch as basic competencies in the communication media are expected of the entering graduate student, the course distribution at the graduate level should normally include no more than eight hours of laboratory course work.

The graduate program is distinct and separate from the undergraduate program, even though both have courses in common. Graduate students will be required to meet a higher standard of work, and they may also expect special assignments in 400-level courses.

COURSE OFFERINGS

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 communication concentration must be made by the adviser and the program committee. Hence, there is no guarantee that such courses can be applied to the concentration without advance approval.

Though a variety of courses in other programs have been cross-listed by the Communication Program, the number of such courses that may be applied to the concentration in communication will be determined in every case by the program committee. Under normal circumstances, no more than 12 hours in cross-listed courses may be applied to the degree.

"Topics" and "Studies" courses, identifiable on the course list by numbers ending in "O," represent areas within which courses on different topics are tried. A student may repeat these courses inasmuch as the topics change. Specific subjects may not be offered 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.

PROGRAM ADVISING

Each semester, new students who have not found an adviser will be assigned a program faculty adviser on a temporary basis. The student may change this assignment if he or she feels another faculty member would be more appropriate.

To plan the program of study in advance, it is recommended the student use the university Prospectus form. Having completed the form with the adviser, the student may submit it to the program coordinator for an early opinion as to the adequacy of a proposed course of study.

COMMUNICATION IN A TECHNOLOGICAL SOCIETY/ Course Descriptions

*Laboratory Courses

**Methodology courses

All others are analytical/critical

COM 301 THE STUDY OF COMMUNICATION

(4 Hrs.)

An overview of contemporary communication studies, with contributions from all communication faculty on topics ranging from photography to communication theory. Provides the philosophy and framework for all communication studies; required of all undergraduate students entering the program.

COM 303 COMMUNICATION SKILLS FOR THE HUMAN SERVICES

(2 Hrs.)

Focuses on the development of interpersonal communication skills, with emphasis on the skills that facilitate helping and convey empathy. See CFC 303.

***COM 374 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 write news and feature stories. See LIT 374.

COM 400 TOPICS IN COMMUNICATION (2-4 Hrs.)

Deals with a variety of subjects, from advertising to time, sound, language, and others. Each topic covers a full semester.

COM 403 PRINT (4 Hrs.)

Investigates the effects of print from the printing press to word processing systems. *Five Hundred Years of Printing* by Siegfried H. Steinberg is an example of the reading required.

****COM 405 MEASURING COMMUNICATION PROCESSES (4 Hrs.)**

Introduction to precise techniques of analysis, measurement, and observation as they apply to the study of human communication. Discussion and application of knowledge-generating techniques are grounded in "real" communication situations, including actually conducting a scientific survey. Familiarity with methods presented allows student to interpret and criticize research reports and other studies relating to human communication.

COM 408 SMALL—GROUP COMMUNICATION (4 Hrs.)

Dynamics and leaderships of the small group are studied in terms of group cohesiveness, motivation, conflict resolution, and task completion. Interpersonal persuasion and attraction are covered in relation to proxemic, kinesic, and verbal behavior in the group setting.

COM 409 PERCEPTION AND COMMUNICATION (4 Hrs.)

Examines symbols in a global village and studies perception in the intercultural situation. Communication is viewed as an aspect of culture, symbol systems, and world environments. Includes perceptual and belief structures among various peoples of the world.

COM 410 TOPICS IN COMMUNICATION SCIENCE (2-4 Hrs.)

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

COM 412 PSYCHOLINGUISTICS (4 Hrs.)

Study of the psychology of spoken and written language. Major topics are psychology of language acquisition in children, linguistic competence and performance, biological and social context of language, and language as behavior.

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

Begins with study of language acquisition in the infant and traces development through acquisition of writing at grade-school age. 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 review of contemporary information transmission systems, examines and criticizes several major theories of mass communication, and develops a perspective on their adequacy in light of contemporary technology.

COM 417 PROPAGANDA AND PERSUASION (4 Hrs.)

Historical examples of political, philosophical, and social propaganda are studied as persuasive techniques through films, lampoons, handbills, verbal and oral communication.

COM 421 SOUND AND CULTURE (4 Hrs.)

Analysis of sound significances in a cross-cultural context. Through study of the psychology and meaning of simple and complex sounds in institutional contexts of various cultures, course illuminates various ways in which meanings, of

varying degrees of specificity, are ascribed to both natural and "manufactured" sound.

COM 424 EXPLORATIONS IN SOUND PRODUCTION AND SOUND ENVIRONMENTS (4 Hrs.)

Oriented toward persons with special interest in communicative aspects of sound (as opposed to environmental sound problems). Analyzes basic elements of sound production and sound reception in both human and nonhuman frameworks. Natural and synthesized sound, dispersion, sound perception, and selected aspects of physical acoustics form the basis, with later work devoted to noise theory and effects on communication of varying origination modes and environmental sound.

***COM 428 BASIC AUDIO TECHNIQUES (4 Hrs.)**

Introduction to current sound technology, concentrating on use of tape recorders, microphones, mixing equipment, and skills necessary to successful tape editing. Students also exposed to fundamentals of sound system design.

COM 430 STUDIES IN THE ART OF THE FILM (2-4 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.

COM 431 FILM AS ART (4 Hrs.)

Examination of the techniques of film art. Major works are screened and analyzed: films by Bergman, Fellini, Kurosawa, and Resnais. Students are encouraged to undertake short film projects. Some practical instruction given.

COM 438 FREEDOM AND THE PRESS (4 Hrs.)

In this exploration of past and present of freedom of expression in America, students examine the fundamental writings of such figures as John Milton, Thomas Jefferson, and John Stuart Mill, and consider extent to which theoretical conceptions of the press have been compatible with historical realities.



COM 439 COMMUNITY VIDEO (4 Hrs.)

Examines 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 (2-4 Hrs.)

Among media criticism courses which have been offered are Music for Critics

and Contemporary Comedy. Others could include such topics as children's television, violence and the media, and the underground press.

COM 442 RESPONSIBILITIES OF MASS COMMUNICATION (4 Hrs.)

Includes philosophy and theory of mass media and responsibilities inherent in proper use of mass communication. 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 studies of current management, programming, and news philosophies. An opportunity to learn production, news, and announcing techniques. A study of material including Federal Communications Commission Third Class License Examination.

COM 445 PUBLIC BROADCASTING (4 Hrs.)

Covers history and growth of instructional/educational/public broadcasting. Public broadcasting is studied from the angle of Congress, Federal Communications Commission, local communities, and internally. Complexities of coordination of activities of the National Association of Educational Broadcasters; Federal Communications Commission; Corporation for Public Broadcasting; Association of Public Radio Stations; National Public Radio; Public Broadcasting Service; and Department of Health, Education, and Welfare. Present operations, activities, and Congressional impact explored in the hope of assuring each student a full understanding of public broadcasting today.

COM 450 STUDIES IN VISUAL COMMUNICATION (2-4 Hrs.)

Topics relate to visual aspects of communication experience, from signs and symbols to perception of space and color, and the creation of illusion.

COM 451 FILMMAKING I (4 Hrs.)

Investigation of techniques and art of filmmaking designed for the serious student of film; emphasis is on cinematography.

COM 452 FILMMAKING II (4 Hrs.)

Continuation of Filmmaking I with emphasis on editing.

***COM 460 PRACTICUM (2-4 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.)**

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 464 WRITING FOR RADIO (4 Hrs.)**

A writing laboratory under the direction of the university radio station WSSR. Writing assignments come directly from the station and resultant copy is used on the air. Class offers first-hand experience in writing for standard radio formats, writing to meet deadlines, and writing for good readability. Also provides insight into the function of copy in forming station image and policy.

COM 468 THE RADIO NEWSPERSON (4 Hrs.)

Examination of skills, techniques, roles, and influence of a radio newsperson. Emphasis is on tools, writing, and reporting skills, as well as on laws governing

broadcast news, ethics of the profession, and growing responsibilities of broadcast reporters.

***COM 469 INVESTIGATIVE RADIO DOCUMENTARY (4 Hrs.)**

Examination of content, reporting, editing and writing skills, and production of news-oriented radio documentaries. Investigative reporting skills discussed and applied. Several mini-documentaries and longer programs are produced.

COM 470 STUDIES IN VERBAL COMMUNICATION (2-4 Hrs.)

In addition to the written or printed word, in courses such as Magazine or Communication in Print, this category may include topics in linguistics and speech.

COM 471 INTERPERSONAL COMMUNICATION (4 Hrs.)

The process of interpersonal communication is analyzed in terms of rewarding outcomes for the individuals participating and in terms of the information and prediction processes which led to those outcomes. Personality and relational factors which affect one's ability to communicate interpersonally are discussed, as well as techniques for their measurement. Comparisons with other popular views of interpersonal communication.

***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 AND COMMUNITY LEADERS (4 Hrs.)**

A performance course preparing the individual for formal and informal speaking situations where there is a need to inform and persuade. Argumentation and debate strategies are studied for practical application in legislative and courtroom dialogue. Videotape facilities utilized.

COM 480 COMMUNICATION SYSTEMS AND TECHNOLOGIES (2-4 Hrs.)

"Systems" 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. This course may be repeated for an indefinite number of hours.

***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. Student should have a camera with adjustable lens.

***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 permission of instructor. Student should have a camera with adjustable lens.

***COM 483 CREATIVE PHOTOGRAPHY (4 Hrs.)**

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 this course.

COM 499 TUTORIAL**(1-12 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 communication concentration.

COMMUNICATION
IN A
TECHNOLOGICAL
SOCIETY

****COM 500 RESEARCH METHODS IN COMMUNICATION****(4 Hrs.)**

Problems associated with using scientific principles to answer questions about human communication and ethical and moral ramifications of the research process are examined and discussed. Both scientific and ethical problems are examined in terms of their effects upon communication as an integrated study of human behavior.

COMMUNITY ARTS
MANAGEMENT

COM 590 THESIS**(4 Hrs.)**

Graduate students in communication should register for this tutorial during their last semester of study. As a culminating experience in their M.A. work, it allows graduate students to plan and conduct a major problem-solving project on a communication topic, whether it be a quantitative, historical, or other type of study. The student together with his or her adviser must agree on the nature of the project and obtain a project supervisor (tutorial instructor) during the semester preceding registration for this course. Completion of the course constitutes completion of the university problem-solving requirements. Required of all graduate students in communication.

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.

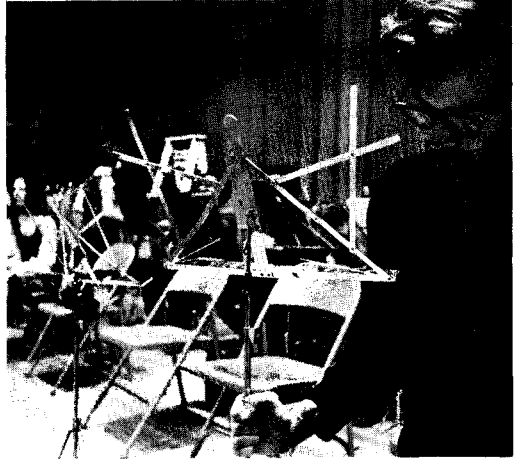
- ADP 572 Planning as Education
- CRA 308 Graphics
- CRA 436 Publication Design
- CRA 470 Style—Period Perspectives
- LIT 465 History of the English Language
- LIT 466 Introduction to Linguistics
- LIT 471 Perceptual Writing
- LIT 472 The Personal Journal
- PHI 434 Philosophy of Language and Art
- PHS 402 Light, Optics, and Vision
- SOA 463 Propaganda, the Mass Media, and Social Control

Community Arts Management

M.A.
(40 Hrs.)

PROGRAM FACULTY — David C. Sennema.
ADJUNCT FACULTY — Robert Evans.

The Community Arts Management Program is a graduate program offering the Master of Arts degree. Its purpose is to prepare people to make things happen in multiarts situations, such as community and state arts agencies, arts centers, or the arts divisions of community recreation programs. It is not the purpose of this program to prepare people for management of single-



disciplinary arts organizations such as orchestras, theater companies, museums, or dance companies.

Students will become a part of the arts life in Springfield through involvement with the community's arts organizations. While working within those organizations, they will have the opportunity of applying information received from arts administration professionals who visit the program from throughout the country.

ENTRANCE REQUIREMENTS

After being accepted into the university for graduate study, students must apply to the director of the Community Arts Management Program for admission to the program. Only a small number, 10 to 15 students, will be accepted each year. Those applying must have some academic or experiential background in the arts. It is also desirable that applicants have at least two years' work experience in some field (not necessarily the arts).

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 will be expected to develop competencies in working with people, in management and grantsmanship. The student will be given opportunities to develop sensitivity to the plight of the artist in contemporary society and to learn and understand the arts organizational structures at the national, regional, state, and community levels.

COURSES

This program has developed several courses to meet the unique needs of the arts management field. As befitting the constantly changing nature of the field, the content and organization of these courses is under continual evaluation. This program includes work

experience in both the first and second years, visits from professionals working in the field, field trips outside Springfield, and individual study projects.

The following courses are approved by the CAM Program for cross-listing in fulfillment of the degree requirements. These and other courses may be approved by the student's adviser in working with the student to tailor a program to meet the particular needs of the student.

- ADG 401 Organizational Dynamics
- ADG 532 Governing Boards
- ADP 551 Public Employees and Politics
- COM 439 Community Video
- COM 479 Speaking for Business and Community Leaders
- CRA 470 Style-Period Perspectives
- CRA 480 Topical Perspectives
- ECO 455 State and Local Finance
- ENP 413 Midwest Rural Life and its American Regional Backgrounds
- ENP 415 Workshop in Rural Life at Clayville
- HIS 404 The American Midwest: A Cultural and Historical View
- HIS 406 American Decorative Arts to 1900
- HIS 409 Workshop in Rural Historic Preservation
- POS 452 Politics of State Government

Creative Arts

B.A.

(60 Hrs.)

PROGRAM FACULTY — Norman Hinton, Nina Kasanof, David Robinson, Guy Romans, Mark Siebert, Daniel Spillane, Larry Smith, Jerry Troxell.

ADJUNCT FACULTY — Leslie Conavay, Carlton Eldridge, Robert Evans, Henry Friesen, Mauri Formigoni, Lucinda Garretson, Richard Garretson, Fred Greenwald, Deborah Hadley, Sr. M. Annunciate Horan, Raymond Keldermans, Marian Levin, David Mitchell, Daniel Reuning, Robert Wagenknecht, 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 interdisciplinary and multidisciplinary 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 something which is original 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
Public Affairs Colloquia	6 hours
Applied Study Term	8 hours
Electives	16 hours

ACTIVITIES

The Creative Arts Program sponsors a number of activities open to participation by members of the university and Greater Springfield communities.

Jazz-Rock Ensemble. The activities of courses CRA 345-348 surround the performance of the jazz-rock ensemble. Participation is not limited to students enrolled in the course. The group performs in Springfield and other communities. For further information consult Prof. Jerry Troxell.

The Sangamon Consort. This ensemble concentrates on performance of older music (primarily before 1750.). Its nucleus is a recorder ensemble, but other instrumentalists and singers are used. The group gives recitals in the Springfield area and elsewhere. There is a training ensemble of recorders for players with some facility on the instrument who need experience in ensemble playing. For further information consult Prof. Mark Siebert.

Dance. Activities of the dance classes include public performance and development of educational uses of dance for school children. Participation is open to interested individuals. For further information consult Marian Levin.

Theatre. Participation in theatre productions is open to students for credit under CRA 410 and to other interested individuals. Announcement of productions, auditions, etc., is made through the media. The university co-sponsors the Sangamon Repertory Company, which presents productions during the summer. For information concerning either program, consult Prof. Guy Romans.

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 304 CERAMICS (4 Hrs.)

Introduction to ceramic techniques, including use of the potter's wheel, slab-building, and glazing.

CRA 305 DANCE**(4 Hrs.)**

Dance dynamics are explored in a studio environment, relating to and integrating with other art media (such as drama, music, literature, and the visual arts). May include public performance.

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 MULTIARTS 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 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.)**

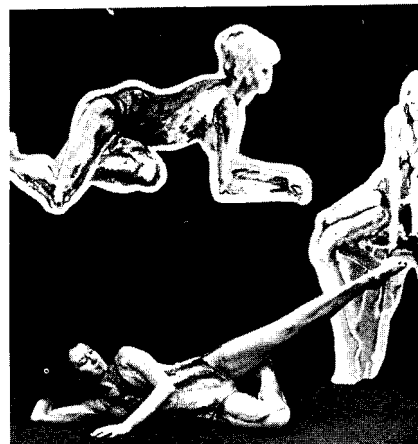
A course in three-dimensional media relating to form and space. Each student works individually with the instructor.

CRA 331, 332, 333, 334 CERAMICS I, II, III, IV*(4 Hrs.)**

Designed to let each student develop skills with clay, including use of the potter's wheel, slab-building, glazing. Each student works individually with the instructor.

CRA 335 PRINTMAKING I*(4 Hrs.)**

Explores traditional silkscreen techniques, photoscreening, fabric screening, and woodblock printing for the artist.



CRA 336 PRINTMAKING II*(4 Hrs.)**

Explores various intaglio techniques (etching, aquatint, engraving) and stone lithographing processes.

***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 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 MULTIARTS COLLOQUIUM**(2 Hrs.)**

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.

CRA 410 APPLIED THEATRE**(2-4 Hrs.)**

Applied work in production and presentation of a play, together with study of various elements of the production process in community theatre (role of the director; technical, analytical, and critical problems; practical needs of managing the house, ticket office, and publicity). Credit allowed for acting and other activities related to total production. Course may be repeated. Admission by audition/interview. Registration open through last day of auditions.



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 407 LISTENING TO MUSIC (2 Hrs.)**

For the listener who lacks technical background. Attempts to heighten listening enjoyment by training the ear to hear more of the detail of musical performance. Listening exercises use sounds of all kinds and music of every sort from plainsong to rock. As far as possible nontechnical language is used.

CRA 408 LISTENING TO OPERA (2 Hrs.)

For the general listener. Emphasis is on the role of music in presenting drama and on the emergence of operatic conventions from the musico-dramatic needs. Works given major consideration are drawn from 18th to 20th centuries.

CRA 422 STYLES IN ART (4 Hrs.)

Students experiment in painting with various styles of art, and participate in group discussions of these styles. Attempts to discover what concepts are embodied in such styles as impressionism, expressionism, or cubism.

CRA 436 PUBLICATION DESIGN (4 Hrs.)

Deals with the tools and elements of publication design. Most helpful to those who wish to design and publish posters, brochures, flyers, magazines, and all printed matter.

CRA 490 TOPICS/PROJECTS IN THE ARTS (2-4 Hrs.)

From time to time courses are offered under this number and title involving either 1) study of some subject in the area of the arts, or 2) applied work in a class setting.

The following courses offered elsewhere in the university are approved for cross-listing by the Creative Arts Program in the categories indicated. Approval for additional courses may be granted by the program committee upon petition by the student and adviser.

Alpha

- COM 428 Basic Audio Techniques
- COM 462 Basic Television Production
- COM 476 Oral Reading
- COM 481 Photography for Communicators I
- LIT 375 Expository Writing

Methods-Process

- COM 451 Filmmaking I
- COM 452 Filmmaking II
- COM 464 Writing for Radio
- COM 482 Photography for Communicators II
- COM 483 Creative Photography
- LIT 470 Creative Writing
- LIT 471 Perceptual Writing
- LIT 472 The Personal Journal

Electives

- COM 450 Studies in Visual Communication
- PHI 434 Philosophy of Language and Art

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 Synder, 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, macroeconomics, 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 subspecialties 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 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 requirement for the M.A. degree in economics is 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.

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 attention 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.

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.)

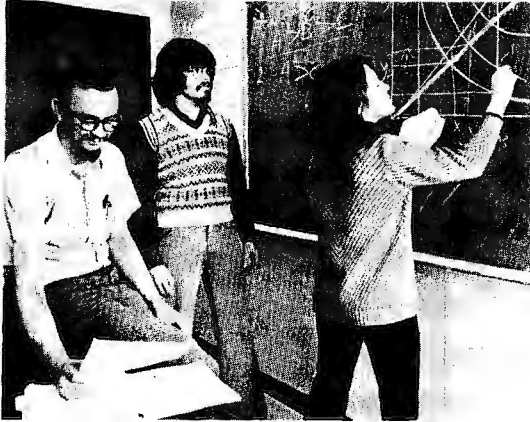
Covers development of radical thoughts in Western civilizations from Socrates through Trotsky, Stalin, and into the present. The orientation is in identifying relationships between theoretical ideas and pragmatic implementations.

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.

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 contributions: 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; agriculture; 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 CAPITALISM AND SOCIALISM (4 Hrs.)**
 An overview of the differences between various economic systems using the approach of analyzing systems of different countries. Emphasis is on the Soviet Union, China, Yugoslavia, France, Sweden, Japan, and Great Britain.
- 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.

*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 futures 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, multinational corporations, and governments, with the objective of understanding and assessing current performance and future prospects. The complexity and precariousness of the international economic system is 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 423 POLITICAL ECONOMY OF TECHNOLOGICAL CHANGE (4 Hrs.)

An analysis of the effects of technological change upon the American economy and the society. Consideration of the source of change in science and empiricism; the processes of evaluation, adoption and regulation; and concerns with aggregative effects in the short and long run. Impact of changing social values upon the system.

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, 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 given to the development of multinational/anational corporations and their import on the nation state concept.

*HUMAN RESOURCE AND WELFARE ECONOMICS***ECO 428 ECONOMICS OF POVERTY (4 Hrs.)**

Examination of the economic and social considerations at play in the process of income determination for five labor market groups: older workers, teen-agers, Mexican-Americans, women, and blacks. Theoretical overview of income determination in a free enterprise society and the ramifications of this process for social equity and economic efficiency. Oral presentation and comprehensive research project necessary.

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 481 ECONOMICS OF WOMEN (4 Hrs.)

