

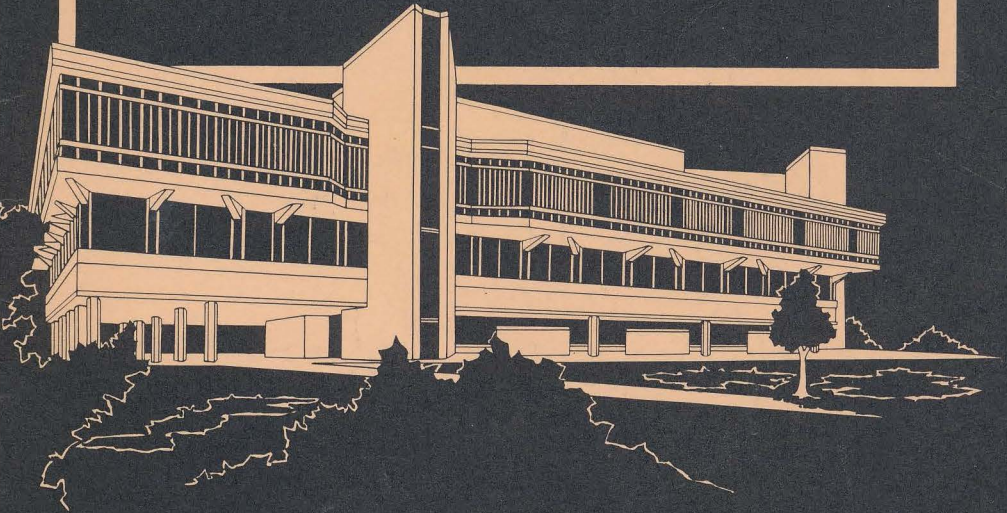
# 1984-85 CATALOG

for Undergraduates  
and Graduates



**Sangamon State University**

Springfield, Illinois 62708



# **Sangamon State University**

## **Undergraduate and Graduate Catalog 1984-1985**

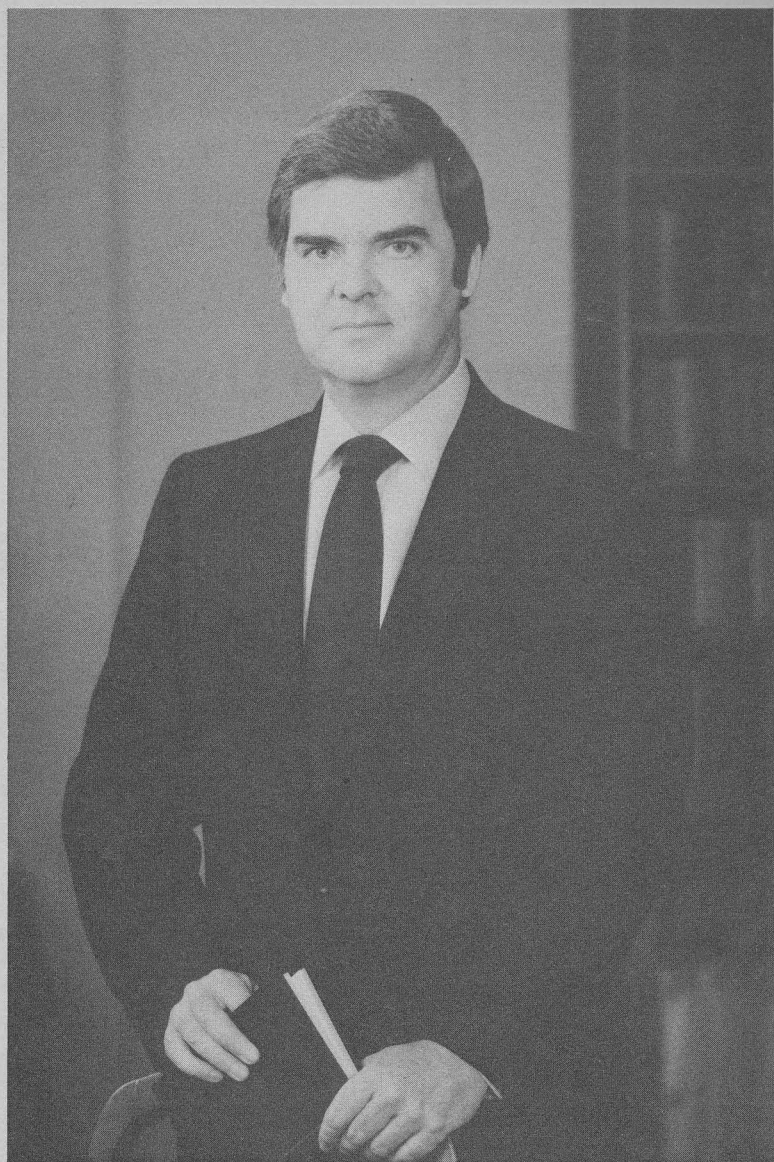
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Springfield, Illinois 62708**

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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 Undergraduate and Graduate Catalog is not to be considered final, nor does it constitute a contract between the student and the University.*

*Sangamon State University is an Affirmative Action Employer ensuring equal opportunities in programs, activities, and employment regardless of race, religion, national origin, age, sex, color, disability, or veteran status.*



*President Alex B. Lacy, Jr.*

# A Message from the President

Sangamon State University offers you a number of unique advantages. At Illinois' public affairs university, you may learn and prepare for your career using the state's capital city as an educational laboratory. The operations of Illinois' government provide subject matter for a variety of experiential learning programs: you'll be gaining valuable practical experience along with solid academic instruction.

Sangamon State's faculty are committed to teaching. These professional economists, journalists, political scientists, artists, scientists, and humanists place the needs of students first. And because our University is small, instructors provide personal attention in generally small and informal classes.

The University has achieved an effective blending of old and new, a cohesive union of the traditional and the nontraditional in higher education. Individuals who graduate from Sangamon State are qualified professionals, grounded in the liberal arts and challenged to think critically in today's world. I invite you to become one of them.