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 533 Business Analysis and Forecasting
- ADG 405 Analytical Tools
- ADG 413 Operations Research for Managerial Decisions
- ADP 431 Public Budgeting
- ADP 533 Public Financial Administration
- MSU 401 Applied Statistics I
- MSU 402 Applied Statistics II
- MSU 403 Statistics for Economics and Management
- MSU 405 A Computer-Oriented Approach to Statistics
- MSU 409 Technique of Analysis
- MSY 335 Applied Statistical Methods
- MSY 436 Applied Multivariate Analysis
- MSY 437 Applied Regression Analysis
- MSY 443 Mathematical Statistics I
- MSY 444 Mathematical Statistics II
- MSY 481 Linear Programming
- MSY 546 Multivariate Analysis
- MSY 545 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 — Craig A. Brown, Alexander J. Casella, Robert C. Haynes, Edward L. Hawes, Peter Kakela, Malcolm P. Levin, John P. Pearson, Charles Schweighauser, Jerry Wade.

ADJUNCT FACULTY — Paul R. Craig, Walter Klippel, Mary K. Wade, John Wiedman.

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 dis-

cipline 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 appropriate 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 Sangamon 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, Norwegian, 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 historical, taxonomic, ecological, and management points 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, drought; 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. 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 on 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 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 World War II. Course explores this debate by examining and analyzing major schools of thought on overpopulation and considering types of actions each would imply. Some 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 ENVIRONMENTAL SYSTEMS (4 Hrs.)

Do you know the source of your water beyond the tap or energy beyond the light switch? Do you know where your garbage or sewage goes once it leaves your house? This course is developed around notion that more conscious recognition of life support systems operating for urban residence will help to reduce demands and impact that urban areas place on physical environment. Such life support systems as water, energy, air, food, and material resources are considered.

ENP 463 PHYSICAL CLIMATOLOGY (4 Hrs.)

Focus is on energy and moisture fluxes of the atmosphere. Processes of energy and water exchange which provide life and motion to the biosphere are discussed. Global and local climatic change receives special attention.

ENP 465 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.

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. Reading 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? Course compares environmental ethics with civic morals. Characteristic types of each considered according to traditional languages and forms of conscience and in light of changes in 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; considerations of its allocations and uses must be the basis for all environmental analysis and planning. 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 used 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 PUBLIC AFFAIRS: THE
LEGISLATURE (4 Hrs.)**

Focus is on specific environmental issues 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. 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., Charles D.
Toperzer.

ADJUNCT FACULTY — Henry S. Allen, Jr.

The undergraduate Health Services Management Program is designed to prepare students for direct entry into middle-management careers in health services as well as to broaden 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 required to participate in the generic core courses of the university's Management Program. Exceptions will be considered in situations where a student's previous work and/or academic background warrants.

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 also 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.

In addition to the course requirements listed, each student in the Health Services Management Program is required to successfully complete a Candidacy Examination. The examination, which must be taken after a minimum of 10 semester hours of work at Sangamon State but while the student has at least 20 semester hours of work remaining, is scheduled and conducted by a candidacy committee selected jointly by the student and his or her adviser. Additional information concerning the candidacy requirement may be obtained from HSM faculty members.

Requirements for the B.A. degree are distributed as follows:

Generic Management Core (MAN 301,303)	24 hours
Applied Study (HSM 350)	8 hours
Public Affairs Colloquia	4 hours
Health Services I, II, III	12 hours
Administrative Use of Accounting Information (ACC 421)	4 hours
Electives (4 hrs. must be in health field)	8 hours

Note: Two hours of the Generic Management Core may be counted toward the Public Affairs Colloquia requirement. Therefore, the university requirement for six hours of PAC will be met by enrollment for four additional PAC hours.)

HEALTH SERVICES MANAGEMENT/ Course Descriptions

HSM 350 HEALTH SERVICES MANAGEMENT

APPLIED STUDY EXPERIENCE

(8 Hrs.)

Students should consult with their adviser and the Applied Study Office at least one semester in advance of enrolling in the 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.

HSM 415 MEDICAL TERMINOLOGY FOR HEALTH SERVICES MANAGERS

(1 Hr.)

An elective course for HSM students and others who want to attain familiarity with the construction and meaning of medical words and phrases.

HSM 421 COMMUNITY HEALTH ORGANIZATION

(4 Hrs.)

A review of definition and structure of community and an historical examination of typical health organizations within a community, their staffing funding sources and interrelationships. Other areas discussed are community health problems and



possible solutions, sociological aspects of community health, and community health education.

HSM 431 HEALTH SERVICES I (2 or 4 Hrs.)

Survey and introductory analysis of the function of organized health services within society. Three modules of the HSM core are completed: study of the social necessity for a healthy population as related to need for organized health services; cross-cultural comparison of health service systems; and US health services considered as an agglomeration of components in a social utility complex.

HSM 432 HEALTH SERVICES II (2 or 4 Hrs.)

Examination of 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 HSM core program are completed: macrodynamics of the system and microdynamics of organizations within the system.

HSM 441, 442, 443 HEALTH SERVICES III (4 Hrs.)

Three individual courses focus on vital and specific aspects of role, functions, and responsibilities of middle managers in health services organizations. All three courses must be taken during the same semester. Credit hours are listed. HSM students should complete the Applied Study Term and HSM III during the same semester. Prerequisite: ACC 421 or equivalent.

HSM 441 PERSONNEL MANAGEMENT FOR HEALTH SERVICES MANAGERS (1 Hr.)

HSM 442 MANAGEMENT SCIENCE FOR HEALTH SERVICES MANAGERS (2 Hrs.)

HSM 443 FINANCIAL MANAGEMENT FOR HEALTH SERVICES MANAGERS (1 Hr.)

HSM 451 HEALTH PLANNING (4 Hrs.)

Introduction to development, legislation, documents, and roles in health planning. Particular attention paid to position of the health facility in health planning within the United States. Influence of social values on the planner, consumer, and provider also discussed.

HSM 452 HEALTH PLANNING APPLICATION (4 Hrs.)

Further examination of health planning with particular attention to recent legislation and its application at the local, state, and national levels. Case studies and simulation techniques used to allow decision-making and problem resolution. Current issues and developments discussed. Prerequisite: HSM 451 or with permission of instructor.

HSM 455 HEALTH INSURANCE**(4 Hrs.)**

Examines principles of insurance and application of these principles to insurance and prepayment of health expenses in the United States. Considers development of state insurance commissioners and other regulatory agencies and public policy questions surrounding proposals for National Health Insurance.

HSM 458 HEALTH LAW**(3 Hrs.)**

Examines development and current legal status of such areas as physician and hospital liability to patients; physician/hospital relationships; confidentiality of medical records; labor law; medical ethics and the law; and recent legal developments in utilization review, rate review, planning mandates, and other timely issues.

HSM 499 TUTORIAL IN HEALTH MANAGEMENT**(1-4 Hrs.)**

Individual study as directed by a faculty member.

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
- ADH 425 Introduction to Public Health Administration
- ADH 487 National Health Policy
- *MAN 301 Foundations/Management Theory/Operating Systems
- *MAN 303 Management Systems

*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, Ralph Stone, Charles Strozier.

ADJUNCT FACULTY — Dan Holt, John Squibb.

History is perhaps the most inclusive discipline in the humanities and social sciences. Thus it is a particularly appropriate major for the student wishing a balanced liberal arts degree. By emphasizing general critical-thinking skills in connection with a contemporary history perspective, the History Program at Sangamon State seeks to prepare students for a broad range of career alternatives requiring general knowledge of the world; the ability to analyze clearly and accurately numerous factors impinging on a given, complex situation; the ability to think logically, read critically, and express ideas concisely in writing and in speaking; the ability to do research in primary and secondary sources; and the awareness of change and the impact change is likely to have on

individual, institutional, and societal attitudes and behavior. Thus in addition to specific careers in history (teaching, scholarship, museum curatorship, historic site preservation and interpretation, archival management), training in history can be excellent preparation for careers in politics, journalism, law, and administration where understanding of individual and group behavior in the present can be made more profound by understanding of such behavior (with full recognition of such variables as values, motivations, tradition, bureaucratic development, legal systems, class/sex/race, hierarchies, and relationships) in the past.

The History Program emphasizes the link between the problems of the contemporary world and their roots in the past. In addition, it seeks to help the student achieve greater self-understanding in the context of time and place. The History Program seeks to broaden the student's awareness of the forces — cultural, economic, political, social, ideological — which have shaped and are shaping the human community. The program offers learning experiences ranging from United States history to Asian, Latin American, European, and African history, viewed thematically and comparatively; from local and Illinois history to world history; from the study of decorative arts and crafts to historic site preservation and interpretation, in both rural and urban settings.

The History Program, beginning in the Fall Semester, 1976, offers two routes to the B.A. degree: 1) one governed by general university requirements based on credits; and 2) a time-variable, competency-based program depending on assessment of the student's ability demonstrated in specified subject areas. The requirements for the competency-based program are established in *A Student Guide to Competence in History*.

HISTORY/Course Descriptions

HIS 399 RESEARCH AND READINGS IN HISTORY (2-4 Hrs.)

Undergraduate directed study. Topics vary. May be reading course or research proseminar. Students should contact members of the History Program faculty to arrange courses. Arranged with an individual faculty member and taught as a tutorial.

HIS 402 ILLINOIS HISTORY TO 1900 (4 Hrs.)

Focuses on relationship of Illinois to the nation, and pursues historical developments relevant to 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 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 multidisciplinary 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 the furniture design and of the practical arts prompted by changing patterns of living during our nation's formative years. Attention to European influences, high-style furniture, and its country cousins; covers crafts such as quilting, weaving, pottery, and other creative folk art forms.

HIS 407 AMERICAN CRAFTSMEN AND THEIR TOOLS (4 Hrs.)

Study of crafts practiced in the American Middle West prior to 20th century. Examples of individual crafts include those of blacksmith, cooper, spinner, weaver, tinsmith, potter.

HIS 408 AMERICAN HOUSING AND DAILY LIFE (4 Hrs.)

An approach to the material culture of America. History of American architecture, furniture, art, implements, and tools. Includes survey of American architectural and furnishing forms from Colonial times through 19th century.

HIS 409 WORKSHOP IN RURAL HISTORIC PRESERVATION (4 Hrs.)

A field and research practicum focused on projects connected with 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. Technique is oral history - tape recording, transcribing, and editing of personal reminiscences. Students learn about oral history and then perform all activities involved in the process from tape to type. Their projects will be added to the university's Oral History Collection.

HIS 417 COLONIAL AMERICA (4 Hrs.)

The English background and the development of Colonial institutions -- political, social, economic, and ecclesiastical.

HIS 418 THE AMERICAN REVOLUTION (4 Hrs.)

The revolutionary era in American history, with reference to similar events in the Atlantic world, and with attention to political, economic, social, cultural, diplomatic, and military affairs.

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.)

Investigates untapped archival resources to contribute to large-scale project of reconstructing social life and material culture of the city during Lincoln's era. Relations with the countryside are explored. Substantial work in various archives are required and each student is responsible for a seminar paper or suitable alternative. Focuses on the period 1840-1860.

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 422 THE ASIAN-ASIAN AND ASIAN-AMERICAN EXPERIENCE (4 Hrs.)

Comparison and contrast of values, goals, frustrations, and opportunities in China, Japan, the Philippines, and America, with major emphasis on the experience of the 20th century.

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. 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 427 THE AMERICAN WORKER IN THE 20TH CENTURY (4 Hrs.)

An historical analysis of the changing views and nature of work; cause and effect of workers' organizations; and culture of workers through 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. Course examines 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 433 THE AGE OF LINCOLN (4 Hrs.)

History of the United States from the Jacksonian period until the outbreak of the Civil War. Special emphasis on those social, economic, and political developments that paved the way for Lincoln's rise to national prominence.

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 consequence 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 449 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 451 ROOTS OF CONTEMPORARY HISTORY (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 the Sunday *New York Times*. 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 452 COMPARATIVE PERSPECTIVES ON WORLD HISTORY (4 Hrs.)

Analyzes several interpretations of world history, including theories on origin of human society, development of nation states, and increasing interdependence of the world's peoples. Students should have taken Roots of Contemporary History, or receive permission of instructor. Recommended for undergraduate and graduate students.

HIS 453 INTRODUCTION TO PSYCHOHISTORY (4 Hrs.)

Survey of the many aspects of psychohistory including 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 455 FEMINIST HISTORY: ALTERNATE PERSPECTIVES ON THE PAST (4 Hrs.)

An exploration of women's history in England, Russia, China, Vietnam, and the US with survey of areas in which conventional historical insights and methods need reinterpretation.

HIS 457 EUROPEAN RURAL LIFE: AN ETHNO-HISTORICAL APPROACH (4 Hrs.)

Realities of rural life since 1200, processes of modernization and 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.)

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 experiments as group marriage and drug cults.

HIS 461 EUROPE IN THE INDUSTRIAL AGE (4 Hrs.)

Europe from time of French Revolution through 19th century emphasizing effects of industrialization on the emerging nation states of Europe. Key themes are revolution as social change, nationalism and the rise of class consciousness, and political movements seeking a radical restructuring of modern industrial society. Students are required to work with library sources to find material on the political, social, and cultural life of European people during this period of time.

HIS 463 EUROPE IN THE TWENTIETH CENTURY (4 Hrs.)

Stresses comparative history rather than national divisions; examination of effects of modernization, national education systems, and structuring of consumer societies on the lives of ordinary people: social patterns and development of new forms of protest, emergence of secularism and rationalism in popular culture, lifestyles, value systems, and aspirations from 1918 to present. Students are required to work with library sources to find material on the political, social, and cultural life of ordinary people.

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 474 THE EMERGENCE OF SOUTHEAST ASIA 1800-1973 (4 Hrs.)

Examines nature and extent of cultural absorption, colonization, and rejection of Western forms in the period from about 1800 to present. Major emphasis is on Indochina, Thailand, and the Philippines.

HIS 475 WOMEN'S REVOLUTION IN CHINA (4 Hrs.)

Moves forward through history and looks backward from today's vantage point in examining role and status of women in urban and rural China from traditional era of the 19th century to post-1949 communist society. Covers changes in expectations and reality as traditional Chinese social and economic practices were revolutionized by 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 changing nature of the Japanese state during Tokugawa period, Meiji Restoration, country's development as an imperial power prior to World War II, and 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 experiences of the two societies in confronting Western power and developing revolutionary nationalism, including impact and legacy of feudalism, colonialism, patriarchy, and military struggle in the period from 1898 to 1974. Readings include sources dealing with 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 478 SOUTHEAST ASIAN HISTORY THROUGH LITERATURE (4 Hrs.)

Exploration through translated materials of beliefs, changes, and tensions within Asian societies confronting themselves and the West in the 19th and 20th centuries.

HIS 479 TOWARD TODAY'S CHINA: IMPERIALISM AND REVOLUTION, 1800-1949 (4 Hrs.)

Focuses on political and economic impact of 19th-century Western imperialism, dissolution of the traditional Chinese state, and development of a successful revolutionary movement in the 20th century.

HIS 483, 484 EAST ASIAN CIVILIZATIONS I AND II (4 Hrs.)

This year-long course analyzes contemporary histories of two great civilizations, China and Japan, from two distinct perspectives. Focus during Fall Semester is on progression of events in the two countries from 17th century to present. Spring portion of the course comprises retrospective, comparative analysis of the two historical experiences, considering such major themes as imperialism; industrialization; and political, social, economic, and intellectual change. Instructor's permission is prerequisite for second semester.

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 502 WORLD HISTORY: A WORKSHOP FOR TEACHERS (4 Hrs.)

Focuses on selected topics in world history, exploring thematic linkages which help explain emergence of the contemporary world. For social studies teachers interested in world historical perspective; encourages the shared development of teaching strategies and identification of available curricular resources to stimulate student interest and help students achieve sense of their place in evolution of human society from ancient to contemporary world.

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 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 520 MIDWEST RURAL LIFE: PROBLEMS IN RECREATING RURAL HISTORY (4 Hrs.)

Research directed toward re-creation of typical farms and a rural community of mid-19th century. Information and analysis produced will be used in planning and design of Clayville Rural Life Center.

HIS 521 RURAL LIFE IN SANGAMON COUNTY (4 Hrs.)

A research seminar in utilizing statistical and descriptive sources to understand persistence of traditional cultures and dynamics of social change in this area. Provides training useful for historians, museum planners and interpreters, and others in methods of living history program development.

HIS 580 HISTORICAL RESEARCH (2-4 Hrs.)

Topics vary.

HIS 599 READINGS: SPECIAL TOPICS IN HISTORY (1-4 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.

HISTORY

HUMAN
DEVELOPMENT
COUNSELING

- 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 428 Economics of Poverty
 ECO 445 Economic Development
 ECO 449 The World Economy
 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, Joan Chadbourne, Robert Crowley, Gerald Curl, Barbara H. Eibl, John F. Eibl, William T. Gorrell, Walter Grenier, Andrew Hedekin, Frank Little, John Noak, James J. Pancrazio, Asa Ruyle, Charles Stuart, Patricia Tounsel, Robert H. Zeller.

ADJUNCT FACULTY — Sr. Gerard Schweider.

The Master of Arts program in Human Development Counsel-

ing, 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 that application to the HDC program committee. The application includes general background information, intended professional emphasis area, and at least two recommendations from previous employers or professors.

Individuals, prior to admission to the Human Development Counseling Program, are expected to have academic or experiential backgrounds in: 1) developmental psychology, 2) abnormal psychology, and 3) general sociological principles, as evidenced by the completion of previous academic course work in each area or demonstrated competency in each area as established by the HDC program committee.

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 multidisciplinary 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 (six 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.

The Elementary and Secondary School Counselor Concentration in Human Development Counseling was approved by the Illinois Office of Education, to be offered as an entitlement program, November 21, 1975, for certification. Please see an HDC adviser for specific program requirements.

HUMAN DEVELOPMENT COUNSELING/ Course Descriptions

HDC 411 INTRODUCTION TO INTERPERSONAL COMMUNICATION (4 Hrs.)

The study of interpersonal communication and interpersonal relationships. Topics include 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 opportunity for discussion of possibilities for living up to our potential in ourselves and in our world. Topical areas include extending boundaries of human potential; exploring 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 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 456 HUMAN SEXUALITY (4 Hrs.)

Provides background for students interested in education and social science careers that involve knowledge of human sexuality. Material includes mammalian sexual behavior in general and biology of human behavior more specifically. Emphasis, however, is on socio-cultural factors which shape and direct sexual drive. Current problem areas such as sex education, legislation, and deviancy are discussed. See CFC 456 and SOA 456.

HDC 461 CAREER PSYCHOLOGY (4 Hrs.)

Study of vocational behavior in relation to career patterns, with special attention to 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 multidisciplinary 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 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 relationship of classroom testing to educational objectives and

curriculum: construction, administration, and scoring of various types of essay and short-answer tests; use of nontraditional methods of measuring 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 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 515 REHABILITATION PHILOSOPHY,
HISTORY, AND STRUCTURE (4 Hrs.)**

Introduces student to field of rehabilitation in public and private organizations. Examines rehabilitation philosophy and purposes; analyzes service delivery systems and their relationships, examines organization and administration of state-federal programs.

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 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 utilizes micro-teaching and other new techniques; a practicum.

**HDC 537 ADVANCED WORKSHOP FOR SECONDARY
CLASSROOM TEACHERS (4 Hrs.)**

An intensely supervised experience for practicing secondary teachers that utilizes micro-teaching and other new techniques; a practicum.

**HDC 538 CLASSROOM TEACHER: MANAGER
AND SUPERVISOR (4 Hrs.)**

Designed for the practicing teacher to improve 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 major constructs currently used in 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. 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 553 THEORY AND TECHNIQUES OF INDIVIDUAL ASSESSMENT (4 Hrs.)

Familiarizes 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 Aperception Test, and Bender-Gestalt. A great deal of reading is expected in addition to administration of several test batteries. Not intended to qualify student as a psychological examiner; rather, course prepares the person to begin supervised experience in the field. With permission of instructor. See PSY 575.

HDC 561 ADVANCED INTERPERSONAL RELATIONS (4 Hrs.)

Emphasis on both research and theory. Theories and topics range from Sullivan to Laing and from attitude change theories and research to research on interpersonal attraction and power.

HDC 562 INTRODUCTION TO RATIONAL-EMOTIVE PSYCHOTHERAPY (4 Hrs.)

Basic principles and essentials of rational-emotive psychotherapy and counseling.

how they were derived, and some of the evidence to support them. Emphasis is on its application to individual therapy and counseling situation as well as its use in group therapy.

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 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 function of religious symbols in 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.)

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 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.

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 Hilligoss, Ronald Ettinger,
Richard McKenzie.

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.

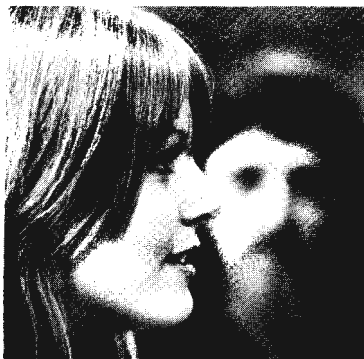
The Individual Option is essentially a distinctive one-of-a-kind concentration. It does not serve as a means for a student to construct a conventional "major" in an area where no program has been established at Sangamon State.

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.

INO 599 THESIS (2-8 Hrs.)

Justice and the Social Order

B.A.
(60 Hrs.)

M.A.
(40 Hrs.)

PROGRAM FACULTY — Larry Golden, James Richard Johnston, Gari Lesnoff-Caravaglia, Douglas F. Morgan, Ron Sakolsky, 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,

Major changes have been recommended for this program in 1976. Students interested in the program should contact the Office of Admissions and Records.

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.

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. It is 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 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.

JSO 403 ONGOING COLLOQUIUM (4 Hrs.)
Centers on an issue or set of issues of a contemporary nature. Intended to establish an open, ongoing dialogue among faculty and students.

JSO 411 EXISTENTIAL PHILOSOPHY (4 Hrs.)
Analysis of major themes appearing in the writings of existential philosophers. Emphasis on 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 419 YOUR RIGHTS IN THEORY AND PRACTICE: AN INTRODUCTION TO CIVIL LIBERTIES (4 Hrs.)**
Designed to introduce the lay person to issues which occur when citizen's rights and liberties are infringed. Attention is on relationship between civil liberties and the capitalist system: defining civil liberties problems; role of judiciary, legislature, and; or bureaucracy in civil liberties problems; and contemporary civil liberties issues and remedies available to resolve them.
- JSO 421 THE AMERICAN CONSTITUTION AND CIVIL LIBERTIES (4 Hrs.)**
Focus is on selected civil liberties protected by the Constitution, including 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, 424, 425 JUSTICE AND INJUSTICE IN WESTERN POLITICAL THINKING: ITS ORIGINS TO THE TWENTIETH CENTURY (4 Hrs.)**
A three-course sequence considering major theoretical examinations of injustice and theoretical searches for justice in Western political tradition. JSO 423 considers the period from Plato to St. Thomas Aquinas.
- JSO 424 (4 Hrs.)**
A continuation of JSO 423. Considers the period from Machiavelli to Hegel.
- JSO 425 (4 Hrs.)**
A continuation of JSO 424. Considers the period from Marx to John Rawls.
- JSO 426 JUSTICE AND THE STATE: THE LEGITIMACY OF VARIOUS SOCIAL ORDERS AND THE OBLIGATION TO OBEY (4 Hrs.)**
Students develop their own views of their political, legal, and moral obligation to American society or to any society given its legitimacy in light of the amount of injustice and the degree of justice which it achieves.
- 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: patterns and extent of individual and collective violence in the US; conditions which have contributed to 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 429 THE AMERICAN LEFT: IDEOLOGY AND POLITICS (4 Hrs.)**
Anarchist? Socialist? Communist? Revolutionary or evolutionary? What is the left wing in the United States; what was it; and, most important, where is it going? Deals with ideologies and politics of some of major leftist parties, organizations, and individuals of past and present. Includes selected writings and actions of such persons as Eugene Debs, Emma Goldman, William Z. Foster, and Mother Jones, as well as contemporary theorists and practitioners; examines radical organizations such as SDS and the Weather people to see what can be learned about present potentials and pitfalls.
- JSO 430 PEOPLE'S LAW (4 Hrs.)**
One major premise of people's law is that law should exist primarily to meet the daily needs and problems of ordinary people, rather than to protect the wealth and position of those in power or to support an elite class of lawyers. It holds that law should be a tool equally available to all and simple enough for the lay person to understand and use as he/she encounters problems with a landlord, an attempt to garnishee wages, the need to prepare for a divorce, etc. Initial focus is

on discussions about nature and function of law and theory behind people's law; followed by research projects by students.

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.

JSO 432 LAW AND THE POOR (4 Hrs.)

Systematic investigation of impact of the legal system on the poor, and 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. Growth and development of state and nonstate legal systems, and application of these concepts to analysis of current legal issues and court decisions. With permission of instructor.

JSO 440 LOCAL POWER STRUCTURE RESEARCH (4 Hrs.)

Social science research has often been the handmaiden of the status quo. Local power structure research, on the other hand, seeks to provide an information



base for those individuals and organizations who seek change in order to establish a more just political, economic, and social order. Course involves mastery of local power structure research methodology and actual research on the Springfield power structure. Offered on a continuing basis each term until the study is completed.

JSO 443 PROFESSION OF LAW AND PUBLIC AFFAIRS (4 Hrs.)

Comparison of the ethos and organization of variety of practices and situations in legal profession: individual and large-firm practice, criminal practice, government service, bar associations, and law schools. Special attention to structural tensions among the several claims of social status, technical expertise, personal conscience, and civil duty.

JSO 444 PEOPLE'S HISTORY (4 Hrs.)

The term people's history is used to mean history from the bottom up, history that does not serve the interests of ruling elites. It also means that people learn history by doing and making it, by uniting knowledge and action in the process of building a movement for social change. In that context, students will produce a multimedia history of people in this country during the past 100 years of struggling to effect fundamental changes in their lives.

**JSO 451 THE SEARCH FOR JUSTICE: EXPERIMENTAL
COMMUNITIES IN AMERICA (4 Hrs.)**

History, theory, and practice of intentional communities with an emphasis on 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.)**

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 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 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.)

Analysis of educational systems developed in the Western world, with particular emphasis on national cultures and characteristics. Particular consideration given to 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 Justice and the Social Order Program accepts a variety of courses offered elsewhere in the university as an integral part of the JSO 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 injustice and social change are selected for direct inclusion in the program. Examples of courses cross-listed with JSO include:

- CFC 448 Community Outreach Work
- HIS 475 Women's Revolution in China
- POS 433 Mao's China
- PSY 430 Special Topics: Social Psychology: Obedience
- SOA 473 Stratification: Class and Culture in the United States
- SOA 474 Blue-Collar Americans
- SOA 486 Peasant Society
- WCS 417 Women in Public and Private Power
- WCS 441 Critical Social Theory

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, 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, LIT 311 Introduction to Literary Study will be offered each year by various members of the program faculty. Students in LIT 311 will be 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 this course some time during their study 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). 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 re-

quirements 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.

In their last semester of study, all prospective graduates of the program will be examined by their graduation committees on the content of a literary work. Each semester, students will be given a list of three major works from which to choose. Students may petition their graduation committees for permission to write an examination paper on a work other than these three. Students will then meet with their graduation committees to determine guidelines for the paper. In some instances students may submit substantial samplings of their creative writing for review by their graduation committees. Students should meet with their advisers early in their final semesters to establish procedures for this closure experience.

LITERATURE/ Course Descriptions

- LIT 311 INTRODUCTION TO LITERARY STUDY (4 Hrs.)**
An introduction to basic bibliographical tools and critical perspectives on the study of literature. In addition, students are introduced to major issues and controversies in the profession. Offered at least once each year; various members of the literature faculty may contribute during each semester.
- LIT 374 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. See COM 374.
- 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 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 Hr.)**
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 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 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 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 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 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 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 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, minority experiences, and women's roles. Students may earn credit in several sections of 460, but specific content of each section must be distinct from 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 earliest times to the present. Special attention given to American English and to dialects of Illinois.
- LIT 466 INTRODUCTION TO LINGUISTICS** (4 Hrs.)
Introduction to the study of language. No previous experience in linguistics

required. Topics include word history, dialects, sounds, and forms of language.

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 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 expression of this awareness in words. Community is essential, so reasonable attendance is required. A central concern is what encourages creativity, making course valuable 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 Pepys, Boswell, Emerson, Anais Nin, Ann Frank, Maggie Owen. Each student keeps a personal journal.

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 focus of each must be distinct from 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. Encompasses both literature and a social history of children and the family. See CFC 439.

LIT 500 SEMINAR: MAJOR FIGURES IN ENGLISH LITERATURE TO 1700 (4 Hrs.)

A comprehensive study of works of one or two major authors. Acquaints students with significant scholarly research concerning these figures. Students may earn credit in more than one section of 500, but specific figures must be different in each section.

LIT 506 MIDDLE ENGLISH LITERATURE (4 Hrs.)

Readings in 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.)

Works of one or two major writers are studied in depth. Students review relevant scholarly and critical endeavors. Students may earn credit in more than one section of 510, but specific content of each section must be distinct from others.

LIT 520 SEMINAR: MAJOR FIGURES IN ENGLISH LITERATURE SINCE 1900 (4 Hrs.)

A thorough examination of one or two 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 520, but authors must be different in each section.

LIT 530 SEMINAR: MAJOR FIGURES IN AMERICAN LITERATURE to 1900 (4 Hrs.)

Works of one or two major authors are treated. Students review relevant scholarly and critical endeavors. Students may earn credit in more than one section of 530, but specific content of each section must be distinct from others.

LIT 540 SEMINAR: MAJOR FIGURES IN AMERICAN LITERATURE SINCE 1900 (4 Hrs.)

A thorough examination of one or two major 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 540, but authors treated must be different in each section.

LIT 550 SEMINAR: MAJOR FIGURES IN WORLD LITERATURE (4 Hrs.)

One of major authors is studied in relation to his own particular context and wider context of other lands and literatures. Significant scholarship concerning this figure is also investigated. Students may take more than one section of course, provided that different author is stressed in each section.

LIT 560 SPECIAL TOPICS IN LITERATURE (4 Hrs.)

A study of 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 course if topics are varied in each section.

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 COLLOQUIUM (1 Hr.)

Graduate students meet regularly to explore 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 374 Journalism Theory and Practice
- COM 400 Topics in Communication
- COM 412 Psycholinguistics
- COM 415 Language Acquisition: The Formative Years
- COM 417 Propaganda and Persuasion
- COM 430 Studies in the Art of the Film
- COM 431 Film as Art
- COM 440 Studies in Media Criticism
- COM 451 Filmmaking I
- COM 452 Filmmaking II
- CRA 301 Principles of Acting
- 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

Management

B.A.
(60 Hrs.)

PROGRAM FACULTY — Jay H. Abrams, Judith Doerr, Robert J. Dworak, Yunus Kathawala, Donald S. Kline, Barton J. Michelson, L.W. Murray, Jr., Marvin M. Okanes, Michael Pavlisin, Anna May Smith, James C. Worthy.

ADJUNCT FACULTY — George Hatmaker.

Contributing faculty will be drawn from a wide variety of academic programs within the university. Additionally, widely

recognized members of public and private organizations will be invited to participate as contributing faculty to the Management Program. Such persons will be selected on the basis of their ability to provide an input resulting from their practical managerial experience.

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 Practicum/Internship for the exploration of specific career areas in which students have a particular interest.

The Management Program is multidisciplinary and includes concepts developed in 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
Management Practicum/Internship	8 hours
Public Affairs Colloquia	<u>4 hours</u>
	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 key elements of the program. These include the 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.

Students will be tested at the outset of the program to determine whether or not they possess the minimum competence requirements. If not, provision may be made to assist them. This assistance may be any one or combination of the following: enrollment in designated courses of study at a 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 is readily accommodated. While there are no specific prerequisites, minimal levels of competence in accounting, economics, and mathematics are necessary for 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 will be 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 in the Management Program.

Such students are encouraged to utilize their elective hours to acquire a broad-based background in the liberal arts. Students who have a liberal arts background in their community college work are encouraged to utilize their elective hours to acquire specific competencies in the functional areas of management.

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 one integrated study sequence totaling 28 semester hours of credit.

The content of the core seeks to integrate, utilize, and constantly emphasize the following nine characteristics, all of which are thought to be germane to successful management practice in organizations of the 1980s.

1. *Skills development.* The focus is on three skills categories: Communications (written, oral, and listening); methodologies (quantitative and qualitative); and concepts (e.g., power, culture, market-price).
2. *Future orientation.* The curriculum attempts to develop in the student an awareness of the rapidity of technological change and shifting values by utilizing a wide range of futures techniques such as Delphi forecasting, cross-index matrices, scenario building.
3. *Full integration.* There are no separate courses; the core is broken into three or four segments, depending on whether the student wishes to attend classes full time or part time. The skills are reinforced by various reading and class activities emphasized within the course.
4. *Generic approach.* The program seeks to train students for either graduate work or job placement in business, health care, public, or education administration. When materials are introduced which deal with the four subsystems operating in any organization (human resources, finance, marketing, production) those materials are viewed in terms of similarities in both public and private sector activities. Thus the focus is on how the marketing of a television set

by RCA is akin to the marketing of a transportation service by the state of Illinois.

5. *Focus on humanism.* The main concern of the program is with people, their personal growth within organizations, their potential contribution to the organization. Human relations skills are emphasized more than quantitative methodologies.
6. *Cognitive/affective synthesis.* The program attempts to unite inquiries in the domain of fact and theory with those in the domain of value and emotion. The central role of values — how they are formed and reinforced or undermined — is the primary focus in the first segment of the core.
7. *Systems approach.* The goal of the program is to develop in the student the ability to think, plan, and operate on the basis of whole systems perception. Since the program trains the generalist, it is deemed more important to understand how the pieces fit together regarding decision-making in the 1980s than how each piece operates in minute detail. The 20 hours of electives provide an opportunity to develop some preliminary expertise in a specialized area.
8. *Team teaching.* The mode of delivery of the program is via a team of two (in the part-time program) or three (in the full-time program) where one of the team is a full-time management program faculty and the other(s) are practitioners from either public or private sector organizations in the community in which the program is being offered. The team approach offers the student the opportunity to witness firsthand interaction between persons of the type which continually takes place in the real world.
9. *A synthesis of theory and practice.* Much of the material dealing with a model of value change, interacting sub-systems, and general systems is theoretical and abstract in nature. But at appropriate points in the program — through lectures of visiting practitioners and via field studies — the student witnesses the essential “oneness” of theory and practice.

While the core is considered as a single course, for grading and record-keeping purposes the credits are divided as follows:

MAN 301 (MAN 311* and MAN 312*)	16 hours
MAN 303 (MAN 313*)	8 hours
MAN 401 (MAN 411*)	4 hours
	28 hours

*Sections for part-time students

The management core provides a basic foundation for specialization in areas of 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 Full-Time 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 requires.

Because the Generic Core is intended to provide a foundation for later specialization, management electives may not be taken before completion of the first 24 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 Part-Time Program

New part-time classes in the Generic Management Core are offered as student demand requires. Four semesters (or three semesters plus two summer terms) ordinarily are required to complete the Generic Core on a part-time basis. Evening core courses usually meet two evenings a week, four hours each evening. The Generic Core may be offered at other times as appropriate.

ELECTIVES

The 32 semester hours in addition to the Generic Management Core required for graduation are divided among the AST-Management Practicum/Internship, management electives, free electives, and Public Affairs Colloquia; 20 hours of electives are divided between management and free (nonmanagement) electives.

The eight semester hours of approved management electives are intended to provide students an opportunity to acquire greater competencies in areas in which they have a particular career interest.

For a student interested in business administration, approved management electives are 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. For students interested in public administration, approved management electives include courses in such fields as comparative administration, public personnel, public finance, and politics and administration.

No student is permitted to count courses offered by either the Management or Administration programs toward the free electives requirement 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 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.

MANAGEMENT/Course Descriptions

GENERIC MANAGEMENT CORE: FULL TIME

MAN 301 FOUNDATIONS/MANAGEMENT THEORY/OPERATING SYSTEMS (16 Hrs.)

Phase One - Foundations (MAN 311)

This segment begins with a series of diagnostic exams in communications, methodologies, and concepts. The diagnostics have two purposes: to provide base-line data for each individual student against which progress in the program may be measured; and to indicate areas of initial weakness thus allowing the student the opportunity for enrichment work via computer-assisted instruction, self-programming, and tutoring by faculty and/or senior students.

The segment continues with an in-depth examination of two concepts — genericism and professionalism — through materials and case studies relevant to three types of organizations: private sector, public sector, and third sector.

The main body of material for this segment relates to a “values formation-transmission-change model.” The Generic Management Program is based on the belief that human behavior in all types of organizations results from values held by members of those organizations. To understand behavior, it is first necessary to understand how values are formed and changed within society.

The first part of the model views how values are formed in the “early socializing institutions” of family, church, and school. Central focus is on the concept of *social class*. The second part examines how values earlier formed are either reinforced or undermined by the “late socializing institutions” of college, business, government, unions, and organized consumerism. Focus is on the concept of *work/leisure*. Last is an exploration of how values formed by the basic institutions are challenged and changed by *technology*. A survey of futures techniques and the field of futurology permits speculation about what American and global values might be by the year 2006 A.D.; what changes in institutions are taking and will take place; and what new roles, skills, and competencies will be needed by the professional manager.

Phase Two - Management Theory and Operating Systems (MAN 312)

This phase jointly introduces key concepts in management theory and organizational subsystems. Any organization is assumed to consist of the following subsystems: human resources, finance, productive, and marketing.

At the end of Management 301 (MAN 311 and 312), the student should have a firm command of the entire range of "building blocks" in managerial values, quantitative-qualitative tools, and communication skills. The student is now ready to apply these concepts to the process of decision-making, problem-solving, and risk-taking under conditions of uncertainty within any organization.

MAN 303 MANAGEMENT SYSTEMS (MAN 313) (8 Hrs.)

This phase builds on prior course work in MAN 301. Analysis of these systems has two distinct and equally important bases: The first, generic, 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 has three conceptual aspects: technical, managerial, and environmental.

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 are 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 and among the operating systems and the social environment of the organization. Methods used to synthesize the operating subsystems are a management information system and selected system sciences. Prerequisite: MAN 301 (MAN 311, 312).

MAN 401 SENIOR SEMINAR (MAN 411) (4 Hrs.)

Serves as a capstone and integrator for previous studies. Emphasis is on interrelationships between changes in roles of managers, structures of organizations, and nature of environments. Framework of inquiry deals with future prospects. A major research investigation is required. (Prerequisites: MAN 301, 303, 490).

GENERIC MANAGEMENT CORE: PART TIME

MAN 311 (Phase One of MAN 301)	(8 Hrs.)
MAN 312 (Phase Two of MAN 301)	(8 Hrs.)
MAN 313 (Same as MAN 303)	(8 Hrs.)
MAN 411 (Same as MAN 401)	(4 Hrs.)
	28 Hrs.

MANAGEMENT ELECTIVES**MAN 321 GETTING ALONG WITH MANAGEMENT (4 Hrs.)**

Introduces the student to operational aspects of managerial function in private and public organizations. Assumption is made that focal point of management function is human interaction within the organization, particularly revolving around superior-subordinate relationship embodying hiring, promotional, and supervisory activities. Focus is two-fold: to orient participants to managerial environment of organizations through use of selected readings, guest speakers, and class visitations to variety of organizations; to provide experiential opportunities to enable class participants to develop their skills as well as understand interpersonal dynamics of hiring, promotional, and supervisory processes. Videotape feedback used to enhance development of interpersonal skills. Limited to nonmanagement, nonadministration majors.

MAN 330 PROBLEMS IN MANAGEMENT (4 Hrs.)

Broad-based course designed to highlight particular areas of the management core. Topics offered on selective basis to students desirous of consolidating core

program. With approval of a management adviser, course may be substituted for specific sections of the pre-fall, 1975, management core.

MAN 421 CURRENT ISSUES IN MANAGEMENT PRACTICE (4 Hrs.)

Review of major problems confronting modern management and examination of practical alternatives available to managerial decision-makers. Draws from noted contributors to fields of business, government, and consulting, and from the management faculty. Audio and visual delivery systems utilized as points of departure for discussion and course work.

MAN 422 ORGANIZATIONAL ETHICS (4 Hrs.)

Introduction to study and understanding of role of ethics in organizational behavior. Focus is on cases from public and private sectors with a view toward development of individual ethical standards. 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. See PHI 422.

MAN 423 MANPOWER: PROCEDURES AND ISSUES (4 Hrs.)

Examination of 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.)

Survey of the exercise of administrative, legislative, and judicial power in regulating 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 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 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 planned, and strategies developed. 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. Examination of socio-cultural implications of advertising (unreal stimulation of demand, etc.). Investigation of the interface between promotional strategy (including personal selling) and other key marketing

strategy decisions dealing with pricing, product, physical distribution. Students prepare print and electronic ads after developing a total promotional strategy for product or service of their choice. Prerequisites: MAN 301 and MAN 303 or permission of instructor.

MAN 430 ISSUES IN MANAGEMENT (1-8 Hrs.)

A variable-credit-hour, repeatable for credit, course designed for specific groups of students in a variety of organizational settings. Wide range of management issues examined. Enrollment requires approval of student's academic adviser.

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.)

In-depth examination of 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 433 MANAGING THE PROFESSIONAL WORKER (4 Hrs.)

Examination of professionalism in large organizations and problems associated with managing the professional worker. Concentration on attributes of professions, elements of professional identification, and professional values and attitudes. Particular focus on professional/organizational role conflicts and their resolution. A major question is: To what incentives do professionals respond, and how do they mesh with organizational goals?

MAN 434 THE MANAGEMENT OF CHANGE (4 Hrs.)

Survey of current methods of dealing with change as a solution to organizational problems. Techniques used by "change agents" examined in context of their underlying rationale particularly as they relate to diagnosis of problems in organizations experiencing significant difficulties.

MAN 435 DECISION-MAKING IN ORGANIZATIONS (4 Hrs.)

Major theories of decision-making, their application in the organizational environment, and recent techniques for improving or facilitating organizational decision-making.

MAN 441 SMALL BUSINESS ENTERPRISE (4 Hrs.)

Identification, development, and growth of the entrepreneur and his business within the free enterprise system. Nature of the entrepreneur explored in terms of risks, difficulties, achievement orientation, rewards, or satisfactions. Selected business opportunities appraised through identification of critical success factors



in design and implementation of a feasibility study. Various operating problems explored with emphasis on how entrepreneur promotes growth and development. Focus on existing as well as new firms. Primarily for those interested in developing or acquiring an equity interest in a business venture. Emphasis on careers rather than companies, personal rather than corporate goals and strategy, and 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 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.)

History and present conduct of international business operations; systematic discussion of 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.)

Comprehensive coverage of principles and practices relating to 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.

MAN 445 FINANCIAL INVESTMENT ANALYSIS (4 Hrs.)

Elements of an "ideal" investment: examination and testing of specific investment securities. Considers alternative approaches to management of common stock and fixed-income security portfolios. Problems and cases are assigned for analysis.

MAN 446 SEMINAR IN CORPORATE FINANCE (4 Hrs.)

Focuses on social and economic consequences of corporate financial policies. Projection of aggregate sources and uses of business funds, dividend policies, and identification of possible financial gaps are emphasized. Examines business and social aspects of mergers and reorganizations.

Mathematical Systems

B.A.
(60 Hrs.)

M.A.
(40 Hrs.)

PROGRAM FACULTY — D. Anton Florian, Lois Gaff, 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 a variety of options: Mathematics, the discipline which underlies all quantitative studies; Statistics, the modern art of decision-making under uncertainty; Computer Science, the study and design of information processing

systems; Operations Research/Systems Analysis, a new discipline that applies the tools of mathematics to analyzing and solving problems; and combinations of these designed by students to fit their particular interests. Service courses listed as MSU in the catalog are offered for students of other programs. Courses for Mathematical Systems majors are listed as MSY.

A student concentrating in mathematics will be well prepared to do graduate work in any of the more specialized branches of applied mathematics, science, or engineering, as well as to find interesting careers in teaching.

The student concentrating in statistics will learn how to use and apply statistical techniques to real-life problems, and acquire the skills of collection, tabulation, analysis, and interpretation of data needed to provide the quantitative information inherent in a modern technological society.

Computer science at Sangamon State deals solely with software (development of the programs that control the machine) rather than hardware (the machine itself). Students are trained to design and analyze small-scale and/or large-scale computer systems and to design and implement the required systems programs. Usage of an outstanding variety of interactive and batch-processing computing systems — including an IBM 360/75, CDC Cyber 72, and the PLATO computer/assisted-instructional system — is integrated into the curriculum.