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# Calendar 1984-1985

## Fall Semester 1984

August 16-18, 20, Thursday-Saturday, Monday  
 August 20, Monday  
 September 3, 4, Monday, Tuesday  
 October 13, Saturday  
 November 21-24, Wednesday-Saturday  
 December 15, Saturday

Registration  
 Classes Begin  
 Labor Day Recess  
 Mid-Point  
 Thanksgiving Recess  
 Semester Ends

## Spring Semester, 1985

January 11, 12, 14, Friday, Saturday, Monday  
 January 14, Monday  
 March 9, Saturday  
 March 11-16, Monday-Saturday

Registration  
 Classes Begin  
 Mid-Point  
 Spring Recess  
 Spring Intersession  
 Semester Ends  
 Commencement

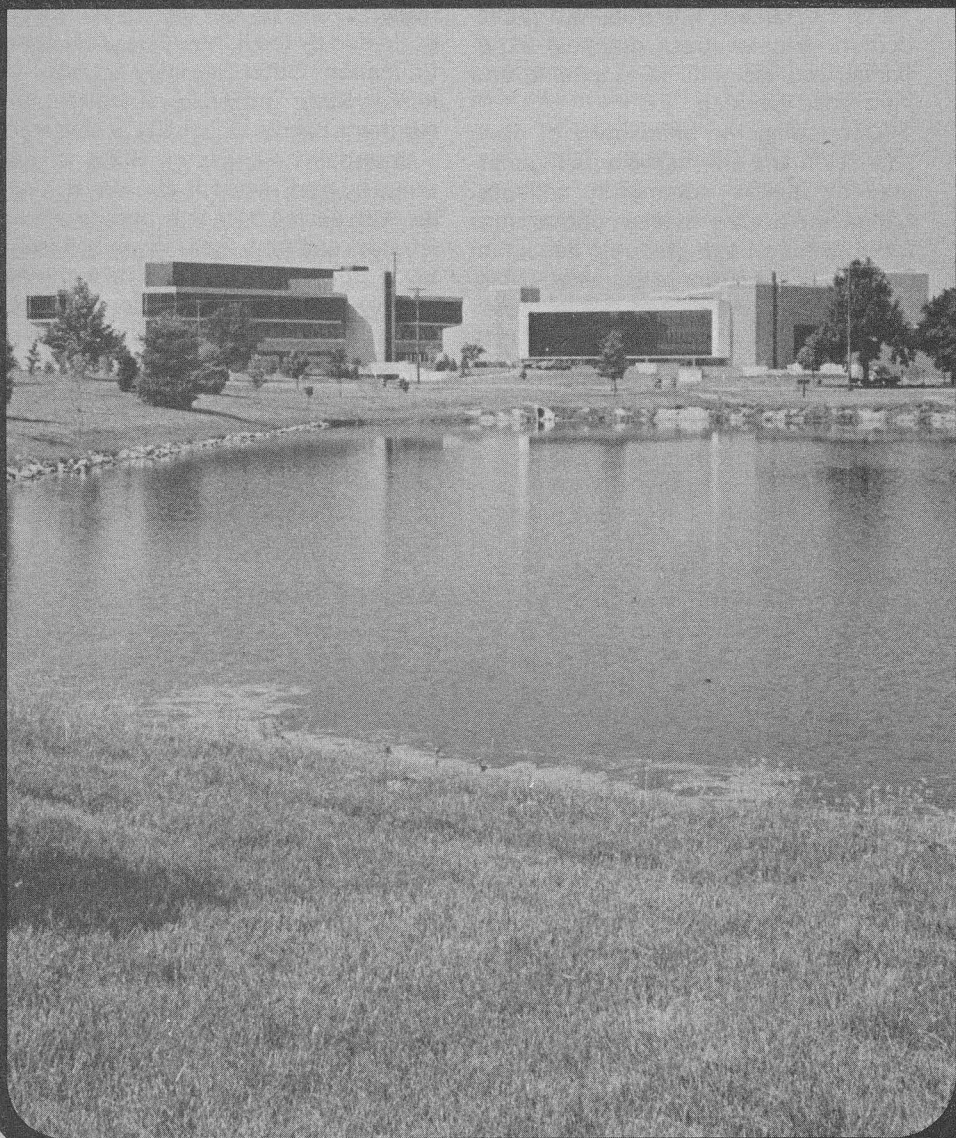
May 11, Saturday

## Summer Session, 1985

May 31, June 1, 3, Friday, Saturday, Monday  
 June 3, Monday  
 July 4, Thursday  
 July 27, Saturday

Registration  
 Classes Begin  
 Independence Day  
 Summer Session Ends

# General Information





# This Is Sangamon State University

## Philosophy and Purpose

Sangamon State is an upper-division and graduate university committed to a concept of higher education that reaches out into the community and responds in meaningful ways to the needs of today's students and to the demands of contemporary society. The mandates of the University are to address public affairs within the framework of a liberal arts curriculum and to stress practical experience, professional development, and innovative teaching.

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

As the public affairs university for the state of Illinois, Sangamon State addresses itself to specific and general needs of government and society through special courses, projects, and student internships. The University also prepares people for public service and fosters an active understanding of social, environmental, technological, and ethical problems as they relate to public policy.

Faculty members at Sangamon State University have a commitment to the individual student. Excellent teaching is of highest priority; research and publication serve as support for teaching. Many classes are small and informal, permitting easy relationships between students and professors. Faculty members also serve as students' academic advisers, giving students a central contact person and assisting them in developing meaningful and enriching programs of study.

Many of Sangamon State University's academic programs are designed to bring

together the world of public affairs and the world of higher education. The purpose is to prepare people for effective participation in a continually changing society.

## Governance

Sangamon State is one of three institutions governed by the State Board of Regents, one of four senior boards coordinated by the Illinois Board of Higher Education. Other Regency schools are Illinois State University at Normal and Northern Illinois University at DeKalb.

Internally, Sangamon State is governed by the President, Dr. Alex B. Lacy, Jr., with advice from appropriate administrators and from the University Assembly. Formed in November, 1970, the Assembly serves as a forum for ideas and ensures that the responsibility for development of policy suggestions and recommendations is effectively shared.