Practitioners of operations research 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 BACHELOR'S DEGREE

The B.A. in Mathematical Systems involves 28 semester hours of MSY courses, six semester hours of PAC courses, eight hours of applied study, and 18 semester hours of electives.

All students must receive credit for each of the following four courses. Credit may be earned by passing the course or by passing a proficiency examination.

MSY 411	Linear Algebra I	2 Hrs.
MSY 421	Probability and Statistical Application ..	2 Hrs.
MSY 472	Construction of Deterministic Operations Research Models	2 Hrs.
MSY 354	Computer Fundamentals and Programming I	2 Hrs.

These courses should be taken as early as possible. In many cases they are prerequisites for other courses.

Mathematical Systems B.A. candidates are expected to have had a year of calculus before entering the program, and demonstrate

their proficiency by passing a test administered at SSU each year. Students who have not studied calculus may prepare for the test by taking MSU 409 Techniques of Analysis, and completing additional modules designed for that purpose.

Each B.A. candidate must also complete the requirements of one of three alternatives. Mathematical Systems electives must be chosen in consultation with an adviser and approved by the Mathematical Systems program committee to assure the student has a coherent program of study.

Alternative A

MSY 412	Linear Algebra II	2 Hrs.
MSY 415	Advanced Calculus	4 Hrs.
MSY 422	Statistical Analysis.....	2 Hrs.
	Mathematical Systems electives	12 Hrs.

Alternative B

MSY 412	Linear Algebra II	2 Hrs.
MSY 422	Statistical Analysis.....	2 Hrs.
MSY 473	Construction of Probabilistic Operations Research Models...	2 Hrs.

One of:

MSY 474	Solution of Deterministic Operations Research Models	2 Hrs.
	or	
MSY 475	Solution of Probabilistic Operations Research Models	2 Hrs.
	Mathematical Systems electives	12 Hrs.

Alternative C

MSY 355	Computer Fundamentals and Programming II.....	2 Hrs.
MSY 453	Computer Architecture	4 Hrs.
MSY 454	Information Structures	4 Hrs.
	Mathematical Systems electives	10 Hrs.

In addition to these requirements, each student must satisfy all university requirements for a B.A.

The four core courses taken by all B.A. candidates give the student a sampling of different areas of mathematical systems. Each alternative gives a foundation in one area. The electives may be chosen for breadth in mathematical systems in general or for depth in a particular area. Several sample courses of study follow.

A student interested in a career in teaching or in acquiring a foundation in pure mathematics as a basis for later specialization should choose Alternative A and take MSY 413 Abstract Algebra as one of the electives.

A student interested in the theory of statistics as a basis for graduate work or later specialization should choose Alternative A, take MSY 425 Statistical Inference, and pick two courses numbered from MSY 440 to MSY 444.

Students interested in applied statistics as preparation for jobs in government or industry should choose Alternative B with MSY 475 Solution of Probabilistic Operations Research Models, take MSY 425 Statistical Inference, and pick two electives from MSY 335 or MSY 436 to MSY 441.

A student wishing to prepare for a computer-related career in government, business, or industry might wish to concentrate in computer systems analysis — i.e., directing the implementation of computer systems, producing unified operating packages, and evaluating computer systems with respect to design objectives. Such a student should choose Alternative C, taking MSY 422 Statistical Analysis, MSY 417 Numerical Analysis, and MSY 485 Systems Simulations as Mathematical Systems electives. He should also take at least one course in the Management or Administration program.

A student interested in computer systems programming, the design and implementation of systems control programs, should choose Alternative C with MSY 455 Structure of Programming Languages, MSY 457 Compiler Architecture, and MSY 461 Operating Systems Principles as Mathematical Systems electives. Such a student might wish to take MSY 463 and MSY 464 Systems



Programming Laboratory I and II in lieu of an Applied Study Term. An individual project done in these courses would be a valuable portion of a portfolio when the graduate looks for a job.

A student interested in operations research — i.e., applying quantitative problem-solving techniques from a broad range of applied mathematics to contemporary real-life problems — should choose Alternative B; take both MSY 474 and MSY 475 Solution of Deterministic and Probabilistic Operations Research Models; take ACC 421 Administrative Uses of Accounting Information in place

of four hours of Mathematical Systems electives, and eight hours of OR/SA Practicum in lieu of the Applied Study Term.

THE MASTER'S DEGREE

A master's degree in Mathematical Systems involves 40 semester hours of work. Well-prepared students may waive up to 10 hours, but students entering with deficiencies may need to complete more than 40 hours. All M.A. candidates must demonstrate competency in calculus and the ability to program a computer.

The Mathematical Systems Program consists of four options: Mathematics, Statistics, Computer Science, and Operations Research/Systems Analysis. Most students choose one of these options for specialization, but one may design an individualized program combining features from several options. In all cases students 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.

Besides completing Mathematical Systems requirements each student must satisfy all university requirements including earning four semester hours in PAC's and successfully completing a problem-solving exercise.

MATHEMATICS OPTION

An M.A. in mathematics requires 40 semester hours; 32 hours must be in MSY courses, at least 12 hours of which are at the 500 level. Up to 10 hours may be waived for the student who has taken linear algebra, abstract algebra, and advanced calculus as an undergraduate.

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

An M.A. in statistics requires 40 semester hours. A total of 28 hours must be in statistics, at least 12 of which are at the 500 level. In addition a student must also take four hours of mathematics from the following list:

- MSY 415 Advanced Calculus
- MSY 417 Numerical Analysis
- MSY 519 Complex Analysis

If he or she has not had advanced calculus as an undergraduate, these four hours must be in advanced calculus. The student who has not had linear algebra must take MSY 411 and MSY 412 Linear Algebra I and II as part of his electives. Up to 10

hours of the total 40 may be waived for the student who has taken probability and statistical applications, statistical analysis, statistical inference, and linear algebra as an undergraduate.

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. As an alternative, the student may elect to write a term paper on an assigned topic in statistics.

COMPUTER SCIENCE OPTION

The M.A. in computer science requires 40 semester hours; 34 hours must be in computer science or related Mathematical Systems courses.

The entering student should have the course background or demonstrable competency in the subject areas required of a student who graduates from SSU with a specialization in systems programming in the Mathematical Systems Program — i.e., MSY 453 Computer Architecture, MSY 454 Informative Structures, MSY 455 Structure of Programming Languages, MSY 457 Compiler Architecture, and MSY 461 Operating Systems Principles. A student entering without deficiencies may waive 10 semester hours. A student with deficiencies may apply up to 10 hours to overcoming them.

The M.A. candidate must complete a problem-solving project during his last year at SSU. The project will be mostly, if not entirely, completed in MSY 569. The result of the project may become a major portion of the student's employment portfolio. The project also satisfies the university requirement of a problem-solving exercise.

OPERATIONS RESEARCH/SYSTEMS ANALYSIS OPTIONS

Operations Research/Systems Analysis (OR/SA) is concerned with applying quantitative techniques to problem-solving and decision-making. The program provides options of interest to students with nontechnical backgrounds as well as those with quantitative backgrounds. There are two master's degree options: the M.A. in public systems analysis and the M.A. in operations research. Basic to both is the OR/SA practicum during which students apply quantitative problem-solving techniques to the solution of real problems.

The M.A. in Public Systems Analysis

This program is designed to interest the student whose undergraduate specialty differed 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. Entering students are expected to have a bachelor's degree in a nonquantitative discipline. 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. The course requirements for this degree are:

MSU 409 Techniques of Analysis.....	2 hours
OR/SA Core courses	8 hours
400- or 500-level course work related to problems in the public sector	12 hours
OR/SA Practicum.....	2-6 hours

In addition, the student must pass the OR/SA Core Exams, display competency in the quantitative tool subjects described, and demonstrate the ability to use operations research in the public sector. A handbook providing detailed degree requirements is available from program faculty.

The M.A. in Operations Research

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. 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 (See quantitative tool or OR/SA Core courses described.). Students concentrate on mathematical theory underlying techniques of operations research and systems analysis and develop skill in supervising an operations research study. The course requirements for this degree are:

Operations research (excluding OR/SA Core courses and OR/SA Practicum).....	12 hours
Mathematics (past calculus).....	4 hours
MSY 425 Statistical Inference	4 hours
OR/SA Practicum.....	2-6 hours

In addition, the student must pass the OR/SA Core Exams, display competency in reading OR/SA literature, and demonstrate the ability to lead an operations research study. A handbook providing detailed degree requirements is available from program faculty.

Quantitative Tool Subjects and OR/SA Core

Necessary to the ability to obtain, analyze, and evaluate the information for sound decisions is competence in the fundamentals of a variety of 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:

ACC 421 Administrative Uses of Accounting Information	(4 Hrs.)
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- MSY 411 Linear Algebra I(2 Hrs.)
 MSY 421 Probability and Statistical
 Applications.....(2 Hrs.)
 MSY 422 Statistical Analysis.....(2 Hrs.)
 MSU 414 Computer Fundamentals and
 Programming I.....(2 Hrs.)

To ensure breadth in the fields of operations research and systems analysis, the student is required to demonstrate mastery of the techniques of defining problems, constructing mathematical models, and deriving solutions via a series of six competency exams. A reading list is available for each exam. The student may prepare for these examinations by taking the following OR/SA Core courses:

- MSY 472 Construction of Deterministic
 Operations Research Models....(2 Hrs.)
 MSY 473 Construction of Probabilistic Operations
 Research Models(2 Hrs.)
 MSY 474 Solution of Deterministic Operations
 Research Models(2 Hrs.)
 MSY 475 Solution of Probabilistic Operations
 Research Models(2 Hrs.)

MATHEMATICAL SYSTEMS/Course Descriptions

SERVICE COURSES FOR NONMAJORS

MSU 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 MSU 401, MSU 403, or MSU 405 for degree credit.

MSU 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: MSU 401.

MSU 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 MSU 401, MSU 403, or MSU 405 for degree credit.

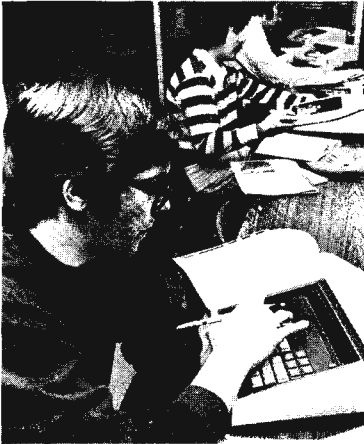
MSU 405 A COMPUTER-ORIENTED APPROACH TO STATISTICS (4 Hrs.)

Introduction to basic elements of statistical methods used in 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

MSU 401, MSU 403, or MSU 405 for degree credit. Prerequisite: high-school algebra.

MSU 406 SAMPLING FOR ACCOUNTING AND AUDITING (4 Hrs.)

Since the auditor's opinion is quite often based on results of a sample from a large group of transactions, he must have an understanding and use of a variety of sampling methods. Course is designed to acquaint auditors and accountants with some aspects of statistical sampling. Includes sampling principles, sampling plans, attribute and variable sampling, selection techniques, random number sampling, systematic and stratified sampling, sample size determination, and estimation procedures.



MSU 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.

MSU 413 OPERATIONS RESEARCH FOR MANAGERIAL DECISIONS (4 Hrs.)

Course objectives are to provide introduction to most methods of operations research and management science; develop skill in those methods which depend, mathematically, only upon understanding of arithmetic and algebra; and study applications of operations research and management science to government, industry, education, and health. Topics covered are linear programming (allocation, assignment, and transportation problems), network analysis (scheduling, routing, and PERT/CPM), decision analysis, inventory theory, simulation, queuing theory, game theory, dynamic programming, and replacement theory. (See ADG 413.) Prerequisite: high-school algebra.

MSU 414 COMPUTER FUNDAMENTALS AND PROGRAMMING I (2 Hrs.)

Algorithms. Computer organization and language hierarchies. Programming in a higher-order language such as FORTRAN or P1/1. Information storage and transfer, decision-making, arrays, looping, input and output. Programming is numerical.

MSU 415 COMPUTER FUNDAMENTALS AND PROGRAMMING II (2 Hrs.)

Continuation of MSU 414. Emphasizes nonnumerical programming, such as string manipulation, and more advanced techniques such as subroutines and recursion.

MSU 421 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.

MSU 426 LIBERAL ARTS MATHEMATICS (4 Hrs.)

Provides nonmathematics majors exposure to concepts and techniques of modern mathematics. Also includes biographies of some mathematicians.

MSU 442 MANAGEMENT SCIENCE FOR HEALTH SERVICES MANAGERS (2 Hrs.)

See HSM 442.

MATHEMATICS OPTION

MSY 400 TOPICS IN GEOMETRY (1-4 Hrs.)

Description changes depending on topics offered. May be repeated for an indefinite number of hours.

MSY 407 FOUNDATION 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.

MSY 410 TOPICS IN ALGEBRA (1-4 Hrs.)

Description changes depending on topics offered. May be repeated for an indefinite number of hours.

MSY 411 LINEAR ALGEBRA I (2 Hrs.)

Systems of linear equations, matrices, vector spaces in Euclidean n-space, linear dependence and independence.

MSY 412 LINEAR ALGEBRA II (2 Hrs.)

Abstract vector spaces, bases for finite dimensional spaces, linear transformations, similarity canonical forms, eigenvalues, quadratic and bilinear forms.

MSY 413 ABSTRACT ALGEBRA (4 Hrs.)

Theory of groups, rings, and fields. Subgroups, ideals, integral domains, quotient algebras, isomorphisms, and homomorphisms are covered.

MSY 415 ADVANCED CALCULUS (4 Hrs.)

Introduces basic theory of analysis including rigorous treatment of sequences, series, continuous functions, theory of differentiation, and Riemann integration.

MSY 417 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; MSU 421 or MSY 411; MSU 414 or MSY 354; or equivalent.

MSY 419 DIFFERENTIAL EQUATIONS (4 Hrs.)

Deals primarily with initial value problems. Topics include existence and uniqueness of solutions, linear systems, and autonomous systems. Prerequisite: MSY 415 or equivalent.

MSY 420 TOPICS IN ANALYSIS (1-4 Hrs.)

Description changes depending on topics offered. May be repeated for an indefinite number of hours.

MSY 500 ADVANCED TOPICS IN GEOMETRY (1-4 Hrs.)

Description changes depending on topics offered. May be repeated for an indefinite number of hours.

MSY 507 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: MSY 407 or equivalent.

MSY 508 COMPUTABILITY (4 Hrs.)

Turing machines, universal Turing machines; the halting problem; Godel numbering; unsolvability; recursive sets and functions; recursively enumerable sets; decision problems and undecidability. Prerequisite: MSY 407 or equivalent.

MSY 510 ADVANCED TOPICS IN ALGEBRA (1-4 Hrs.)

Description changes depending on topics offered. May be repeated for an indefinite number of hours.

MSY 519 COMPLEX ANALYSIS (4 Hrs.)

Discussion of the complex plane, complex functions, Cauchy-Riemann equations, Taylor and Laurent expansions, contour integration, and conformal mapping. Prerequisite: MSY 415 or equivalent.

MSY 520 ADVANCED TOPICS IN ANALYSIS (4 Hrs.)

Description changes depending on topics offered. May be repeated for an indefinite number of hours.

STATISTICS OPTION

MSY 335 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.

MSY 421 PROBABILITY AND STATISTICAL APPLICATIONS (2 Hrs.)

Definitions of probability; algebra of events, addition and multiplication rules; permutations and combinations; random variables and probability distributions; derived random variables; expected value of a random variable; some common statistical distributions — binomial, negative binomial, geometric, hypergeometric, Poisson. Statistical applications of probability via binomial model — prediction and decision-making.

MSY 422 STATISTICAL ANALYSIS (2 Hrs.)

Presentation of sample or population data; numerical description of data; discrete and continuous random variables; uniform exponential and normal distributions; parameters, statistics, and sampling distributions; central limit theorem; definitions of students t, chi-square, and F-distributions and their uses; ideas of estimation and testing of hypothesis for normal populations; confidence interval estimates; concepts of regression and correlation. Prerequisite: MSY 421.

MSY 425 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: MSY 421 and MSY 422.

MSY 428 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: MSY 421 or equivalent.

MSY 429 DYNAMIC PROBABILISTIC SYSTEMS ANALYSIS (4 Hrs.)

Introduction to analysis of probabilistic systems 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 analysis of various systems in business, economics, ecology, physical and natural sciences. Prerequisite: MSY 421 or equivalent.

MSY 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. Nor prior knowledge of computer programming required. Prerequisite: introductory course in statistics.

MSY 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.

MSY 438 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.

MSY 439 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: MSY 421 or equivalent.

MSY 440 TOPICS IN STATISTICS (4 Hrs.)

Description changes depending on topics offered. May be repeated for an indefinite number of hours.

MSY 441 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: MSY 421 or equivalent.

MSY 443 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: MSY 421 or equivalent.

MSY 444 MATHEMATICAL STATISTICS II (4 Hrs.)

Continuation of MSY 443. 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 methods. Prerequisite: MSY 443 or equivalent.

MSY 450 TOPICS IN PROBABILITY (4 Hrs.)

Description changes depending on topics offered. May be repeated for an indefinite number of hours.

MSY 537 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: MSY 425 or equivalent.

MSY 538 SAMPLING TECHNIQUES (4 Hrs.)

Derivation of standard results of finite population sampling theory. Includes simple and stratified random sampling, systematic sampling, multistage sampling, regression, and ratio estimation. Effect of costs on sample allocation. Prerequisite: MSY 425 or equivalent.

MSY 539 ENVIRONMENTAL DATA ANALYSIS (4 Hrs.)

Data analysis as related to environmental problems. Material is centered around live problems. Topics include statistical properties of environmental data; characteristics and parameters of quality; distributions of parameters of environment; sources and magnitude of errors. Flexible format, with combination of lectures, seminars, and projects.

MSY 540 SEMINAR IN STATISTICS (1-4 Hrs.)

Topics vary. May be repeated for an indefinite number of hours.

MSY 543 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: MSY 425 or equivalent.

MSY 544 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: MSY 425 or equivalent.

MSY 545 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: MSY 425 or equivalent.

MSY 546 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 normal variable. Canonical correlation and principle component analysis. Prerequisite: MSY 425 or equivalent.

MSY 550 SEMINAR IN PROBABILITY (1-4 Hrs.)

Topics vary. May be repeated for an indefinite number of hours.

One of the following courses may be taken by a student concentrating in statistics as part of the B.A. degree.

- 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 in the Statistics Option.

- ADG 511 Behavior Research in Organizations
- PSY 501 Advanced Quantitative Methods in the Behavioral Sciences:
Experimental Design
- PSY 502 Advanced Quantitative Methods in the Behavioral Sciences:
Correlation and Regression

COMPUTER SCIENCE OPTION

MSY 354 COMPUTER FUNDAMENTALS AND PROGRAMMING I (2 Hrs.)

See MSU 414.

**MSY 355 COMPUTER FUNDAMENTALS AND
PROGRAMMING II****(2 Hrs.)**

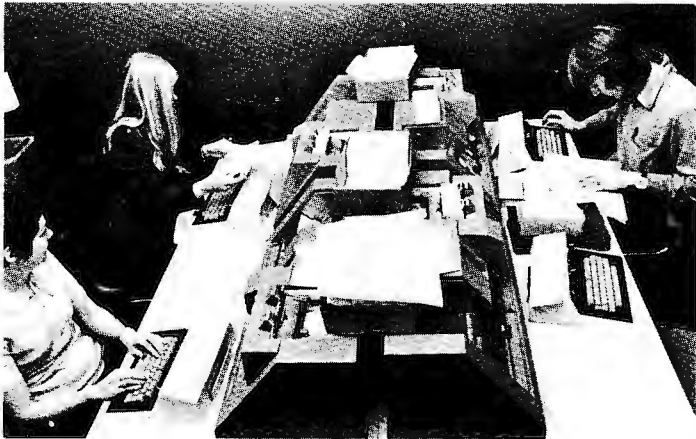
See MSU 415.

MSY 453 COMPUTER ARCHITECTURE**(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, routines, general data management, basic systems programs. Prerequisite: ability to program in a higher-order language. Lecture/laboratory course.

MSY 454 INFORMATION STRUCTURES**(4 Hrs.)**

Basic data organization, list structures, strings, arrays, tree structures, computer storage management, memory allocation and collection, sorting, table construc-



tion and searching, programming language data structures. Prerequisite: MSY 354 and MSY 355 or equivalent.

MSY 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: MSY 454 or equivalent.

MSY 457 COMPILER ARCHITECTURE**(4 Hrs.)**

Syntax analysis, symbol table construction, object code generation, optimization techniques, boot-strapping, compiler-compilers. Prerequisite: MSY 455 or equivalent.

MSY 460 TOPICS IN COMPUTER SCIENCE**(4 Hrs.)**

Topics vary. May be repeated for an indefinite number of hours.

MSY 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: MSY 454 or equivalent.

MSY 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: MSY 457, MSY 461 or equivalent. Lecture/laboratory course.

MSY 464 SYSTEMS PROGRAMMING LABORATORY II**(4 Hrs.)**

Continuation of MSY 463. Prerequisite: MSY 463. Lecture/laboratory course.

MSY 553 STRUCTURED PROGRAMMING (4 Hrs.)

Systematic examination of literature on structured programming concepts. Other topics include modular programming, software project management, documentation, and confirmation of program correctness. Languages designed to encourage structured programming, such as Pascal, are utilized. Prerequisite: knowledge of some higher-level language.

MSY 555 COMPUTER GRAPHICS (4 Hrs.)

Operation of graphic devices, picture models and data structures, display software. Prerequisite: MSY 464 or equivalent.

MSY 557 DATA COMMUNICATIONS (4 Hrs.)

General communication concepts, transmission control hardware, telecommunication software, network design and control. Prerequisite: MSY 461 or equivalent.

MSY 561 LARGE-SCALE COMPUTER SYSTEMS (4 Hrs.)

Advanced computer architecture: virtual memory, multiprocessors, array processors (ILLIAC IV), string and array processors (CDC STAR 100), associative memory systems. Prerequisite: MSY 461 or equivalent.

MSY 563 ADVANCED OPERATING SYSTEMS (4 Hrs.)