The Assembly, in turn, is comprised of three discrete senates — faculty, student, and staff — each elected by its own constituency and each served by a variety of standing committees.

## Accreditation

Sangamon State University is fully accredited by the Commission of Institutions of Higher Education of the North Central Association of Colleges and Schools.

## 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 Governors State University in Park Forest resulted from an extensive study by the Board of Higher Education, which developed this idea as an innovative response both to the growth of the state's community college system and to the need for new

ways for individuals to enter upper-division and graduate study.

As the state's public affairs university, Sangamon State was located in the capital city. Community leaders were deeply aware of the local and regional demand for higher-education opportunities and helped provide further impetus to locate a university in Springfield. A million-dollar citizens' fund drive raised money for supplementary land acquisition and demonstrated the community's sincere commitment to Sangamon State and its mission.

In the summer of 1969, Dr. Robert C. Spencer, then dean of the Graduate School at the University of Rhode Island, was chosen as Sangamon State's founding president. The University opened its interim facilities for the fall term of 1970; initial enrollment was some 800 students, with a faculty of 45.

In September, 1978, Dr. Alex B. Lacy, Jr., became the University's second president. Dr. Lacy came to Sangamon State University from the National Endowment for the Humanities, where he served as Director of the Division of Public Programs. He holds a Ph.D. in political science from the University of Virginia and is former Dean of the School of Urban Life at the University of Georgia.

Sangamon State currently has some 3,600 students and a faculty of approximately 200.

## The Campus

The first permanent building on the campus is the Norris L. Brookens Library, completed in December, 1975, and named for the late chairman of the Illinois Board of Regents. Brookens Library is a major learning-resource center designed to support the University's academic programs. It contains temporary classroom and faculty office space, but as future permanent buildings are completed, these temporary spaces will be phased out and replaced by expanding library stock and reader areas.

The second permanent building is the Public Affairs Center (PAC). Opened in October, 1980, the 124,340-square foot building includes the 1,951-seat University Auditorium, which is equipped for dramatic and musical performances. The Center also houses a studio theater; a cafeteria and restaurant; and offices, classrooms, laboratories, and conference rooms. PAC facilities have been specifically designed for those academic programs which have a distinct public affairs thrust.

Modern, attractive interim buildings in well-landscaped settings reflect the open operating style and spirit of the University. These make up the remainder of the campus currently in use.

The campus is easily reached from I-55. Persons coming from the north should take Exit 94 (Stevenson Drive), following the directional signs on Stevenson Drive to West Lake Drive, and south to the campus. Persons arriving on I-55 from the south, should take Exit 90 (Toronto Road).

## Springfield As Campus

At Sangamon State the campus includes the community, as academic programs are structured to make maximum use of the capital city's resources, particularly state and federal agencies that provide internship, experiential, and research opportunities. Students have access to the deliberations of the General Assembly and to committee hearings where the state's legislative policies are debated. Legislators, lobbyists, agency heads, commissioners, and holders of major political offices are a vital part of the Springfield scene and comprise an incomparable human resource. Politics in all forms can be studied in Springfield, from the day-to-day functioning of regulatory commissions, legislative committees, or party caucuses to picketing lines of demonstrators on the Statehouse lawn.

Programs in the health field capitalize on downstate Illinois' largest medical center, including the Southern Illinois

University School of Medicine, three hospitals, 300 physicians, and 18 nursing homes.

Programs in the humanities use such community resources as Sangamon-Menard counties' rich collection of historic sites and museums. One site, the Clayville Rural Life Center, is under the aegis of the University, and affords unique opportunities for studies in historic site interpretation, rural life, historic crafts, and museum work.

Specialized libraries supplement community-based learning opportunities. Available to students, these resources include the Illinois State Library, the Illinois State Archives, the Illinois State Historical Library, the Supreme Court Library, and the SIU Medical Library. Springfield also hosts two additional institutions of higher education: Lincoln Land Community College and Springfield College in Illinois.

Springfield is known as the Prairie Capital, and the city derives much of its character from its location in Illinois' rural heartland. With an area population of almost 190,000, Springfield is located less than 100 miles from St. Louis and less than 200 miles from Chicago, offering convenient access to large urban centers. The city's major employers are city, county, state, and federal governments; healthcare delivery systems; insurance companies; and other service industries. There are 16,000 public employees in Springfield, with more than 100 state and national organizations headquartered in the immediate area.

## **Public Affairs at Sangamon State University**

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As the public affairs university in Illinois' system of higher education, Sangamon State directs educational, research, and service efforts toward solution of public problems facing the state and its local communities. The Universi-

## **Sangamon State University Foundation**

The Sangamon State University Foundation is a University-related organization, a not-for-profit corporation. The SSU Foundation is maintained as a separate corporate entity having as its sole purpose the acquisition of gift, grant, and donated resources to assist the University in achieving and furthering its teaching, research, and public service goals.

The main goal of the Foundation is to raise unrestricted funds to support institutional priorities, such as student financial aid and faculty development, and to build an endowment for future operations.

## **Sangamon State University Alumni Association**

The Sangamon State University Alumni Association is a University-related organization, a not-for-profit corporation. The Association is maintained as a separate corporate entity and shares offices with the SSU Foundation.

The Association exists for the principal purpose of aiding the University by providing financial assistance, volunteer services, and advisory suggestions from alumni who wish to help the University carry on teaching, research, and public service activities. The Association also seeks to keep alumni aware of campus events and offers members numerous services and privileges.

ty emphasizes a coordinated, interdisciplinary approach to problem solving, training, and communication, an approach largely administered through four public affairs centers: the Center for Community and Regional Studies, the

Legal Studies Center, the Center for Policy Studies and Program Evaluation, and the Illinois Legislative Studies Center.

These Centers and related service programs are charged with the development of applied research and service activities which address problems of state and local significance. Each unit has a small permanent core of faculty with joint appointments in the Center and in an academic program. Specific projects draw additional faculty who are temporarily attached to the unit. During their assignment to a project, all participating faculty have teaching and other academic obligations. This linkage serves to bring faculty public affairs experience to the classroom and also provides a flexible staffing pattern that matches relevant faculty expertise to public problems and helps to ensure maximum benefit for instructional programs.

### **Center for Community and Regional Studies**

The Center for Community and Regional Studies directs its activities toward problems and issues which concern communities in the Central Illinois area served by Sangamon State University.

The Economic-Business Research Service is an organized research effort of the Center and is designed to develop and evaluate economic data and activities relevant for business, community, and regional growth and development. Research services are available to Central Illinois firms, agencies, and communities. Research summaries are published in the *Economic-Business Review*, a quarterly sponsored by the Center. The *Review* also publishes timely articles and commentary by academics and practitioners, providing regular information and analysis of business trends and conditions in Central Illinois.

Other Center activities focus on research and public service in the areas of local government and the environment.

The Local Government Internship Program recruits qualified graduate students for paid, part-time internships with relevant local agencies. The Center's internships, as well as graduate assistantships, provide opportunities for students to integrate academic training and practical experience.

Center research and service activities are coordinated with other University resources and made accessible to the University and external communities in several ways. A Survey Research Office assists faculty, other Centers, and external clients in survey-research design, administration, and analysis. The Intergovernmental Clearinghouse provides indices to state publications and other materials, assists faculty in obtaining census and other data, and is preparing a telephone-accessible library of taped messages on topics of interest to local communities.

The Center publishes newsletters, monographs, reports, and books on issues affecting communities and surrounding regions. These issues are also addressed through training programs, development seminars, conferences, and similar projects designed to enhance the quality of service of community and regional organizations.

### **Center for Legal Studies**

The Center for Legal Studies focuses research and service efforts on the legal system of Illinois. The Center's fundamental objective is to contribute to the better understanding and improvement of the Illinois legal system in ways accessible to scholars, policy-makers, practitioners, and the general public. The Center fulfills this mission by emphasizing four functions: training, law-related education, research, and public service.

For example, the Center conducts in-service training for court personnel and for those who must deal regularly with the courts or their alternatives. Law-related education activities, such as sponsorship of teachers' institutes and the



development of educational materials and publications, are designed to foster and improve teaching about the law. Research projects address the theoretical and conceptual aspects of public issues in the Illinois legal system. The Center's public service and public education projects focus on ways to improve the legal system and public awareness of the law through preparation of reports on specific issues and through radio programs, conferences, public information brochures, and other activities.

Among areas of Center concern are criminal and juvenile justice, the courts and judiciary, alternatives to courts, family and child welfare law, and jurisprudence. A number of Center projects have attracted external funding.

The functions and activities of the Center for Legal Studies provide Sangamon State University faculty, staff, and students with opportunities to supplement academic program interests. The Center works with academic programs and other public affairs centers to develop educational experiences for students. Graduate and undergraduate students assist in the development and implementation of training and research projects conducted by the Center.

### **Center for Policy Studies and Program Evaluation**

The Center for Policy Studies and Program Evaluation contributes to the public affairs mandate of Sangamon State University through a broad range of programs designed to help improve governmental performance in Illinois, particularly at the state level. In carrying out its mission, the Center conducts a variety of program activities: problem-solving research, technical assistance to agencies, training programs, and a public sector internship program.

Center research includes both independent studies and research undertaken at the request of governmental units, using analysis to clarify public issues

and to identify possible policy alternatives. Governmental and other public sector organizations are offered technical assistance on internal managerial issues and on questions of policy-making and program implementation. Management training and executive development activities include individual consultations, workshops and conferences, specialized courses, training-needs assessments, and long-term development of training activities.

The Graduate Public Service Internship program contributes to both to the problem-solving mission of the Center and to the broader educational mission of the University. Graduate interns from a wide range of colleges and universities in Illinois serve with state executive branch departments and agencies, actively participating in the work of a state agency while completing a two-year graduate degree in one of a number of related fields.

In its varied activities the Center pursues a dual mission, namely, to extend the resources of the University through public service and to further scholarly understanding.

### **Illinois Legislative Studies Center**

This Center coordinates University activities related to the Illinois General Assembly, including experiential education, applied research, and public service.

The Illinois Legislative Staff Internship Program, the Illinois Private Sector Internship Program, and the Applied Legislative Study Term are major educational components of the ILSC. The Center coordinates the Legislative Staff Internship Program for the Illinois Legislative Council. This program provides an opportunity for outstanding graduate students from the state and nation to serve with leadership or nonpartisan research agency staff for a period of ten-and-a-half months beginning Oct. 1. The Pri-

vate Sector Program is a variable-length, graduate-level experience. In this program, interns are placed in private associations which interact with the General Assembly.

Applied research projects of the Center are generally directed toward the function and structure of the General Assembly and toward questions of public policy or legislative processes. These projects afford students and faculty the opportunity to conduct research and study in the legislative setting.

Public service activities include sponsorship of conferences, forums, and training sessions for a wide variety of people interested in the General Assembly. The Center issues occasional monographs which publicize research projects and conferences conducted under its auspices.

## **Public Affairs Colloquia (PACs)**

Sangamon State University features a unique series of courses designated as Public Affairs Colloquia. Each semester at least 20 different colloquia are offered, with several objectives in mind: (1) to explore and cultivate an informed awareness of contemporary public issues and situations; (2) to provide an interdisciplinary approach to issues for wider understanding and for stronger research and problem-solving skills; (3) to investigate the formulation and implementa-

tion of public policy and to realize the multidisciplinary consequences of policy making; and (4) to foster and preserve a sense of community through shared information and intellectual values transcending disciplines. There are no prerequisites for any of the colloquia.

Bachelor's degree candidates must complete at least six hours of PACs; master's degree candidates are required to complete at least four hours. Normally, this requirement is not waived. Students are encouraged to select PACs with a focus outside their major program. Descriptions of PACs are published each semester in the Course Schedule.