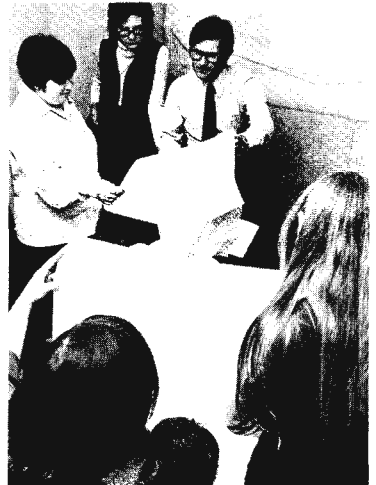
Analysis of large operating systems: OS/MFT, OS/MVT, OS/VS, Burroughs MCP, CDC SCOPE. Prerequisite: MSY 561 or equivalent.

MSY 565 PERFORMANCE EVALUATION SEMINAR (4 Hrs.)

Tools and techniques for performance evaluation of computer systems. Integrated hardware/software systems, user programs, and systems programs considered. Prerequisite: functional knowledge of operating system principles and computer architecture.

MSY 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.

***OPERATIONS RESEARCH/SYSTEMS ANALYSIS OPTION*****MSY 470 OPERATIONS RESEARCH/SYSTEMS
ANALYSIS PRACTICUM****(1-4 Hrs.)**

Practicum projects provide individual student or 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 schedule of classes for each semester or is available from instructor. No prior experience in problem area or techniques necessary. With permission of instructor.

**MSY 472 CONSTRUCTION OF DETERMINISTIC OPERATIONS
RESEARCH MODELS (2 Hrs.)**

Provides skill in recognizing standard applications and constructing standard deterministic models in operations research. Topics include linear programming, nonlinear programming, network analysis, inventory models, and dynamic programming.

**MSY 473 CONSTRUCTION OF PROBABILISTIC OPERATIONS
RESEARCH MODELS (2 Hrs.)**

Similar to MSY 472 but dealing with models which involve use of probability and statistics. Queuing theory, inventory models, Markov processes, reliability, and simulation are among topics discussed. Knowledge of calculus, probability, and statistics required.

**MSY 474 SOLUTION OF DETERMINISTIC OPERATIONS
RESEARCH MODELS (2 Hrs.)**

Concerned with methods for deriving solutions from some standard deterministic models discussed in MSY 472. Prerequisite: MSY 472 or equivalent and calculus.

**MSY 475 SOLUTION OF PROBABILISTIC OPERATIONS
RESEARCH MODELS (2 Hrs.)**

Concerned with methods for deriving solutions from some standard probabilistic models discussed in MSY 473. Prerequisite: MSY 473 or equivalent.

**MSY 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.

MSY 481 LINEAR PROGRAMMING (4 Hrs.)

Mathematical theory underlying linear programming methods. Includes simplex procedure, modified and revised simplex procedures, duality, parametric linear programming, sensitivity analysis, and integer programming. 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.

MSY 485 SYSTEMS SIMULATION (4 Hrs.)

Monte Carlo techniques, random numbers and random deviate generation, variance reducing techniques, operational gaming, applications in queueing, scheduling, and inventory. Knowledge of statistics and computer programming required.

**MSY 580 ADVANCED TOPICS IN OPERATIONS RESEARCH/SYSTEMS
ANALYSIS (4 Hrs.)**

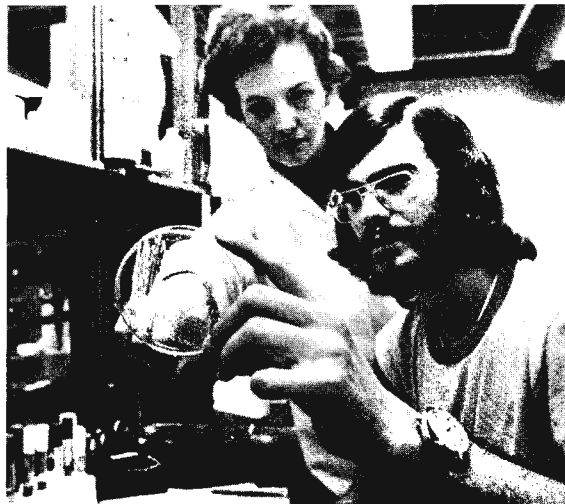
Advanced topics from literature of operations research and systems analysis. May include such topics as scheduling theory and nonlinear programming. With permission of instructor.

MSY 581 QUEUEING THEORY (4 Hrs.)

Structure and basic theory of queues, Poisson queues, non-Poisson queues, renewal theory, and applications. Prerequisite: theory.

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 G. 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 Medical Technology 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 March 15. Admission decisions will be made by April 1. Each candidate should correspond with the Medical Technology Program coor-

dinator 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 standards of contemporary medical technology, the B.A. program is composed of fundamental academic and clinical experiences and includes 57 credit hours of required material. Clinical experiences will be under joint supervision of 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 "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 clinical pathology laboratories of affiliated hospitals. The clinical experience is coupled with lectures covering the following areas: Medical Bacteriology, 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

Electives or PAC — 8 semester hours

Second semester, junior year:

PHS 322 Chemical Instrumentation

BIO 382 Basic Immunology

BIO 361 General Physiology

MET 320 Seminar in Medical Technology

Electives or PAC — 6 semester hours

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

MET 410 Pathology

MET 411 Hematology, Coagulation, and Urinalysis

BIO 447 Medical Bacteriology

Second semester, senior year:

MET 403 Clinical Laboratory II

MET 412 Concepts in Medical Technology

BIO 448 Medical Mycology

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. Includes 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. Lectures cover the principles behind various 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 definition of the role of various individuals in allied health professions.

MET 401 AN INTRODUCTION TO THE CLINICAL LABORATORY (8 Hrs.)

Provides laboratory exposure to basic techniques utilized in clinical chemistry, hematology, 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.)

First clinical experience of medical technology student who rotates through various areas of the clinical laboratory to develop 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 410 PATHOLOGY (1 Hr.)

General survey of pathology, using an organ system approach. Gross pathology and clinical laboratory aspects of various diseases correlated to signs and symptoms of the disease as well as to the disease process. Prerequisite: admission to the Medical Technology Program and MET 401.

MET 411 HEMATOLOGY, COAGULATION, AND URINALYSIS (3 Hrs.)

Provides lecture background in hematology, coagulation, and urinalysis; complements the clinical laboratory experience. Prerequisite: concurrent registration in MET 402.

MET 412 CONCEPTS IN MEDICAL TECHNOLOGY**(3 Hrs.)**

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.

Nursing

B.A.

(60 Hrs.)

PROGRAM FACULTY — Joyce Griffin, Mary Hazzard, Mona Moughton, Ima Crawford.

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 specialized clinical competencies that would allow them to assume expanded roles in primary care, family health, 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 degree 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.

Students registering for a second baccalaureate degree are required to take 24 credit hours in the area of concentration plus other university requirements up to 45 credit hours.

STUDENT ADVISEMENT

Because of the flexible nature of the program and the professional concentration component there is a need for careful student advisement prior to 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. All students must have professional liability insurance.



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 focusing on care of individuals entering the health care system in specific state of illness or disequilibrium. Special attention given to developing clinical expertise in providing for family support. Prerequisites: NUR 311, NUR 361, BIO 381.

NUR 331 INTRODUCTION TO FAMILY HEALTH NURSING (2 Hrs.)

Lecture/laboratory course focusing on application of nursing process to assessment of family health care needs. Special attention given to cultural, ethnic, attitudinal, socio-economic, education, and value differences as various intervention styles are outlined. Prerequisites: NUR 311, NUR 361, BIO 381.

NUR 361 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.

NUR 362 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. With permission of instructor. Prerequisite: NUR 311.

NUR 421 ACUTE CARE NURSING CONCENTRATION (4 Hrs.)

Upper-division lecture/laboratory component which increases 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: NUR 321, NUR 362.

NUR 431 FAMILY HEALTH NURSING CONCENTRATION (4 Hrs.)

Upper-division theory/laboratory course which increases student's skill in assessing and providing health care for multiproblem families or communities. Attention directed to developing nursing care strategy which promotes maximum self-care agency. Prerequisites: NUR 331, NUR 362.

NUR 475 INTRODUCTION TO NURSING RESEARCH (4 Hrs.)

Upper-division theory course in research at undergraduate level. Emphasis is on beginning investigative skills and basic research as applied to nursing. A nursing elective. Senior standing.

Nutrition

M.A.

The Master of Arts in Nutrition Program is designed to facilitate the ability to work as nutritionists/dietitians in service or promotional organizations; as administrators in health delivery systems; as home economists with public service companies; or potentially as research personnel in organizations and institutions concerned with health, dietetics, or food science. The program at Sangamon State is based upon a nutritional science synthesis and is

focused upon continuing learning with an emphasis on new techniques and procedures in the field. The course work necessary to complete the program is exacting and encompasses all aspects of an academic experience. Lectures, discussion groups, laboratories, and clinical involvement will be used to assist the student in establishing the required competencies.

Course offerings from the Nutrition Program faculty will be supplemented by courses drawn from Biology, Human Development Counseling, Mathematical Systems, and Physical Sciences programs. Anticipating the cooperation of the other members of the Central Illinois Consortium for Health Manpower Education, it is expected that staff and facilities of Southern Illinois University School of Medicine in Springfield and Memorial and St. John's hospitals will be made available on a cooperative basis for development of various aspects of the program.

It is anticipated that a limited number of students will be able to take courses toward the M.A. in Nutrition in the fall of 1976. For further information contact the Director of Admissions.

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, astronomy, and geology. The following major classifications of study are among those possible within the program:

1. Chemistry Emphasis.
2. Environmental Physical Science Emphasis.
3. 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, and at least one semester of organic chemistry. 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, astronomy, and geology 24 hours (minimum)

General recommendations regarding the three major classifications of study are as follows:

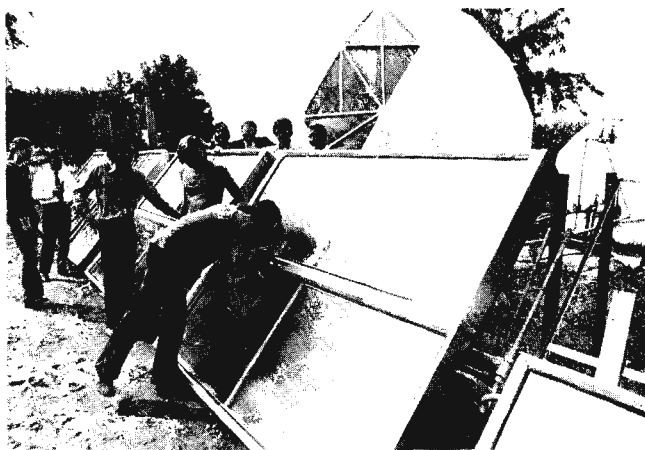
1. *Chemistry Emphasis.* This is designed to prepare students for careers in chemistry as scientific advisers, science teachers, and laboratory technicians or for graduate study in chemistry. It is expected that most students choosing this emphasis will have already achieved competency in general and 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 is interdisciplinary in nature and is designed to prepare students for careers associated with environmental programs such as scientific advisers, science teaching, and laboratory technicians or for graduate study in other interdisciplinary disciplines such as the Environments and People Program. 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; Radiation and Life; Water Resources; Weather and Life; Solar Energy; Principles and Applications; People's Energy Needs; Energy and the Environment; Geography-Life Geosystems.
3. *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 available 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 readily available 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 institutions where there are "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, infrared spectrometer, un-visible spectrometer, multichannel analyzer, complete sound analysis systems, several lasers, 14-inch Schmidt telescope, and associated equipment. 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 305 INTRODUCTION TO MODERN PHYSICS (4 Hrs.)

An extension of introductory physics into the realm of atomic and nuclear physics. Introductory presentations of theory of relativity and theory of quantum mechanics, in somewhat chronological order. Includes laboratory work.

PHS 311 PROBLEMS OF OUR PHYSICAL ENVIRONMENT (4 Hrs.)

Broad survey of major problems in the physical environment. Core course for students intending to pursue environmental physical sciences emphasis, and 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 basic concepts of chemistry and application of 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 preparation. Section A (1 hour) intended for students who desire an introduction to techniques of organic chemistry and Section B (2 hours) 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. Current research interests of faculty include: organic photochemistry; organic pollutants in drinking water; theoretical low temperature physics; molecular orbital theoretical methods; chemical education using the PLATO computer system; science teaching methods at elementary and high-school levels; energy resources; solar energy — theoretical and applied; biophysics of vision — theoretical and experimental; relationship of mind and matter; astronomy; bio-organic chemistry of nucleic acids. Course may be repeated for credit.

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 402 LIGHT, OPTICS, AND VISION (4 Hrs.)

Intensive study of light, its properties and behavior, and the biophysics of the visual process. Combination of lecture, laboratory, and discussions. Topics include: measurement and properties of light; geometric and wave optics; quantum theory of light; the visual process; structure and function of the vertebrate and invertebrate eye; biophysics of visual pigments; color vision; and use of specialized techniques such as microspectrophotometry in vision studies. Prerequisites: general biology and general physics.

PHS 403 ENERGY RESOURCES (4 Hrs.)

Examines new technologies, environmental consequences, and implications of 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 major concepts of modern physics, and stresses the essence of 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 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 410 WORKSHOP IN SCIENCE EDUCATION (1-6 Hrs.)

Workshop on science methods intended for in-service training and for prospective teachers. Level and nature of course to be announced. Examples include chemistry, physics, or astronomy at elementary or high-school levels. Course may be repeated for credit.

PHS 412 SOUND AND NOISE (2 Hrs.)

Eight-weeks module. An intensive study of 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, 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-range 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 physical aspects of oceans and their environment. Biological aspects are considered from 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 423 INTRODUCTION TO QUANTUM MECHANICS (4 Hrs.)

Development of the Schroedinger Equation, applications to simple physical systems including the one-electron atom, tunneling phenomena, approximate methods for treatment of polyelectronic systems, development of the variational principle, with application to current semi-empirical and ab initio molecular orbital methods.

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 organization and presentation of technical materials. 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 444 THE SOLAR SYSTEM (4 Hrs.)

Rapid strides have been made during the space age in our understanding of the various objects that constitute the solar system. Course relates most modern information about sun, planets, comets, meteors, and planetary satellites to theories about origin, past history, and future of the system. Using the university's two six-inch and one 14-inch telescopes, students observe many of the objects studied in class, when weather permits.

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, thermodynamics 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 449 ASTROPHOTOGRAPHY (4 Hrs.)

Using university's 14-inch catadioptric Schmidt-Cassegrain telescope and associated equipment, students spend entire semester photographing in both black and white and color various objects in the solar system (planets, moons, sun) as well as deep-sky objects (galaxies, nebulae, star clusters). Spectroscopy and other astrophotographic techniques used when appropriate. University's darkroom facilities available to students. Final exercise will be presentation of photographic work to Physical Sciences Program faculty and the public, including consideration of photographic techniques employed and detailed discussion of the astrophysical nature and theory of objects studied.

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.)

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.

PHS 480 INSTRUMENT MODULE (1 Hr.)

Concentrated instrumental course focusing on use, theory, and applications of one type of chemical instrumentation. Examples are chromatography, and atomic absorption, infrared, ultraviolet-visible, emission, nuclear magnetic resonance, or mass spectrometry. Course may be repeated for credit.

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 — Craig A. Brown, Leon S. Cohen, David Everson, Larry Golden, Lee Hoinacki, Douglas F. Morgan, Doh Shin, Robert C. Spencer, Augustine Stevens.

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, and 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 Multicultural Education Institute, the Center for the Study of Middle-Size Cities, and the Public Sector Program Evaluation Center. 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 -89 (e.g., POS 363, POS 471, POS 478).

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 447).

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 413, POS 417).

Category IV — Practical Skills

In this category, the program expresses its aim to help prepare students for careers in politics, academic life, or public service. All students concentrating in political studies must demonstrate competence in at least one skill area. Each student may satisfy the requirement by developing a skill appropriate to his or her academic program and career interests. For example, persons wishing to pursue graduate study may wish to emphasize research-related skills. Among the skills acceptable for fulfilling the requirement would be: audio-visual communications; bill analysis; budget analysis; community organization; community planning; computer programming; formal logic; legal research; political persuasion; political reporting; program evaluation; survey research; statistical analysis; tests and measurements; and theory construction.

Fulfillment of Category IV requirements carries with it four hours of academic credit in the concentration. Competence must be certified by a subcommittee of the POS program. Normally, competence would be established in one of three ways:

1. Successful completion of a course which has been certified by the subcommittee as demonstrating competence in the particular skill. For example, the Legislative Applied Study Term Seminar, AST 303, has been designated to satisfy the bill analysis skill requirement.
2. The successful completion of an exercise, designed by the subcommittee in consultation with the student and his or her adviser, which demonstrates competence in the skill.

3. The submission of a product, approved by the subcommittee in consultation with the adviser and the student, which demonstrates competence in the skill.

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	<u>8 hours</u>
	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 are 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 Master of Arts 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	<u>8 hours</u>
	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 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.)

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 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.)

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? Course compares environmental ethics with civic morals. Characteristic types of each are considered according to 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. Examination of alternative value systems which underlie 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. Study of the individual; the society; and non-instrumental, or symbolic, aspects of politics.

POS 439 THEORIES OF POLITICAL CHANGE (4 Hrs.)

Examination of possibilities for political change from a theoretical perspective, with emphasis on contemporary America. Value implications are explicitly considered.

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 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.)

Investigation into 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 457 GOVERNING THE POLICE (4 Hrs.)

An investigation of 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 foundations of the American regime by initially focusing on writings and debates of the framers of the American Constitution; evaluates 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.)

How individuals adapt to political environments and develop political attitudes, and how political attitudes are transmitted within society.

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 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 Multicultural Education Institute. For in-service teachers and students planning a teaching career. Others may register with permission of instructor.

POS 478 THE AMERICAN CONSTITUTION: ITS PAST AND FUTURE (4 Hrs.)

There are a variety of views on what the American Constitution has been, what it has become, and what it is likely to mean in the future. These views are examined in focus on Constitutional powers of the various branches of government and principles of separation of powers, checks and balances, and division of powers.

**POS 501-502 ACADEMIC SEMINAR, ILLINOIS LEGISLATIVE
STAFF INTERNSHIP****(4 Hrs.)**

For 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.

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 Policy Analysis
- ENP 483 Environmental Policies
- HIS 439 American Foreign Policy in the Twentieth Century
- JSO 423, 424, 425, Justice and Injustice 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.
(40-60 Hrs.)

PROGRAM FACULTY — Joel Adkins, Jerry A. Colliver, Richard E. Dimond, Ronald F. Ettinger, Ronald A. Havens, Jonathan L. Hess, Arthur C. Jones, Mollie Lewin, Stanley J. Lewin, John Miller, Robert J. Seltzer, A. Daniel Whitley.

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.

For the B.A. degree the student must have a minimum of 28 semester hours in psychology. Although there are not 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.

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, Social Psychology, 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., Transactional Analysis, Heredity and Environment.

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.

In addition to the general psychology master's degree, a specialized sequence of courses providing training and experience in the area of clinical psychology is available. This sequence is designed to prepare students to practice as professional psychologists within agencies such as community mental health centers. It is not designed to aid students in acceptance to doctoral programs, nor is it intended to prepare students to practice independently or privately. Due to the nature of the skills involved and the responsibilities of the graduates in their future employment settings, the clinical psychology sequence may be entered only in the Fall Semester of each year and acceptance is based upon an application process. In addition, this sequence has a two-year, 56-semester-hour requirement as opposed to the 40 semester hours required in the general psychology master's program. Further information, including entrance requirements and application forms, may be obtained from the Psychology Program coordinator. Completed applications, transcripts, and letters of recommendation must be received prior to May 1 of each year.

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.)**
Introduction to the process of critical thinking, stressing the philosophy of science and strategies of research. Experimentation is viewed as decision-making process concerned with definitions, sampling of subjects and conditions, scaling, instrumentation, and design. 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. Differs from PSY 302 primarily in the lack of laboratory work. Emphasizes instead critiques of journal publications. 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.) Prerequisite: grasp of basic algebraic concepts. 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 331 SOCIAL PSYCHOLOGY IN PSYCHOLOGICAL PERSPECTIVES (4 Hrs.)

Aggression, prejudice, status, leadership, propaganda, personal perception, and other interactional aspects of the social influence process are examined. Implications of theory and research for the individual in contemporary society are discussed. Satisfies Area III.

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 344 PERSONALITY THEORY (4 Hrs.)

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.

PSY 352 ABNORMAL PSYCHOLOGY (4 Hrs.)

Survey of 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 355 INTRODUCTION TO CLINICAL PSYCHOLOGY (4 Hrs.)

General introduction to the area of clinical psychology covering assessment, psychotherapy, community psychology, research, and professional issues. Basic course in the clinical psychology sequence. Satisfies Area IV.

PSY 356 CHILD MANAGEMENT PROCESSES FOR PARENTS AND INSTITUTIONAL PERSONNEL (4 Hrs.)

Among adults who are significant to the child are parents, teachers, therapists, and psychologists. They share responsibility for socializing, managing, and/or educating the child. Course is designed to assist significant adults acquire: sound theoretical basis for behavioral management of the child in different milieus; knowledge of pertinent literature on clinically proven techniques for management of child behavior; and sensitivity to common application problems when one attempts to manage a child's behavior. Applied experimental analysis of child behavior from a learning theory point of view is emphasized. Satisfies Area IV.

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 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.)

First of a two-course sequence. Principles of nervous system function, with emphasis on information-processing. Basic anatomy and general organization of

the central nervous system. Basic neuron physiology. The neuron as the element of a logic device. Functional variations in neurons. Principles of neural circuits and the logic of neural systems. Focus on how the brain represents information. Satisfies Area I.

PSY 412 PHYSIOLOGICAL PSYCHOLOGY II (4 Hrs.)

Sequel to PSY 411. Extends basic properties of neurons and neural circuits to complex processes. Emphasis is on systems properties of CNS. Neural models of perception, attention, learning, motivation, and action. Discussion of neural development and recovery from damage. Approaches to problems of consciousness. Prerequisite: PSY 411 or permission of instructor. Satisfies Area I.

PSY 413 LEARNING AND MEMORY (4 Hrs.)

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. Satisfies Area IV.

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. Satisfies Area I.

PSY 416 DEVELOPMENTAL PSYCHOBIOLOGY (4 Hrs.)

Inquiry into 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 manner in which 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. Maximum of eight hours may be earned in this course.

PSY 441 THE DEVELOPMENT OF LANGUAGE IN YOUNG CHILDREN: ACQUISITION AND REMEDIATION (4 Hrs.)