## **Intersessions**

Each year the University offers a special PAC in an intensive week-long Intersession. Nationally and internationally prominent figures are brought to the campus to address the Intersession topic. Opportunities for small group discussions with these individuals and Intersession faculty are integral to the course. Topics have included: The Energy Decade, Confronting Inequality in 1980, Individual Freedom and the State, Science and Human Values, and The Struggle for Peaceful Conflict Resolution.

Intersessions combine the expertise of many faculty and illustrate the multidisciplinary approach of Public Affairs Colloquia.

# **Special Features Of Sangamon State University**

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## **The Library**

The Norris L. Brookens Library provides an extensive collection of more than 380,000 volumes; 3,200 journal subscriptions; and 80,000 government publications, as well as a variety of musical and spoken recordings, simulation games, audio and video tapes, slides, and microform collections. Students may

obtain equipment for using nonprint materials through the Loan Desk. For materials not in the SSU Library, inter-library loan service is provided to qualified borrowers without charge. Statewide borrowers' cards give students access to libraries of other state-supported academic institutions. Sangamon State students also have direct borrow-

ing privileges at all area academic libraries, as well as at 22 Illinois libraries participating in LCS, a cooperative computer network.

In addition to traditional services, the library directly trains students to use its resources. Instruction in search strategies and library research methods is available by appointment and also in bibliographic workshops, in modules of core courses, and in a University course called "Library Research." Workshops and individual tutoring in the use of media equipment are offered in the Library Media Lab.

## Laboratory Facilities

The wide array of modern, sophisticated instrumentation available for use in the classroom and for independent projects is one of the strong features of the natural science programs at Sangamon State University. As scientific investigation grows more and more technically demanding, there is increasing need for people who have acquired a high level of competence in the use of sophisticated laboratory instruments. For this reason, laboratory facilities are designed for hands-on use so that students can learn marketable technical skills, in addition to their theoretical studies.

## Computer Service

Students and faculty use the University Computing Center for instructional and research activities. The Center consists of a computer room in J-127, a terminal lab in J-123, a microcomputer and terminal lab in H-56, a PLATO lab in H-58, and a computer graphics lab in J-133.

The Center is open Monday through Thursday, 8 a.m. to 1 a.m.; Friday, 8 a.m. to 5 p.m.; Saturday, 9 a.m. to 5 p.m.; and Sunday, 2 p.m. to 6 p.m.

CRT and hard-copy terminals in the Center labs and at other campus locations operate on-line to the two Hewlett-Packard HP-3000 computers on campus, to the Educational Computing Net-

work (ECN) CDC computer, or to IBM and CDC computers at the University of Illinois Computing Services Office (CSO) in Urbana. Batch operation is available to all computers. Consultants are on hand to assist new users. Student employment positions as consultants or as computer operators assist students both financially and educationally.

PLATO is the largest computer-aided instruction system in the world. Through SSU's six terminals, students gain access to thousands of lessons in more than a hundred different academic areas, from accountancy to zoology. Faculty from many disciplines use the PLATO computer system to provide instructional material in their classes.

## Radio Station

Sangamon State's public radio station, WSSR, began broadcasting on Jan. 3, 1975, with a full schedule of music, public affairs, and cultural programs; 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, staff, and students on work/study assignments, and individuals from the community. Committees of University and community members help guide policies and procedures.

At 92 on the FM dial, WSSR operates in stereo and broadcasts 21 hours each day, seven days a week. Its 50,000 watts of power deliver programs throughout an 80-mile radius of Springfield. A program guide, *Montage*, is published monthly and distributed to listeners who help support the station through voluntary subscriptions. Both federal and state monies supply basic financial support to the station.

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

## **Clayville Rural Life Center and Museum**

Clayville is an outdoor museum of history and folklife located 20 miles from campus, 12 miles northwest of Springfield on Route 125. Rural life and material culture as well as historic interpretation may be studied there. From May 1 through Oct. 31, student employment positions offer practical experience both in site interpretation for visitors and in museum maintenance and historic preservation. During winter months students are afforded further opportunities to do research and to plan programs and exhibits.

Academic courses are available to students who wish to pursue museum studies, historic site management, and environmental education at Clayville. The History Program offers courses in museum history and museum methods, historic craft research, and historic preservation. The Environmental Studies Program offers two courses focusing on material culture — Midwest Rural Life and its European (ENS 411) and American (ENS 413) Backgrounds. Another course, Mornings at Clayville (ENS 470), offers instruction in preparing materials for, and participating in, an intensive living history experience for fifth-graders. Students may combine courses from both programs for preparation in museum, historic sites, and parks and recreation work.

The 11-acre Clayville site was given to the Sangamon State University Foundation in 1973 by Springfield physician Emmet Pearson and his wife, Mary. They first opened the site in 1961, inspired by open-air museums pioneered in Europe in the 1890s. The Pearsons built the present collections over a period of years. Currently, the Clayville Folk Arts Guild, founded in 1968, conducts special event weekends and festivals in the spring and fall. The Guild's goal is to recover, preserve, and provide instruction for traditional crafts and activities. Students are

encouraged to join and work with the group to gain experience in volunteer museum organizations.

The museum's collections are outstanding for early Midwest history and material culture and thus are an invaluable resource for students. The one original on-site structure, the combined inn and farmhouse built by a New Jersey family in 1824, is a place where living history techniques of 1840s cooking, gardening, and household activities can be researched and applied. Exhibit workshops for blacksmithing, printing, broom-making, woodworking, and other 19th-century trades and activities are available for actual use. A variety of other historic structures permits firsthand study of traditional architecture built by people from different parts of the East and South. Tools, simple machines, furniture, and household utensils are much more accessible than in most museums, since many artifacts can be handled and used.

## **The Applied Study and Experiential Learning Term**

The Applied Study and Experiential Learning Term (AST) is a University-wide, required component of all undergraduate programs at Sangamon State University. The learning-from-experience concept has been a part of the curriculum since the inception of Sangamon State and continues to be an integral part of the SSU baccalaureate experience.