Review of normal language development in the first six years of life from behavioral and theoretical viewpoints. Then consideration of disorders encountered in early language development: types, origins, assessment, and remediation.

PSY 442 EXCEPTIONAL CHILD (4 Hrs.)

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, or equivalent in course work or experience.

PSY 443 PERSONALITY DEVELOPMENT: A SOCIAL LEARNING APPROACH (4 Hrs.)

Assists the student-psychologist in understanding normal course of personality development in children from a social learning point of view. Emphasizes impact of the family milieu, school milieu, and behavior of significant others on the progressive personality development of a child. Emotional complications of childhood are perceived as adjuncts of personality development, acquired in same manner as are adaptive personality characteristics.

PSY 445 EXPERIMENTAL PERSONALITY (4 Hrs.)

Presents research in the field of personality psychology. Many areas reviewed. Topics such as perceptual defense, need achievement, defense mechanisms, and perceptual styles are examined. In each case, topics are related to theory and emphasis is on experimental design and attendant problems. Prerequisites: PSY 301 (or PSY 304), PSY 302 (or PSY 303), PSY 344.

PSY 452 PSYCHOANALYTIC PSYCHOLOGY (4 Hrs.)

A systematic and chronological approach to psychoanalytic psychology. Covers works of Sigmund Freud and selections from Jung, Abraham, and others.

PSY 453 PSYCHOANALYTIC EGO PSYCHOLOGY (4 Hrs.)

Study of 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 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 Jongeward's *Born to Win*. Utilizes information methods and techniques from all behavioral science and the human potential movement.

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 development and improvement of man-machine systems. Deals with 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 PSY 303.
- 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. Prerequisite: background in psychology and sociology.
- 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. 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. Prerequisite: PSY 301.
- PSY 501 ADVANCED QUANTITATIVE METHODS IN THE BEHAVIORAL SCIENCES: EXPERIMENTAL DESIGN (4 Hrs.)**
 Problems of interpreting data obtained in experimental settings. Covers simple and multifactor analysis of variance techniques, complex experimental designs with related data analysis techniques. Prerequisite: PSY 301.
- PSY 502 ADVANCED QUANTITATIVE METHODS IN THE BEHAVIORAL SCIENCES: CORRELATION AND REGRESSION (4 Hrs.)**
 Simple correlation and regression with interpretations of correlation coefficient in behavioral research situations. Correlation techniques other than the Pearson product-moment, multiple regression and multiple correlation. Prerequisite: PSY 301.
- 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. 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 PSY 472.
- PSY 541 COGNITIVE DEVELOPMENT: THOUGHT AND INTELLIGENCE IN CHILDREN (4 Hrs.)**
 Seminar in the development of sensation, perception, language, thinking, reasoning, decision-making, memory, and intelligence from birth into adult years. Students discuss major theories of intelligence and cognition; manner in which they are evaluated; and contributions they make in child rearing, in the psychological clinic, and in the schools.
- PSY 549 PRINCIPLES AND TECHNIQUES OF CHILD THERAPY (4 Hrs.)**
 Reviews recent thinking and research about principles underlying child therapy. Then surveys techniques recommended for treatment of disorders classified as

intrapersonal, situational, and crises. Diagnosis of disorders by a monistic behavioral paradigm encompassing the affective, cognitive, and psychomotor domains.

PSY 551 PSYCHOPATHOLOGY: THEORY, RESEARCH, AND ASSESSMENT (4 Hrs.)

Intended as sequel to PSY 352. Students investigate abnormal behavior in depth, including theories, models, research, and techniques of assessment. Alternate systems of classification are explored, as is literature of schizophrenia, anxiety, suicide, and other topics. The graduate student is expected to prepare an additional project in an area of interest.

PSY 552 THE RELATIONSHIP BETWEEN CHILDHOOD PSYCHOPATHOLOGY AND TREATMENT (4 Hrs.)

Survey course to assist student in recognizing and defining clinical problems of childhood and prescribing treatment approaches. Emotional problems of childhood covered include: aphasia, anxiety disorders, suicide attempts and threats, conversion and dissociative reactions, acute school refusal, runaways. Treatment processes include: individual and small-group therapy, family therapy, pet and camping therapy, play therapy, bibliotherapy.

PSY 553 INDIVIDUAL PSYCHOTHERAPY: THEORY, RESEARCH, AND TECHNIQUES (4 Hrs.)

Reviews specialized techniques and concepts of individual psychotherapy. Theory and research are kept to minimum. Emphasis is on 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.

PSY 554 CLINICAL TREATMENT OF THE BLACK PATIENT (4 Hrs.)

Deals with a number of issues relevant to treatment of blacks in clinical settings. Focus is on general theoretical issues as well as specific problems in treatment planning. Biographical and case material supplement readings in black psychology.

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."

PSY 556 PLAY THERAPY: COMPARATIVE APPROACHES (4 Hrs.)

Investigates use of play therapy in treatment of children with severe handicaps as well as children experiencing transient developmental adjustment difficulties. Student is exposed to divergent theoretical models upon which play therapy has been founded.

PSY 560 ADVANCED CLINICAL PSYCHOLOGY (4 Hrs.)

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. Maximum of eight hours may be earned in this course.

PSY 562 COMMUNITY PSYCHOLOGY: THEORY, RESEARCH, AND INTERVENTION TECHNIQUES (4 Hrs.)

Review of history, philosophy, structure, activities, pitfalls, and present circumstances of community mental health approach. Function of the psychologist as a social change agent is examined in terms of ethics, feasibility, advisability, techniques, and methods of effectiveness-assessments.

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.

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 study of group dynamics research and theory with 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. Maximum of eight hours may be earned in this course.

PSY 571 SEMINAR IN QUANTITATIVE METHODS (4 Hrs.)

Specially selected topics concerned with application of quantitative methods in the behavioral science. Content varies as function of interest and demand. Prerequisite: PSY 301.

PSY 574 INDIVIDUAL INTELLIGENCE TESTING (4 Hrs.)

The administration and interpretation of three major tests of intelligence: Stanford-Binet, Wechsler Adult Intelligence Scale, and Wechsler Intelligence Scale for Children. Some discussion focuses on clinical interpretation of these scales. Application form required.

PSY 575 THEORY AND TECHNIQUES OF INDIVIDUAL ASSESSMENT (4 Hrs.)

Familiarizes student with basic administration and scoring of a battery of psychological tests used in assessment of individuals. Includes Wechsler Scales of Intelligence (WAIS; WISC), Rorschach, Thematic Apperception Test, and Bender-Gestalt. Not intended to qualify the student as a psychological examiner; rather, the course prepares the person to begin supervised experience in the field. See HDC 553.

PSY 576 INDIVIDUAL PERSONALITY TESTING (4 Hrs.)

Administration, interpretation, and reporting results of major projective tests of personality available to psychologists. The Rorschach, Thematic Apperception Test, and Bender-Gestalt are stressed. Application form required.

PSY 577 OBJECTIVE PERSONALITY ASSESSMENT (4 Hrs.)

Theory, construction, administration, scoring, and interpretation of objective personality assessment instruments are covered. Includes Minnesota Multiphasic Personality Inventory, Edwards Personal Preference Schedule, 16-PF, and California Personality Inventory. Course is specifically designed for those who plan to conduct personality assessments in a clinical setting.

PSY 578 PSYCHOLOGICAL TEST INTERPRETATION (4 Hrs.)

Seminar-type course in interpretation of psychological test data. Intended for students who have completed courses in psychological assessment which include intelligence and projective techniques. Class time is devoted to interpreting test batteries provided by instructor. Several test reports are required.

PSY 580 PRACTICUM IN CLINICAL 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. 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.

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.)

Study of physiological disorders which have psychological factors, such as stress, playing significant roles in their etiology. Prerequisite: course in physiological psychology or endocrinology.

PSY 589 M.A. PROJECT (4 Hrs.)

Individualized intensive project which completes the student's M.A. training. Experimental, applied, or result of intensive bibliographic library efforts, tailored to student's needs.

PSY 590 INTERNSHIP IN CLINICAL PSYCHOLOGY (4 Hrs.)

Intensive, full-time experience in a clinical setting which comes at the end of the clinical psychology master's sequence. This experience is optional and in addition to requirements for clinical psychology master's degree. Maximum of 12 semester hours may be earned in this course.

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

- 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 577 Characteristics of the Mentally Retarded
- MSU 401 Applied Statistics I
- PHI 438 Philosophical Problems in Psychology
- SOA 461 Social Psychology in Sociological Perspectives

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 absolutely necessary, but is advisable. A student interested in the program must apply to the director of the program for entrance consideration. Being admitted to the university does not necessarily secure admission to the Public Affairs Reporting Program. The student should secure a PAR application form from



the director and return the completed form before April 1 to be considered for enrollment in the Fall Semester. Those accepted into the program will receive stipends for the period of their internship from Jan. 1 through June 30.

DEGREE REQUIREMENTS

In the Fall Semester, students take two required courses: Mass Media and Modern Society (eight hours' credit) and Public Affairs Reporting, which focuses on newswriting (two hours' credit). An

additional section of this latter course is offered, for another two hours' credit, as an option to those students who require extra writing experience. Several other courses related to the field of public affairs are taken to complete a full-time course load.

In the second semester, students begin their internship (10 hours' credit) which includes a weekly seminar. The other required course is Legislative Issues (two hours' credit). Students may also register for a Public Affairs Colloquium, and for other elective courses, to fulfill their academic requirements. During the first summer session (four weeks) and part of the second summer session (until July 1), students enter the second phase of the internship program (six hours' credit). Students work full time for a seasoned reporter on the State Capitol scene. PAR students are required to demonstrate their problem-solving capabilities by completing an exercise either during the internship or immediately thereafter. After completion of 40 hours of course work, the student is eligible for the Master of Arts 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 Program 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 supervision of the program director. Prerequisite: admission to Public Affairs Reporting Program.

PAR 503 LEGISLATIVE ISSUES (2 Hrs.)

In-depth study of major issues confronting the Illinois General Assembly. Offered during Spring Semester. Prerequisite: admission to 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 PAR 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.

PAR 511 PUBLIC AFFAIRS REPORTING II (2 Hrs.)

Optional course, with heavy emphasis on newswriting. Course concentrates on "in-class" deadline writing assignments as well as outside story coverage.

To fulfill degree requirements, students with their adviser's approval may select graduate courses among the university's course offerings.



Social Justice Professions

B.A.
(60 Hrs.)

M.A.
(40 Hrs.)

PROGRAM FACULTY — Clemens Bartollas, Sidney C. Burrell,
Robert M. Crane, Frank Kopecky, S.
Burkett Milner, Gary A. Storm.

ADJUNCT FACULTY — Robert Burdine, Paul G. Goldman,
Lynn Thorkildson.

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 preservice 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	6-8 hours
Applied Study Term	8 hours
Electives	4-6 hours

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 or
JSO 401	Introductory Colloquium	4 hours

SOCIAL JUSTICE SYSTEMS

SJP 403	Social and Criminal Justice: System? Non-system? Subsystem?	4 hours
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SOCIAL JUSTICE CULTURAL PERSPECTIVES

SJP 405	Cultures, Individuals, and Society	4 hours
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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

POS 478 American Constitution: Its Past and Future 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 Planning 4 hours

SJP 482 Seminar on Crime Analysis Techniques. 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 Enforcement
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,
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

SJP 470 Special Topics 2 or 4 hours

LAW ENFORCEMENT 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

SJP 470 Special Topics 4 hours

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.

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 MA 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, 470.

Law Enforcement - SJP 409, 423, 424, 440, 441, 442, 451, 455, 470.

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.

Expectations for M.A. Students. An M.A. student in SJP is expected:

1. To do additional work for a class in which both M.A. and B.A. credit can be assigned.
2. To perform at a high level in both written and oral work, properly documenting references to research and literature, and to demonstrate competence in making presentations before lay and professional groups.

3. To perform basic applied research and to know good procedures for problem-solving, evaluation, decision-making, and social planning.
4. To further qualify himself or herself for graduation by satisfactorily completing the Problem-Solving Exercise and/or by submitting an acceptable thesis to the Graduation Committee and program faculty. A Field Experience (four semester hours maximum credit earned) will be assigned to M.A. students with no prior experience or to those requesting it who are changing areas of concentration.

Thesis Option. 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.

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 interactions of freedom, compassion, and justice.

or

JSO 401 INTRODUCTORY COLLOQUIUM (4 Hrs.)

Introduces 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.

Social Justice Systems

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.

Social Justice Cultural Perspectives

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. Law-making process as a system involving interplay of competing personalities, interests, and actors. Special attention to the Illinois experience.

ECO 486 SOCIAL POLICY (4 Hrs.)

Survey course covering government policy and programs in areas of health and welfare, with emphasis on the cultural and political setting in which social policy is made. Includes both historical review of health and welfare policies and examination of 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 layman or 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 of 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. Maximum of eight hours may be earned in this course.

SJP 480 SEMINAR IN SOCIAL/CRIMINAL JUSTICE PLANNING (4 Hrs.)

Advanced seminar designed to increase student's skill in planning and research. Topics include: the planning process, grantsmanship, proposal writing, strategies for implementing innovative programs, and program evaluation. 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 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 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 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. Course is also acceptable in the Law Enforcement Concentration.

SJP 470 SPECIAL TOPICS (2 to 4 Hrs.)

Intensive examination of selected issues within social justice professions. Topic to be examined will be announced each time course is offered. Students may repeat the course.

LAW ENFORCEMENT CONCENTRATION

SJP 409 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. See JSO 431.

**SJP 423 PERSPECTIVES ON ADOLESCENTS AND ADULTS:
THE CONTINUUM OF PERSONALITIES (4 Hrs.)**

Examines human nature and activity at adolescent and adult levels by exploring personality traits and social conditionings that create psycho-social health-making environments, and those that develop delinquency, deviance, human 431.

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SJP 440 APPLIED RESEARCH IN SOCIAL JUSTICE (4 Hrs.)

(Required of 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. Maximum of eight hours may be earned in this course.

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.

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.)

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.

SJP 470 SPECIAL TOPICS (2 or 4 Hrs.)

Intensive examination of selected issues within social justice professions. Topic to be examined will be announced each time course is offered. Students may repeat the course.

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. Maximum of eight hours may be earned in this course.

SJP 499 TUTORIAL IN SOCIAL JUSTICE PROFESSIONS (4 Hrs.)

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.)

Introduction to 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 private and public sectors, with special attention to needs of clients served, both those who can and cannot pay, and professionals who serve them.

SJP 502 LAW AND SOCIAL CONTROL (4 Hrs.)

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 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 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 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.)

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.)

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 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.

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.

The following courses offered elsewhere in the university are approved for cross-listing by the Social Justice Professions Program.

ADG 401 Organizational Dynamics

ADG 452 Labor Management Relations

ADG 541 Organization Change and Development

ADG 543	Leadership Theory
ADG 551	Human Resource Management
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
POS 478	American Constitution: Its Past and Future
SOA 321	Juvenile Delinquency

Sociology / Anthropology

B.A.

(60 Hrs.)

M.A.

(40 Hrs.)

PROGRAM FACULTY — Austin J. Carley, Dennis C. Foss, Mary Hotvedt, Dan Johnson, Proshanta K. Nandi, Michael D. Quam, Regan G. Smith, Robert J. Thorsen, Jerry Wade.

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 theorist within the traditions of sociology and anthropology; a knowledge of 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 Bachelor of Arts degree in sociology/anthropology must have had a freshman or sophomore introductory-level course in both sociology and anthropology. Within the program they must complete one course each in sociological/anthropological theory and research methods. The core of eight semester hours, plus 20 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. Students are strongly urged to choose an adviser in the Sociology/Anthropology Program as early as possible in the student's course work (preferably by the end of the first term of study.)

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

Introductory sociology and introductory anthropology.....*	
Sociology/anthropology theory (SOA 401-410).....	4 hours
Research methods in the social sciences (SOA 411, SOA 412)	4 hours
Sociology/anthropology electives (Maximum: 8 hours of cross-listed courses)....	<u>20 hours</u>
Total sociology/anthropology	28 hours
Public Affairs Colloquia	6 hours
Applied Study.....	8 hours
Free electives	<u>18 hours</u>
TOTAL	60 hours

**If a student has not had an introductory course in sociology and anthropology prior to enrollment, SOA 301 and SOA 385 taken during the initial semester will fulfill this requirement. 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

The sociological/anthropological concentration leading to a Master of Arts degree is designed around a substantive grasp of the discipline and its application towards the educational and vocational interests of the students.

Application for entry into the graduate concentration must be accepted and approved by the program. Information and application forms are available from the program coordinator.

It is anticipated that beginning graduate students will have completed one course in sociology/anthropology theory and one course in research methods in their undergraduate studies. Transfer students may bring up to eight hours of graduate credit with them, subject to the approval of the university and the program.

After completion of the first three sociology/anthropology courses at Sangamon State, an M.A. student must have his or her graduate standing reviewed by a graduate committee of the student's choice. This committee shall be composed of the student's adviser and two other faculty members, all of whom shall be sociology /anthropology faculty members. Review by this committee must

occur before the student may continue graduate studies in the program.

A student is advanced to candidacy for the M.A. degree and may apply for a Problem-Solving Exercise when the program is satisfied that both university and program requirements have been met.

Requirements for the M.A. in sociology/anthropology are as follows:

Advanced theory (SOA 505).....	4 hours
Advanced research methods (SOA 511).....	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, human ecology (SOA 441-443)	
Ethnology, archaeology (SOA 486)	
Electives in sociology/anthropology (Maximum: 8 hours of cross-listed courses) ..	<u>20 hours</u>
Total sociology/anthropology	36 hours
Public Affairs Colloquium	<u>4 hours</u>
TOTAL	40 hours

SOCIOLOGY/ANTHROPOLOGY/Course Descriptions

SOA 301 SOCIAL CONCEPTS IN PRACTICAL SOCIOLOGY (4 Hrs.)

Aims to achieve a solid grasp of "in-between" behavior, within an experiential setting, utilizing sociological perspectives of functionalism, conflict, and symbolic interaction. Discussions center on observations, films, daily papers, magazines, and short novels to gain the meaning of major sociological terms. Thrust is from meanings as experienced to meanings as described and defined.

SOA 306 SOCIAL SYSTEMS (4 Hrs.)

Course has several congruent purposes: understanding of "social system" as an organizational concept, practical application of a social systems analytic model, more experience with variables and operational definitions.

SOA 321 JUVENILE DELINQUENCY (4 Hrs.)

First half explores theoretical explanations for phenomenon of juvenile delinquency, with critical view of their value to the field. Second half is practical and analytical view of juvenile justice system as it operates, with a life's-eye view of what it means to be a delinquent.

SOA 351 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 365 SOCIOLOGY OF BEHAVIOR MODIFICATION (4 Hrs.)

Skinner's behaviorism and Homan's exchange perspective are examined and compared. Practical application within a sociological frame of reference is emphasized.

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 sub-cultures 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 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 its equivalent.

SOA 408 MODERN THEORIES IN ANTHROPOLOGY (4 Hrs.)

Examination of several current and influential theories developing in or applying to anthropology; for example, structuralism, cybernetics, cultural materialism, and Marxism. Practical effects of these theoretical constructs are also explored. Some previous background in anthropology is recommended.

SOA 411 METHODS OF SOCIAL RESEARCH (4 Hrs.)

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 421 CRIMINOLOGY (4 Hrs.)

Designed to acquaint the student with classical and modern theories of crime; to explore the justice system; and to evaluate treatment of offenders. All elements of criminology are viewed with criticality.

**SOA 423 SOCIOLOGY OF BEING DIFFERENT:
"DEVIANT BEHAVIOR" (4 Hrs.)**

In-depth look at problems and issues in the sociology of deviance and social control. Includes discussions of topics such as 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 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; attributes, 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.)

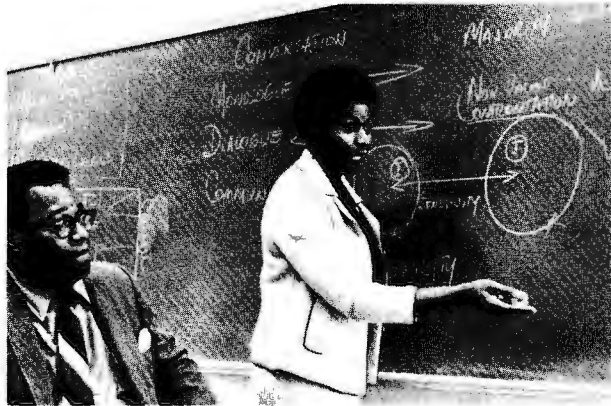
Examination of traditional thrust of human ecology, especially in sociology, and the newer area of social ecology. Evaluation and their usefulness in developing social policy and viability of new thrusts in social sciences.

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 456 HUMAN SEXUALITY (4 Hrs.)

Provides background for students interested in education and social science careers that involve knowledge of human sexuality. Material includes mammalian sexual behavior in general and biology of human behavior more specifically. Emphasis, however, is on socio-cultural factors which shape and



direct sexual drive. Current problem areas such as sex education, legislation, and deviancy discussed. See CFC 456 and HDC 456.

SOA 461 SOCIAL PSYCHOLOGY IN SOCIOLOGICAL PERSPECTIVES (4 Hrs.)

Brief statement of 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 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 COLLECTIVE 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 466 SOCIOLOGY OF MENTAL ILLNESS** (4 Hrs.)
Exploration of "mental illness" in 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 present structuring of therapy. Prerequisites: SOA 461, or equivalent social psychology courses.
- SOA 468 SOCIALIZATION** (4 Hrs.)
How we acquire our culture, based on insights of G. H. Mead, focuses on relational significance of "other" and "self," and starts with a definition of man as "a biosocial, role-taking, symbolizing, minding, self."
- 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 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 473 STRATIFICATION: CLASS AND CULTURE IN THE USA** (4 Hrs.)
A critical examination of various forms of social differentiation in US society, and 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 conditions of working-class life; problems confronting blue-collar workers, families, and communities; solutions they seek and adopt; and 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 family, school, and peer groups.
- 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** (4 Hrs.)
Analysis of the development and concept of community. Why two thirds of the world is underdeveloped and efforts being made by United Nations, specialized agencies, US government, national governments, private enterprise, and voluntary agencies to bring about community development.

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 490 ISSUES IN SOCIOLOGY/ANTHROPOLOGY (4 Hrs.)