## **Credit for Prior Learning**

Credit for Prior Learning (CPL) provides the means whereby qualified undergraduate and graduate students may receive academic credit for college-level learning acquired outside the university classroom. The CPL process is particularly valuable for persons with extensive backgrounds in a profession, in workshops or seminars, in community service and volunteer work, in relevant travel and hobbies, and/or in independent research.



Interested persons are encouraged to enroll for AST 401: The Assessment of Experiential Learning, a course which includes an overview of current issues in lifelong learning. AST 401 also assists students in preparing a detailed portfolio that describes and documents the learning to be assessed for credit. In preparing portfolios, students plan their proposed course of study in the context of previous learning experiences and attempt to develop an awareness of their strengths as learners. In addition to classroom work, students consult individually with appropriate faculty members.

Faculty members of relevant programs review portfolios and evaluate requests for credit in individual areas of expertise. A University-wide faculty committee monitors the entire CPL process.

Persons interested in requesting Credit for Prior Learning are urged to contact the CPL director as early as possible. Portfolios may be submitted for assessment any time after a student is admitted to the University and should be submitted at least a semester before the student expects to graduate.

A Student Procedures Guide and current fee assessment information are available in the Applied Study Office.

## University Courses

In addition to regular disciplinary courses and to Public Affairs Colloquia, Sangamon State offers a number of University (UNI) courses. UNI courses provide specialized knowledge and skills in academic areas which are not established components of the University's curriculum. Such courses impart intellectual skills with a theoretical and analytical basis but do not necessarily have a multidisciplinary aspect. Examples include UNI 401 Library Research; UNI 402 Grants and Proposal Writing; and UNI 403 Career Planning and Self-Assessment. Additional UNI courses, with descriptions, are published in the Course Schedule each semester.

## Tutorials

As one expression of the University's commitment to the individual student, full-time and adjunct faculty members occasionally supervise independent study in the form of tutorials. Taken at either the undergraduate or graduate level for variable amounts of credit, tutorials are intended to supplement, not supplant, regular course offerings. Students desiring to structure one-to-one learning experiences not regularly available but nevertheless relevant to their programs of study must secure the consent of a faculty member with appropriate expertise and willingness to serve as a supervisor. Prior to registration, the student submits a tutorial proposal form to the prospective faculty tutor, who may accept, modify, refer, or reject it. Normally, the form indicates a proposed title, topic, method of study, amount of tutor-student contact, and means of evaluation, as well as the level of study and the hours of credit sought. If the tutor accepts the proposal, he or she signs a With Permission of Instructor (WPI) form, which the student must submit at registration. At the end of the semester, the tutor records the final results of the student's work, and the tutorial appears on the transcript by course number, title, grade, and number of credits earned.

## Media-Based Courses

Sangamon State University offers several learning opportunities through the media, including radio sideband, television, and newspaper courses. The University's radio station offers sideband courses over a special educational broadcasting frequency, and students who register for these courses are provided with a special receiver. The major portion of educational material is provided through readings and through broadcasts, although campus discussions are conducted. Newspaper and TV courses are offered in a similar manner. Students earn regular college credit and enroll in

these courses as they would for traditional courses.

## Spoken Foreign Language

SSU is part of a national network of schools offering instruction in unusual or critical languages, such as Chinese, Japanese, Russian, and Arabic. Offered sequentially for four credits each semester, spoken foreign language courses focus on self-instruction with timely assistance from a native speaker of the chosen language. Students work with cassette tapes at home or at the University 10 to 12 hours each week; they also meet with a native speaker for an hour and a half, twice a week. At the end of each semester, an external examiner gives each student an oral examination, which is the primary basis for the final grade.

Critical languages are offered in two-year sequences, four semesters for each language. In most cases, the written language is not studied, or is begun after four semesters of spoken language have been completed. In the future, the University expects to offer additional languages, such as Swahili, Urdu, Korean, Dutch, Swedish, and Polish, depending upon demand and upon availability of tutors. All courses are listed in the Course Schedule under UNI 440 and require prior permission of the instructor.

## University Publication: *Illinois Issues*

*Illinois Issues* is a monthly magazine of government and public affairs operating under the guidance of a board appointed by the presidents of Sangamon State University and the University of Illinois. The magazine has established a solid reputation for thoughtful commen-

tary and analysis of state issues in several fields: energy, environment, taxation, education, business, and labor. It regularly covers the actions of all three branches of state government, with additional attention to local government. *Illinois Issues* enlists authoritative writers — academics; journalists; business, labor, and government professionals — to present clear and objective reports on the people, problems, and processes of government in Illinois. The magazine also publishes the following columns on a regular basis: "The State of the State," "Chicago," "Washington," "Politics," and "The Media." First published in January, 1975, the magazine's current circulation is approximately 5,000. It is supported by the two sponsoring universities, grant and subscription income, and contributions from individuals and Illinois businesses.

## The Learning Center

The Learning Center is a personalized tutoring service offering academic support to students. Specialists in reading, writing, mathematics, and English as a second language, as well as a corps of outstanding student tutors, provide individual and group instruction in a wide variety of areas. Students may obtain help with particular subjects or with general academic development. The Learning Center assists all persons interested in developing competencies to the highest possible level.

The Center is open from 9 a.m. to 7 p.m. Monday through Thursday and from 9 a.m. to 5 p.m. on Friday. Appointments assure the student of reserved time with staff members. Special times can be arranged if regular hours do not meet student needs.

# Admission

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## General Procedures

Prospective students should write to the Office of Admissions and Records, Sangamon State University, Springfield,

IL 62708, and ask for an application form. Illinois residents may call the Office toll free, 800/252-8533.

Official transcripts of previous academic work should be forwarded to the Office as soon as possible.

Applications should be submitted at least one month prior to the beginning of the semester in which the student wishes to commence course work (see the calendar at the beginning of this catalog). If it is necessary to close admissions before an announced deadline, the University will admit students in the order in which completed applications are received.

For further information see "Registration Procedures" in this catalog.

## **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 available to persons who can demonstrate competency and readiness for upper-division study through completion of sufficient lower-division course work; through appropriate examinations; or, in some cases, through evaluations of professional and life-learning experience (see "Alternative Admission Opportunity" and "Credit for Prior Learning" sections).