In-depth analysis of a major issue in sociology or anthropology; specific issue to be considered will vary each semester, dependent on student and faculty interests and availability of resources.

SOA 505 ADVANCED SOCIOLOGICAL THEORY (4 Hrs.)

Inquiry into philosophical and ideological foundations of sociological theories. Approximately one third of the course deals with theory construction and verification. Seminar format. Prerequisite: SOA 405 or with permission of instructor.

SOA 511 ADVANCED RESEARCH METHODS (4 Hrs.)

In-depth inquiry into basic methodological approaches in social research as well as research design, analysis, and reporting. Special attention paid to application of social science methodology to public policy and evaluation research. Some consideration of epistemological and ethical questions as they relate to particular problems of social science. Prerequisites: SOA 411 or permission of instructor.

SOA 531 SEMINAR ON COMPLEX ORGANIZATION (4 Hrs.)

Directed library research on recent studies of complex/large-scale organizations. Concern is as much for subject-matter content of studies as for their theoretical and methodological implications. Prerequisites: SOA 431 or permission of instructor.

SOA 561 ADVANCED SOCIAL PSYCHOLOGY (4 Hrs.)

In-depth study of the theory of Symbolic Interaction. Prerequisite: SOA 461 or permission of instructor.

SOA 500 INDEPENDENT STUDY (4 Hrs.)

Advanced reading and/or research in areas of sociology or anthropology that are either not covered by a course currently listed in the catalog, or that go beyond the material in a course currently listed. Course structure to be arranged by mutual agreement of student(s) and 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.

- ADG 401 Organizational Dynamics
- ADH 545 Medical Sociology
- ADP 477 The City
- ECO 409 Radical Political Economics
- ECO 411 The Economic and Philosophical Thought of Karl Marx
- ECO 423 Political Economy of Technological Change
- ENP 421 Sociology of Natural Resources
- ENP 445 Issues in Population - The Controversy
- ENP 446 Issues in Population: Policy and Action
- JSO 414 Marxist Economic and Philosophic Thought
- JSO 427 Revolution as Social Change
- MSU 401 Applied Statistics I
- PAR 502 Mass Media and Modern Society
- PHI 421 Philosophy of Science
- 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 501 Advanced Quantitative Methods
- WCS 417 Women in Public and Private Power
- WCS 433 Marxist Political and Social Theory

SOCIOLOGY/
ANTHROPOLOGY

WORK/CULTURE/
SOCIETY

- WCS 441 Critical 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
 WCS 471 Work and Worry

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. WCS Colloquium: People in Process (WCS 404) is strongly recommended for incoming students.

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). WCS Colloquium: People in Process (WCS 404) is strongly recommended for incoming students.
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.)

Introductory WCS seminar which investigates problems of people at work, applying a variety of literary and social approaches to these problems.

WCS 404 WCS COLLOQUIUM: PEOPLE IN PROCESS (2 Hrs.)

Required of all incoming WCS majors; strongly recommended for continuing majors. Objectives focus on helping students develop courses of study within the program and university, enhancing student involvement in the program planning process, and providing a cooperative environment for student support and action.

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; 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.)

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 441 CRITICAL SOCIAL THEORY (4 Hrs.)

Relates political, economic, ideology, and cultural forms of critical theory, through investigation of Marxist materialist critical theory as well as culture critics of Herbert Marcuse, Max Horkheimer, Jurgen Habermas, and Marshall McLuhan, to heighten awareness of nature of American society. Applies critical theory to an analysis of the American experience to better develop strategies for achieving a more humane world.



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.)

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 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. Overview course, 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.)**

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 functionalist (highest positions are filled by the most qualified

people) to "Peter Principle" (people rise to their highest level of incompetence).

WCS 452 MALE PROVIDER WORK ROLE (2 to 4 Hrs.)

Examination of function and/or dysfunction of the broadening role of The American Male, using the book by same title to focus on masculine mystique of pecuniary prowess, occupational devotion, and "bed for board" dilemma.

WCS 453 WORK ROLES AND SEX ROLE LIBERATION (4 Hrs.)

Examination of 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 dysfunctional sex and work roles should occur together; 3) breadearners and breakmakers 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.)

Investigation of psychological, economic, and social aspects of leisure, and their relationship to work and life. Analysis of 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.)

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.

WCS 471 WORK AND WORRY (4 Hrs.)

We are trained, through many socializing agents, to place "needs of organizations" before those of ourselves. We adopt this behavior and become so immersed in these organizational objectives that we begin to worry about whether or not we are doing "the organization" any good. This worry extends itself into our "personal" life and begins to take its toll there. The results — worry, worry everywhere and not a time to think. This course is a debriefing

session for this work-worry syndrome. Key method used in teaching ourselves how to value work with other aspects of our lives is Instrumentalism. Student must be committed to considerable study and discussion.

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:

- ADG 401 Organizational Dynamics
- ADG 433 Professional Occupations
- ADG 434 Bureaucracy as Portrayed in Modern Fiction
- ADG 435 Culture and Bureaucracy
- ADG 436 Making Bureaucracy Accountable: An Activist Approach
- ECO 403 Institutional Theory
- ECO 421 Capitalism and Socialism
- ECO 425 Labor Economics
- ECO 426 Manpower Economics
- ECO 428 Economics of Poverty
- ECO 445 Economic Development
- ECO 474 Environmental Economics
- 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 431 New Interpretations in American History: Marxist Perspectives
- HIS 451 Roots of Contemporary History
- JSO 413 Pre-Marxist Political and Economic Thought
- JSO 430 People's Law
- JSO 432 Law and the Poor
- JSO 440 Local Power Structure Research
- JSO 443 American Poverty and Public Policy
- JSO 444 People's History
- JSO 452 Cooperatives and Collectives: Alternative Institutions
- JSO 460 Community Organizing
- POS 415 Theories of Political Change
- POS 454 Citizen Participation and Political Leadership
- 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 Human Sexuality
- SOA 461 Social Psychology in Sociological Perspectives
- SOA 471 Ethnic and Cultural Minorities

SOA 472 Race: Biology and Society
SOA 473 Stratifications: Class and Culture in the USA
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 program 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. Significance of formal reasoning, rules of implication, and functions of truth claims.

PHI 302 ETHICS (4 Hrs.)

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 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. Importance of ethical standards for managers is underlined. Specific topics include conflict of interest, financial disclosure on the part of managers, and difference between legal and ethical behavior. See MAN 422.

PHI 425 METHOD AND TRUTH: DESCARTES TO NIETZSCHE (4 Hrs.)

Investigation of philosophical themes that undergird modern intellectual life through examination of some major philosophical works of the seminal modern philosophers.

PHI 426 CONTEMPORARY PHILOSOPHY (4 Hrs.)

Introduction to the dominant philosophical approaches of mid-20th century: phenomenology, existentialism, positivism, 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 aims, methods, and limits of science. Includes the nature of

"laws," models, theories, and explanations; 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.)

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 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.)

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 resources of psychology, literature, and philosophy.

PHI 452 PERSPECTIVES ON HUMAN NATURE (4 Hrs.)

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 (4 Hrs.)

Examination of what it means to be a person: nature of personal worth, rights, freedom and responsibility; conditions blocking or supporting personal growth; relation of vitality and order; nature of personal knowledge and interaction; reasoning about values; finding meaning in life.

PHI 461 LAW, JUSTICE, AND MORALITY (2 Hrs.)

Nature of law, justice, and morality and their interrelations. Special attention to the basis of individual rights, 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 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.)

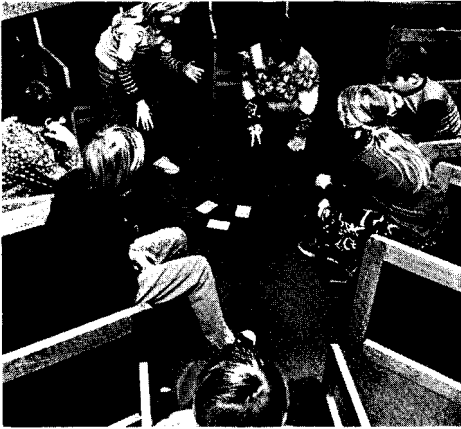
PHI 480 READINGS IN MAJOR PHILOSOPHICAL ISSUES (4 Hrs.)

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.)

Teacher Preparation

PROGRAM FACULTY — Janet Ahler, Martha Atteberry, Don Yohe.

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. Secondary education students are majors in approved programs for certification at Sangamon: English, mathematics, science (general or biological), speech, and social studies.

Students may enroll in the first course TEP 311 School and Community prior to being admitted to the Teacher Prep Sequence. A review of students will be conducted during this semester by a committee from the CFC faculty and will entail consideration of:

1. Former college record.
2. Personal interview.
3. Student's application.
4. Evaluations from SSU faculty for the semester's work at SSU.

The Teacher Preparation Sequence emphasizes preparation for teaching kindergarten through grade five (elementary) and for teaching grades six to 12 (secondary). Both elementary and secondary education students are required to take TEP 311 School and Community and TEP 312 School and Student. In addition, TEP 349 Learning to Read is required of elementary education students. Due to the extensive practical experience required, these courses are usually offered during the day. 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: Elementary or TEP 441 Teaching and Learning: Secondary, in 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 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 or a 6-12 teaching certificate. The State Teacher Certification Board has the sole authority for awarding or denying teacher certification. The Secondary Teacher Preparation Sequence (English, general and biological science, math, social studies, and speech) and the Elementary Teacher Preparation Sequence were approved by the state Oct. 27, 1971, to be offered as entitlement programs for certification. When in doubt about matters of admission, waivers, student teaching, or certification requirements, students and their advisers should contact the education coordinator.

TEACHER PREPARATION/Course Descriptions

TEP 311 SCHOOL AND COMMUNITY

(4 Hrs.)

A study of problems facing the school in contemporary society, the school's impact on particular communities, and 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. Student keeps a journal of his experience.

TEP 312 SCHOOL AND STUDENT (4 Hrs.)

Critical study of theories of learning and growth and development which contribute to understanding of school-age child. Course builds upon 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. 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 (4 Hrs.)

Examination of ways in which pupils learn to read as well as means by which teachers can stimulate and enhance pupil's competency, interests, and attitudes.

TEP 431 TEACHING AND LEARNING: ELEMENTARY (4 Hrs.)

Study of individual teaching problems, including concepts, methods, and materials, with emphasis on 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 teacher's aide precedes the student teaching experience.

TEP 435 MULTI-CULTURAL EDUCATION (2 Hrs.)

Inquiry of general and specific factors which necessitate a public education which provides for differences among various cultural backgrounds of students in the United States. Course offers comparisons of informal education systems among different cultures and examination of how these might conflict with the formal education system of mainstream middle-class culture.

TEP 441 TEACHING AND LEARNING: SECONDARY (4 Hrs.)

Study of individual teaching problems, including concepts, methods, and materials of secondary education, with particular emphasis on the student's teaching major. Students receive instruction in use of audio-visual media, gain experience as teacher aides, and keep journals of their field work.

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

STUDIES IN GERONTOLOGY

FACULTY ADVISERS — Jonathan Hess, Gari Lesnoff-Caravaglia.

Students enrolled in academic programs at Sangamon State University may 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, 1976. Students admitted to the Pilot Project will earn an emphasis (minor) in Gerontology, along with the B.A. or M.A. in their areas of concentration.

Students interested in being admitted to the Pilot Project must make formal application to the Gerontology Committee.

Requirements for an emphasis in Gerontology:

1. Admission to the Pilot Project "Studies in Gerontology."
2. Enrollment in JSO 495 Gerontology Colloquium.
3. Completion of a minimum of 16 hours of course work listed under "Studies in Gerontology."

Students may also develop a concentration in Gerontology by special arrangement through the Individual Option Program.



JSO 495 GERONTOLOGY COLLOQUIUM

(2 Hrs.)

Acquaints students with the multifaceted problems which make up the study of gerontology; particular focus is on relationship of such problems to student's own area of concentration. Enrollment is limited to students participating in the Pilot Project.

WOMEN STUDIES

FACULTY ADVISER — Mary Hotvedt.

With the growth of 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 Program, students may also pursue a degree in Women Studies.



Public Affairs Centers

As the public affairs university in the Illinois state system of higher education, Sangamon State directs educational, research, and service efforts toward solution of public problems facing the state and its local communities. Emphasis is on a coordinated, interdisciplinary approach to problem-solving, training, and communication through the following centers and services: the Illinois Legislative Studies Center, the Public Sector Program Evaluation Center, the Center for Study of Middle-Size Cities, the Multicultural Education Institute, and a continuing education program for women.

Each center and service program is charged to develop applied research and service activities which effectively address problems of state and local significance. Each unit has a small permanent core of faculty with lightened regular teaching obligations. Specific projects draw additional staff from among the faculty who are temporarily attached to the unit; these faculty members continue to have teaching and other obligations during the period of their assignment to the project. This system provides flexible staffing which matches relevant faculty expertise to public problems and helps to ensure maximum benefit from and for instructional programs.

ILLINOIS LEGISLATIVE STUDIES CENTER

This center coordinates university activities with the Illinois General Assembly including experiential education, applied research, and public service. It also serves as the university support base for *Illinois Issues*, a monthly journal of state politics.

The Illinois Legislative Staff Internship Program and the Applied Legislative Study Term are major educational components of the ILSC. The former provides an opportunity for outstanding graduate students from throughout the state to serve with leadership or nonpartisan research agency staff for a period of nine and a half months beginning each Oct. 1. Students are selected in the spring and receive eight hours of graduate credit for completion of required seminars which are an integral part of the program. The center coordinates this program which has continuing statutory support through the Illinois Legislative Council.

The Applied Legislative Study Term gives interested undergraduate students an opportunity to serve as staff aids to individual legislators while fulfilling their Applied Study Term requirement. The work segment is supplemented by a seminar which helps the student place the experience in broad academic perspective. The ALST is part of an expanding Springfield Semester Program which will allow students from throughout the state to spend a semester in the capital while studying for academic credit.



Applied research projects are generally directed at questions of public policy or legislative processes and afford both students and faculty the opportunity to conduct research and study in the legislative setting.

Public service activities have included sponsorship of conferences and training sessions for legislators, legislative staff, and professionals.

The center publishes a monograph series which reports the research projects and conferences conducted under its auspices.

PUBLIC SECTOR PROGRAM EVALUATION CENTER

The focus of this center is on executive departments and agencies of the state where policy, program, and administrative responsibilities for attention to public problems rest. While the emphasis has been on developing the capacities of departments and agencies to evaluate their own programs, faculty affiliated with the center are working in a wide range of projects, including conferences and workshops for state government officials, direct advice and assistance to agency officials, preparation of inventories of state capabilities in critical areas, bibliographies and other special reports, and development of Public Affairs Colloquia on relevant public problems.

In the Graduate Public Service Internship Program conducted under the auspices of the center, selected graduate students following a wide range of disciplines serve internships with the executive departments and agencies which fund the interns. Cooperating departments support, on a two-year basis, master's degree candidates who plan career employment in state agencies. Interns participate in a seminar to integrate academic study and experience, carry a part-time academic load, and work up to 20 hours a week in their sponsoring agencies. Expansion of the program with increased

state support and external funds emphasizes opportunities for individuals from minority groups.

CENTER FOR THE STUDY OF MIDDLE-SIZE CITIES

Responding to suggestions from faculty and residents and public officials of middle-size cities, this center conducts studies on topics of concern, with data gathered in appropriate surveys. Faculty offer varying credit courses and noncredit workshops and seminars related to interests of middle-size cities, stimulating involvement of students in political, social, and economic affairs and organizations of those cities.

Three interrelated concepts provide focus for the center's work: development of quality-of-life indicators for middle-size cities; attention to problems related to continuing growth of urban populations, and development of the concept of the model city. Development of guidelines for the future is the objective of studies and research based on these concepts.

MULTICULTURAL EDUCATION INSTITUTE

The Multicultural Education Institute has its roots in the Institute on Interracial Education begun at Sangamon State in the summer of 1972 in response to the challenge of black Americans to institutions of higher education for recognition and participation in the political processes of American society.

With faculty resources drawn from six disciplines — history, political studies, literature, education, economics, and human development counseling — the institute now serves two educational functions: rendering educational assistance to personnel from desegregated and desegregating public schools in Central Illinois and providing continuing education for the adult population of Springfield.

The institute's educational assistance program provides graduate-credit courses in each of the disciplines represented to develop strategies and policies for operating multicultural schools; to train administrative staff, teachers, and counselors; to develop techniques and programs which enhance community-school relations; and to develop multiethnic curricula.

The institute's program of adult continuing education focuses on three community concerns: school desegregation/integration, minority employment, and open housing and community development.

Efforts of the institute have been enhanced by two grants, one from the United States Office of Education through the 1964 Civil Rights Act and one from the Illinois Board of Higher Education through the 1965 Higher Education Act.

CONTINUING EDUCATION FOR WOMEN

The university is continuing to expand continuing education

activities based upon women's needs, identified by both the community and the university, for various noncurricular services.

Such activities have included co-sponsoring with Lincoln Land Community College a series of Second Time Around Workshops designed to assist the mature woman considering a return to school or career; a follow-up Study Skills Seminar focusing on library



usage, creative and expository writing, critical reading, and assertiveness training; and, for women employees in state government, Upward Mobility Workshops to upgrade potential for career advancement.

In the fall of 1974 and again in 1975, SSU sponsored major conferences — Women's Worlds: Roles and Realities and Women at Work — which featured keynote addresses by speakers of national and regional stature, workshops by area resource persons, varied art and agency exhibits, and multimedia presentations. Both conferences included follow-up and evaluation activities as a part of their basic plan; the Woman-to-Woman support-group activities, a series of evening and weekend programs taking place in the late fall of 1975, were the planned outgrowth of the Women at Work conference.

Systematic pursuit of appropriate university support, community involvement, and federal as well as foundation funding for future efforts are continually ongoing.

Public Affairs Colloquia

In keeping with Sangamon State's mandate as Illinois' public affairs university, all SSU students participate in Public Affairs Colloquia, focusing on current issues of public concern. There are colloquia which focus primarily on issue awareness and understanding,

designated "Issue-PAC's." Those PAC's which require the preparation of policy recommendations are called "Policy-PAC's."

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 present factual information on a number of state policy issues for candidates for the Illinois General Assembly, and the Intersession PAC's which have examined current crises of confidence in American life.

The Intersession PAC's are unique in at least two respects which highlight both the flexibility and the topicality of PAC's: they are 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; they focus attention on alternative solutions to contemporary issues — how to restore public confidence in American politics, corporate America, and American identity. In addition, they provide a format for public education on issues which extend far beyond the boundaries 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 given areas in order to work toward the development of analysis and recommendations concerning policy problems. A major resource for such PAC's will be ongoing institutes and public affairs centers of the university such as current ones on school integration, middle-sized cities, and program evaluation.

DEGREE 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.

PUBLIC AFFAIRS COLLOQUIA/Course Descriptions

Approximately 40 PAC's are offered each semester. In addition to those that follow, PAC's are offered on other topics of changing and current emphasis.

PAC 401 ISSUES IN AMERICAN PUBLIC EDUCATION (4 Hrs.)

Detailed analysis of a few specific issues facing education. Emphasis on discovery of alternative solutions based on examination of antecedent political and social forces; positions taken by responsible and interested organizations; and options available to public policy-makers, educators, and concerned citizens.

PAC 402 SEX-FAIR EDUCATION IN THE CLASSROOM (4 Hrs.)

Team taught. Helps teachers in elementary, middle, and secondary public and private schools gain insight into the unspoken content of materials used in the

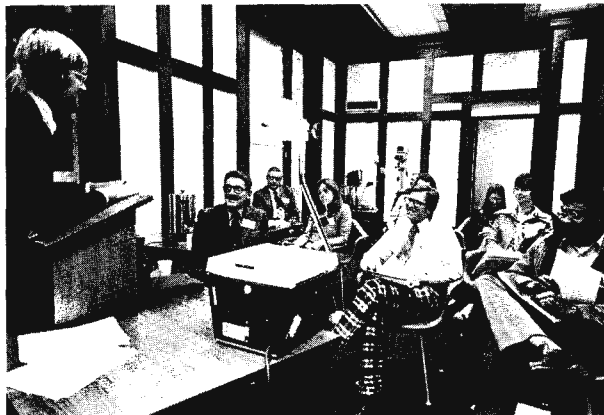
classroom, nature and effect of testing and counseling, and general problem of understanding sexual stereotyping by and of students and teachers. Deals with creating alternative curricula and locating alternative materials.

PAC 403 THE ECONOMY TODAY (4 Hrs.)

For the noneconomist who wants to understand the current state of the American economy. Emphasis is on major economic problems as they relate to issues of public policy. Principal source is *The Wall Street Journal* supplemented by selections from both conservative and radical economic periodicals.

PAC 404 A PUBLIC PROBLEM: POST-INDUSTRIAL SOCIETY (4 Hrs.)

Course explores these questions: How does industrial society exist? Do public problems flow from it? How can we think of post-industrial society?



PAC 405 INFLATION, DEFLATION, FLATION (4 Hrs.)

Analysis of current price inflation and economic recession and of available corrective measures. Objective is development of a public policy for post-recession price stability.

PAC 406 THE WOMAN EXECUTIVE (4 Hrs.)

Addresses the public issue of women in manager roles. Designed to create understanding of the woman moving into the managerial role by identifying and analyzing: 1) motivation to enter a traditionally male field; 2) diagnosis and reaction to male environment by examining social, political, economic, educational, legal, and psychological factors governing the emergence of women into the current managerial scene; 3) realization of full potential in a conflict environment.

PAC 407 MINORITIES IN AMERICA: WHO RULES THE AMERICAN DREAM (4 Hrs.)

Surveys historically the immigration experiences of American minorities touching on migrant groups' similarities and differences. Major ethnic groups are looked at from psychological, economic, political, and social perspectives. Broad survey of the topic, including problems and potentials suggested in the American dream.

PAC 408 DIVORCE: OUR NEWEST SOCIAL TEST (4 Hrs.)

Examines relationship between society's views and changing legal framework surrounding divorce. Divorce lawyers and judges give their views before the class. Divorce as it affects individuals and, in turn, state agencies is second area of concern. Marriage counselors and child psychologists from both SSU faculty and state agencies used extensively as guest lecturers. Alternatives of both divorce processes and marriage constitute third area of discussion.

PAC 409 AGING AND DYING IN A TECHNOLOGICAL SOCIETY (4 Hrs.)

"This excellent hotel is very ancient. Even in King Clovis' time people died in it in a number of beds. Factory-like of course. It is quantity that counts. Who cares anything for a finely finished death? No one — the wish to have a death of one's own is growing ever rarer. A while yet, and it will be just as rare as a life of one's own." In the Western world we deny that we die; we deny that we age; and technology works to reinforce our denial. What does this mean to those of our population who face death or those who are long-lived? It has been said that we can no more look directly at death than we can at the sun. This course attempts to do just that.

PAC 410 ECONOMIC ISSUES (4 Hrs.)

For noneconomists who want to know more about current economic issues. Issues change as current concerns in the economy shift in importance. Topics previously covered have included: the energy crisis, world food crisis, monetary and fiscal policy, unemployment, inflation, world trade, women in the labor force. Team taught by members of the Economics Program.

PAC 411 PLANNING FOR THE YEAR 2000 (4 Hrs.)

Organized into task forces to formulate public policy recommendations for the year 2000. Students examine literature of Futurism, including works by Alvin Toffler, Daniel Bell, Herman Kahn, and others. Films, tapes, and guest speakers contribute information and ideas. Students engage in writing activities to develop their skills at Futurism, forecasting, and public policy planning.

PAC 412 THE CONTEMPORARY WORLD (2 Hrs.)

The contemporary world is a constantly changing, often perplexing reality. The world has shrunk and a new global interdependence has replaced discrete, conflicting cultures. This interdependence precludes withdrawal from or easy domination of the global community in which each member must participate to survive. But to participate we must understand. Vast inequalities threaten peace and fuel revolutionary forces everywhere; rapid economic and industrial progress bring us together so much as it tears us apart. A systematic and analytical but informal discussion of contemporary events, led by History Program faculty and intended for anyone in the university. Reading is entirely based on Sunday *New York Times*. Brown-bag course.

PAC 413 PESTICIDES: FACT AND FICTION (4 Hrs.)

Course draws together materials necessary to evaluate objectively the efficacy of selected pesticides on local, national, and international bases. Breadth of the



problem permits individuals to pursue their particular interests and present their findings. Selected readings are critically evaluated. Urban use of pesticides, particularly in Springfield, is examined and evaluated to determine reasons for use, methods of pesticide selection, health and safety precautions applied, and quantities used. Guest speakers and visual aids supplement the course.

PAC 414 CORRECTIONAL INSTITUTIONS IN AMERICA (4 Hrs.)

Issues-oriented PAC examining institutions which society creates to correct infirmities — physical, mental, ethical, and moral. Course looks at mental hospitals, general hospitals, county hospitals, prisons, jails, training schools, half-way houses, sanitariums, asylums, schools for the deaf and/or blind, training schools for retarded, orphanages, homes for the elderly, and foster homes. Attempts — through films, books, guest lectures, and field trips — to find similarities among these different types of institutions and to ascertain whether there are inherent characteristics in all of them which prevent or lessen humane treatment. Some emphasis on being able to help human beings achieve maximum potential through help from agencies of "correction" in our society.

PAC 415 B.F. SKINNER: A SOCIAL ENGINEER (4 Hrs.)

After reading three of B.F. Skinner's major works — *Walden Two*, *Beyond Freedom and Dignity*, and *About Behaviorism* — class focuses on Skinner as a social engineer. His views of behaviorism and society, present and future, are discussed, with implications for current social policy problems.



PAC 416 ETHICS FOR POLICY DECISION

Investigation of the place of ethical considerations in policy decisions which affect group and institutional behavior. Special attention to values and disvalues of continuity vs. change. Systematic and case-study methods are interrelated. During last half of course students develop, present, and analyze case studies of policy decisions which affected institutions or groups in which they were personally involved.

PAC 417 LIMITS TO GROWTH (4 Hrs.)

Are there limits to growth? If so, are they in the natural world, the social world, or the increasing difficulty of the governance of complexity? Course, led by an environmentalist and an economist, explores tension between views of economic growth as solver of problems and as creator of problems — growth as solution and as bane of mankind. What are factors that might convince or force us to promote zero growth? Through dialogue and debate techniques, class explores various implications of limits to growth, including what a no-growth society might be like.

PAC 418 ENERGY RESOURCES FOR SOCIETY: THE OPTIONS (4 Hrs.)

Examines proposed technologies and environmental implications of major energy options. Among options considered are nuclear, solar, and geothermal energy, as well as energy from fossil fuels. Sheds light on the current "crisis."

PAC 419 SCIENCE, GOVERNMENT, AND POLITICS (4 Hrs.)

Scientific and technical information is an important element in formulation of public policy. Seminar reviews those mechanisms, especially in executive and legislative branches, which provide Congress and state legislatures with scientific information. Relationships between science and government and science and politics, including some case studies, are discussed. Emphasis on current science and public policy issues and how technical information might be used in their resolution.

PAC 420 PSYCHOLOGY TODAY AND TOMORROW (1 to 4 Hrs.)

Wide-ranging course covering topics of current interest in psychology. Brown-bag, informal, drop-in course. Many guest lecturers, knowledgeable in the behavioral sciences. Topics and presenters vary and are announced in advance.

PAC 421 PARTY REFORM IN AMERICA (4 Hrs.)

Examines assumptions, proposals, and anticipated (and unanticipated) consequences of various proposals for "party reform" in America. Critical examination of the debate over "more responsible" parties and movements toward more intraparty democracy. While no previous political science background is required, it would be helpful for students to have general grounding in American national politics.

PAC 422 WELFARE REFORM IN AMERICA (4 Hrs.)

Study of historical development, past and present justifications, working problems, and proposed changes in the welfare system and its historical economic, social, and political implications.

PAC 423 CHOICES: VALUES AND COMMUNICATION IN DECISION-MAKING (4 Hrs.)

Focus is on selected pivotal human problems, issues, and policy questions, assessing feasible alternatives, analyzing strategy, and resolving value conflicts involved in communication and decision-making. Special attention to problems involved in decision-making and to problem of professional responsibility for effects of decisions.

PAC 424 AMERICAN INDIAN: IMAGE AND REALITY (4 Hrs.)

Study of the rich complexity of American Indian culture, with close attention to recent efforts by native Americans to gain dignity and equality in the US.

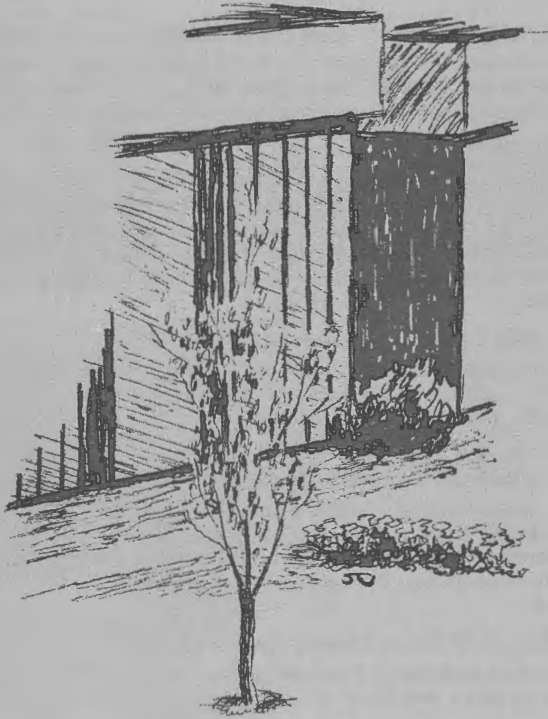
PAC 425 SPORTS IN AMERICAN SOCIETY (4 Hrs.)

An examination of sport as it influences and reflects American values. Students study impact of sports from educational, social, and psychological perspectives. Guest lectures, oral reports, and class discussions. Each student is required to submit at least one paper on a relevant subtopic.

PAC 430 PROBLEMS AND ISSUES IN ILLINOIS GOVERNMENT (4 Hrs.)

Deals with four or five current issues of public policy in Illinois. Class is divided into task forces, each exploring one issue in depth and reporting to the whole seminar. Each student writes a report on some aspect of the policy issue studied by the task force.





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Index

- Academic adviser 37
 Academic load 38
 Academic Policies and Procedures 28
 Academic probation 40
 Academic Programs, Course Descriptions 64
 Academic Standards 37
 Accounting and Auditing 65
 Accreditation 15
 Activity Fee, student 41
 Administration 69
 Administration, officers of 267
 Administrative staff 268
 Admissions Policies and Procedures 21
 Admissions
 Graduate 24
 Procedure, graduate 26
 Procedure, undergraduate 24
 Proficiency examination for
 graduate 25
 undergraduate 23
 Special 26
 Undergraduate 22
 Advanced standing 23
 Adviser, academic 58
 Advising and Counseling, Office of 58
 Affirmative action 55
 Aid, financial 44
 Alumni Association 20
 Scholarships 46, 50
 American Association of University
 Women Grant Fund 49
 Anthropology 237
 Application Fee 41
 Applied Study Term 35
 Area map 279
 Art 63, 115
 Assistantships, graduate 48
 Auditing courses 41
 Automobiles, use of 54

 Bachelor of Arts Degree 31
 Bachelor's Degree Requirements 31
 Basic Opportunity Grants 48
 Biology 90
 Board of Regents 267
 Book store 56
 Business Administration 72, 168

 Calendar, university 7
 Campus, Capital 13
 Campus, Main 12
 Campus map 278
 Career Services 58
 Center for the Study of Middle-
 Size Cities 259
 Change of courses 40
 Check cashing service 57
 Chemistry 199
 Child care 53
 Child, Family, and Community
 Services 99
 Choosing a Program 29
 Class attendance 40
 Clayville Rural Life Center 19
 Clubs 62
 College Level Examination Program 23, 25
 College Work-Study 49
 Communication in a Technological Society 105

 Community Arts Management 113
 Computer Science 181
 Computer service 57
 Constitution requirement 42
 Counseling 58, 59
 Family 60
 Peer-group 60
 Personal 59
 Sex 60
 Veterans 57
 Vocational 58, 60
 Courses 64
 Creative Arts 115
 Credit, lower-division 31
 Credit no credit grading 39
 Credit, transfer 23
 Cross-listed courses 39

 Dance 115
 Day-Care Center 53
 Degrees, requirements for 31, 32
 Drama 63, 115

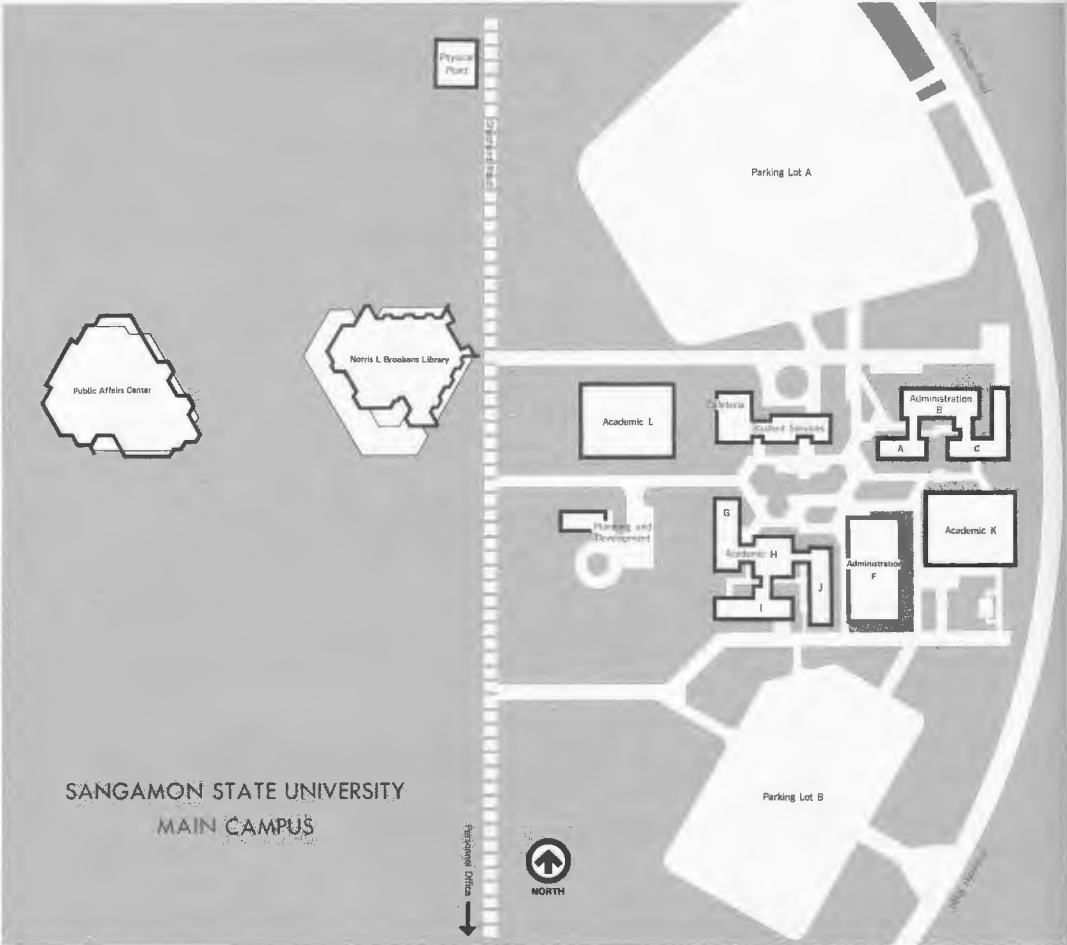
 Economics 121
 Education 73, 253
 Educational Administration 73
 Employment, student 47, 49
 Environmental Biology 192
 Environmental Physical Science 198
 Environments and People 128
 Evaluation, written 39
 Examination, for admission 23, 25

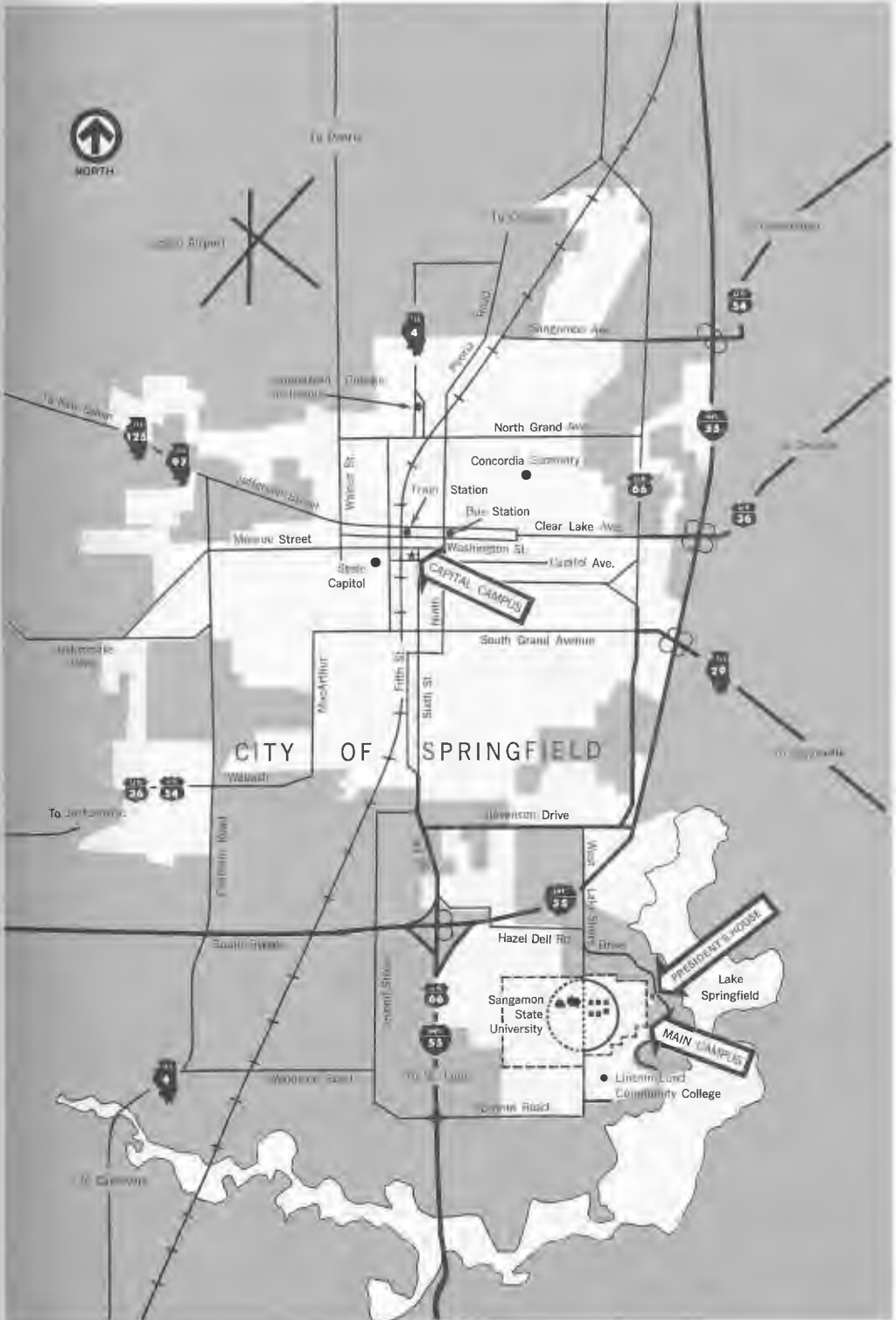
 Faculty 16, 269
 Faculty Union Scholarship Program 46
 Fees 27
 Application 41
 Health insurance 55
 Late registration 41
 Student activity 41
 Financial aid, student 44
 Application for 44, 50
 Food service 56
 Foundation, Sangamon State University 20
 Franklin Life Insurance Company
 Scholarship Program 45

 General Assembly Waivers 45
 General Information 9
 Gerontology 255
 Governance 14, 267
 Grading 38
 Graduate assistantships 48
 Graduate internships 47, 48
 Graduate Public Service Internship Program 47, 258
 Graduation Contract 42
 Graduation Procedure 42
 Graduation Report 42
 Grants 44, 48, 49, 50

 Health insurance, student 55
 Health pre-medical study 199
 Health service, student 54
 Health Services Administration 73
 Health Services Management 136, 169

- History: 139
 History, Sangamon State: 11
 Housing, student: 53
 Human Development Counseling: 146
 Human Services: 228
- Identification, student: 53
 Illinois Guaranteed Loan Program: 47
 Illinois Legislative Studies Center: 257
 Illinois State Scholarship Commission
 Grant: 48
 Incomplete work: 39
 Individual Option: 29, 154
 Institutional Grants: 49
 Institutional Tuition Waivers: 49
 Insurance, student: 55
 Internships, graduate: 47, 48, 257, 258
 Intercession PAC: 261
- James E. Armstrong Scholarship Program: 46
 Justice and the Social Order: 156
- Laboratory facilities: 18, 93
 Late registration fee: 41
 Law Enforcement: 228
 Law Enforcement Education Program: 44
 Grants: 44
 Loans: 45
 Learning Center: 59
 Lectures: 63
 Legal studies: 228
 Legislative Staff Internship Program: 48
 Letter grades: 39
 Library: 17
 Library, Brookens: 12
 Lilly Foundation Grants: 50
 Literature: 161
 Loans, student: 45, 47, 49, 50
- Management: 166
 Maps
 Area: 279
 Campus: 278
 Master of Arts Degree: 33
 Master's Degree Requirements: 32
 Mathematical Systems: 176
 Mathematics: 180
 Medical Technology: 192
 Military Waivers, State: 44
 Minority Services Center: 59
 Multicultural Education Institute: 259
 Music: 63, 115
- National Direct Student Loans: 49
 Nursing: 195
 Nutrition: 197
- Officers of administration: 267
 Operations Research/Systems Analysis: 181
 Organization of the University: 15, 266
 Organizational Administration: 73
- Philosophy and Human Values: 250
 Philosophy of Sangamon State: 10
 Physical Sciences: 198
 Facilities: 18, 200
 Placement service: 59
 Political Studies: 206
 Pre-medical study: 199
 President: 11
 A Message From: 2
 Problem-solving exercise: 34
 Psychology: 214
 Public Administration: 74
 Public Affairs Centers: 257
- Public Affairs Colloquia: 34, 260
 Intercession: 261
 Special: 261
 Public Affairs Reporting: 223
 Public Affairs Reporting Scholarships: 46
 Public Safety Department: 57
 Public Sector Program Evaluation Center: 258
 Programs, degree: 31, 32
- Radio station: 18
 Recreation: 61
 Registration: 41
 Residence requirement: 31, 32
 Right to review files: 42
 Robert P. Howard Scholarship Program: 46
- Sangamon County Deputy Sheriffs Scholarships: 46
 Sangamon State University Foundation: 20
 Satisfactory progress: 40, 51
 Scholarships: 45, 46, 48
 Social Justice Professions: 226
 Sociology/Anthropology: 237
 Special admission: 26
 Special courses: 30
 Special Options: 255
 Special PAC's: 261
 Special Sequences and Options: 250
 Special Student: 26
 Sports: 61
 Springfield: 16
 Statistics: 180
 Student Financial Aid: 43
 Student Health Insurance: 55
 Student Health Service: 54
 Student Life: 61
 Student Services: 53
 Student-to-Student Grants: 49
 Supplemental Educational Opportunity
 Grants: 49
- Teacher Education Waivers, State: 45
 Teacher Preparation: 253
 This Is Sangamon State: 10
 Transcripts: 41
 Transfer credit: 23, 33
 Graduate: 33
 Undergraduate: 23
 Transportation: 54
 Tuition and Fees: 27
 Tuition waivers: 44, 45, 49
- University Assembly: 14
 University Community Emergency Loan
 Fund: 50
 University Grant Program: 49
 University Incentive Scholarships: 46
 University Life: 52
 University Programs: 29
- Vehicles, use of: 54
 Veterans affairs: 57
 Veterans benefits: 44
 Veterans Club: 62
 Vocational counseling: 58, 60
 Vocational testing: 58
- Waivers, tuition: 44, 45, 49
 William H. Chamberlain Scholarship Program: 46
 Withdrawal from courses: 40
 Women Studies: 256, 259
 Work/Culture/Society: 244
 Work-study programs: 49
 Writing, creative: 115
 WSSR: 18
- Zonta Grants: 50







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