Admission to the University does not constitute matriculation in a particular degree program. Some programs have special entrance requirements; others have limited enrollments. Applicants should check program descriptions to learn of special requirements and/or enrollment limits.

## ***Students from Accredited Community and Junior Colleges***

Sangamon State University subscribes to the provisions of the Community College-Senior College Articulation Report of August, 1978. In essence, this report approves admission for all graduates of regionally accredited community and

junior colleges, provided these graduates have earned the Associate in Arts or the Associate in Sciences degree in a program which includes general education requirements.

## ***Other Transfer Students: General Education Requirements***

Students who lack the A.A. or A.S. degree, but who have completed at least 60 semester (90 quarter) hours of lower division credit with an average of "C" or better may apply for admission to the University. Credit hours must include the following general education courses: English (two courses, one of which is in composition) at least 6 sem. hours; Humanities (two courses) at least 6 sem. hours; Social Science (two courses) at least 6 sem. hours; Math (one course) at least 3 sem. hours; Science, with lab (one course) at least 4 sem. hours.

The composition requirement must be met at another institution prior to admission to Sangamon State University. Remaining course work may be taken at SSU, but credit hours earned in general education courses may not be used to satisfy upper-division program requirements.

## ***Advanced Standing and Transfer for Credit: The Residency Requirement***

Undergraduates are normally admitted as juniors, but the University may accept up to 30 semester hours (45 quarter hours) of appropriate upper-division work completed at an accredited four-year college or university. Only credit hours earned with a grade of "C" or better are acceptable for advanced standing.

To receive a Sangamon State baccalaureate degree, students transferring with upper-division credit must earn a minimum of 30 semester hours in residency at Sangamon State University, must satisfy the University's Public Affairs

Colloquia and Applied Study Term requirements, and must fulfill the specific requirements of the chosen degree program.

## **Graduate Admission**

Baccalaureate students with degrees from accredited colleges and universities and with proven ability to pursue upper-division work are eligible to apply for graduate standing at Sangamon State University. See "General Procedures" for admission above.

### *Matriculation into a Graduate Program*

Admission to Sangamon State University does not constitute admission into a particular degree program. In accord with general University policy, each degree program has established admission requirements, all of which are outlined in the program statements in this catalog. Students who wish to pursue a graduate degree must seek matriculation into a particular program. The *application process* should be started as soon as possible once the student is admitted to the University.

### *Transfer Credit at the Graduate Level: The Residency Requirement*

Sangamon State University may accept up to 12 hours of graduate-level work completed at other accredited institutions. Only credit hours earned with a grade of "B" or better are acceptable.

To receive a Sangamon State master's degree, students transferring with graduate-level credit must satisfy the University's Public Affairs Colloquia requirement and must fulfill the specific requirements of the chosen degree program.

## **Alternative Admission Opportunity**

Admission to undergraduate or graduate study is possible through Alternative Admission procedures. The Univer-

sity evaluates nontraditional educational growth through assessment of extensive life and work experiences (based on a narrative autobiography), through demonstrated competency in general education areas (based in part on scores from the College Level Examination Program), and through corroborative evidence from persons familiar with the applicant's learning experiences (based on letters of recommendation). Applicants must also submit official transcripts from any college or university attended. Interested persons should contact an admissions officer for further information.

## **Special Admission**

Persons with two years of college credit or equivalent experience are encouraged to enroll for courses at Sangamon State University. Such students matriculate in the Special Student category, permitting registration in individual courses without completion of regular admissions procedures and without commitment to a particular degree program.

Special students normally take one class per semester and are asked to define their educational goals before exceeding 16 semester hours as undergraduates, 12 semester hours as graduates. Students who then choose to become degree candidates must complete regular admissions procedures, including acceptance into a degree program. When formal admission is attained, course work completed as a Special Student is evaluated by the relevant academic program and may or may not apply toward graduation requirements. The University accepts a maximum of 16 semester hours of Special Student credits for undergraduates, 12 hours for graduates.

## **Admission for International Students**

The University seeks to maintain a cosmopolitan atmosphere consistent with its focus on literacy, public affairs, problem solving, and lifelong learning.



To that end, Sangamon State admits international students whose academic preparation and educational and personal goals indicate they will be successful in completing the University curriculum.

International students are asked to assist the Admissions Office and academic programs by providing a statement of educational goals, evidence of suitable academic preparation, proof of financial responsibility, and proficiency in the English language sufficient for upper-division or graduate study in the United States. Materials describing specific methods for meeting these additional requirements are available from the Office of Admissions and Records.

International students are urged to request these materials at least one year before their planned enrollment. Students applying from abroad must meet early deadlines in order to complete their admissions files in time to acquire

visas. Deadlines are June 1 for fall semester, November 1 for spring semester, and April 1 for summer term. International students transferring from colleges and universities in the United States are also asked to meet these deadlines, although files will be reviewed if completed after these dates.

## The Senior Learner Program

The Senior Learner Program is open to all persons who have reached their 62nd birthday by the relevant registration day. Senior Learners may audit special interest courses, may park on campus, and may borrow books from the University library — all for the fee of \$10 per term. Senior Learners may not earn credit for courses audited. For advising and registration information, interested persons should contact the University's Office of Continuing Education.

## Degree Programs and Areas of Study

Sangamon State University offers 23 baccalaureate and 22 graduate programs, plus concentrations within several programs. Programs range from traditional disciplines such as History, Economics, and Biology to more career-oriented concentrations such as Human Development Counseling and Business Administration, or interdisciplinary programs such as Environmental Studies or Communication. In addition, Sangamon State offers an unusual alternative called the Individual Option Program.

The Office of Advising and Counseling can assist students who are choosing an academic program. This assistance includes life/career planning, vocational testing and interpretation, and referral to appropriate academic programs for further information.

### Degree Programs

Sangamon State awards the following degrees:

Accountancy (B.A., M.A.)  
 Biology (B.A., M.A.)  
 Business Administration (M.A.B.A.)  
 Chemistry (B.S.)  
 Child, Family, and Community Services  
 (B.A., M.A.)  
 Communication (B.A., M.A.)  
 Computer Science (B.A.)  
 Community Arts Management (M.A.)  
 Creative Arts (B.A.)  
 Economics (B.A., M.A.)  
 Educational Administration (M.A.)  
 Environmental Studies (M.A.)  
 Gerontology (M.A.)  
 Health Services Administration  
 (B.A., M.A.)  
 History (B.A., M.A.)  
 Human Development Counseling (M.A.)  
 Individual Option (B.A., M.A.)  
 Labor Studies (B.A.)  
 Legal Studies (B.A., M.A.)  
 Literature (B.A., M.A.)  
 Management (B.A.)  
 Mathematical Systems (three

concentrations) (B.A., M.A.)  
 Computer Science  
 Mathematics  
 Statistics/Operations Research

Medical Technology (B.S.)

Nurse Anesthesia (B.S.)

Nursing (B.S.)

Political Studies (B.A., M.A.)

Public Administration (M.P.A.)

Public Affairs Reporting (M.A.)

Psychology (B.A., M.A.)

Sociology/Anthropology (B.A.)

Social Justice Professions (three  
 concentrations) (B.A., M.A.)

Administration of Justice

Human Services

Law Enforcement

## The Individual Option Program

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

Generally, Individual Option degrees are based on broad topics or problems which reflect particular student needs and interests. Two courses, Self-Directed Learning (INO 301/501) and the Individual Option Colloquium (INO 311/511), offer students the opportunity to explore and develop particular courses of study. The student works with an advising committee of faculty and peers in preparing a personal degree program.

Persons who wish to pursue a degree in Afro-American and African Studies, Women's Studies, Energy Studies, International Studies, or Studies in Social Change will find the Individual Option Program well suited to their needs.

## Sequences/Minors

In addition to regular degree programs, Sangamon State offers three sequences or non-degree-granting minors:

Philosophy, Teacher Education Preparation, and Women's Studies. Courses in each sequence enable students to design minor fields of study within their chosen degree program. Majors incorporating Philosophy or Women's Studies may be designed using the Individual Option Program. For details see the descriptions of individual sequences in this catalog.

## Thematic Activities

Thematic activities are multidisciplinary explorations of current issues and problems through courses, research, conferences, experiential learning opportunities, and community outreach.

These opportunities are generally organized through the Innovative and Experimental Studies cluster and involve faculty and students throughout the University. Themes include:

Afro-American and African Studies

Astronomy/Physics

Energy Studies

International Studies

Studies in Social Change

For further information see individual descriptions in this catalog.

## Undergraduate Applied Study and Experiential Learning Term

The Applied Study and Experiential Learning Term (AST) at Sangamon State University is a sponsored learning experience giving all undergraduate students the opportunity to relate academic learning to experience.

Undergraduates are required to complete a minimum of 8 semester hours of Applied Study. Except in unusual cases, students may not enroll for the experiential learning term in their first semester and are encouraged not to delay enrollment until their last semester.

During the first semester of enrollment, undergraduate students should consult with their academic advisers concerning the Applied Study experience.

Students should then contact Applied Study faculty for additional information on the particulars of the experiential learning term, including important dates, placement contacts, required colloquia, and evaluation procedures.

## Graduate Internships and Experiential Learning

Experiential learning is also an integral part of graduate education at Sangamon State University. In addition to internships offered through the public affairs centers, internship/practicum opportunities are offered by many academic programs, including Public Administration; Child, Family, and Community Services; Community Arts Management; Environmental Studies; Gerontology; History; Human Development Counseling; Individual Option; Legal Studies; Psychology; Public Affairs Reporting; Social Justice Professions; Applied Math-

ematics/Statistics (Mathematical Systems); and Political Studies. Additional information may be obtained from program faculty and from individual program statements in this catalog.

## Research at Sangamon State

Conventional research opportunities are available to students in most academic programs. In addition, Sangamon State offers unique opportunities for applied research through its public affairs centers, where emphasis is on coordinated, interdisciplinary approaches to problem solving, training, and communication. Many of the University's internship/fellowship programs are also coordinated by the centers.

Although the University does not offer doctoral programs, Sangamon State does cooperate with neighboring universities in meeting doctoral student needs for research and residency in the Springfield area.

## Office of Advising and Counseling

This office provides academic and personal counseling support to Sangamon State students and prospective students. The director of Advising and Counseling is responsible for five areas of educational support: academic advising, career counseling and placement, minority services, personal counseling services, and foreign student advising and counseling. Referrals to these services are made through the Office of Advising and Counseling.

### Academic Advising

The Office of Advising and Counseling assists students in selecting appropriate academic degree programs. Frequently, this assistance is given in conjunction with life/career planning.

Following admission to the University, each fully admitted student is assigned a faculty adviser from the appropriate academic program. Faculty

advisers work with students to assure satisfactory progress toward graduation and toward personal and career goals. At any time, students may change advisers by completing a Selection of Faculty Adviser form with the newly selected faculty member and notifying the previous adviser of the change.

In recognition of the maturity of upper-division and graduate students, the University entrusts the student with substantial initiative in the academic advising process. Students should arrange appointments with their advisers prior to each registration, including their first, and should maintain contact with the adviser throughout their academic studies. *It is especially important for students to meet with faculty advisers prior to the final term of study in order to arrange for all necessary graduation requirements.*

The Office of Advising and Counseling is also available for assistance in personal adjustment counseling.

## **Career Counseling and Vocational Testing**

Assistance in life/career planning is available to all students and prospective students. Workshops, seminars, vocational counseling, and individual counseling sessions help students to focus on important decisions in determining career direction, including skill identification, preferred work environments, values clarification, goal setting, and effective self-marketing.

Occasional University courses in career planning/self-assessment and in work acquisition provide additional resources for life/career planning.

Vocational tests are available to assist students with self-assessment; further information on these services may be obtained by contacting the Career Services and Placement Office within the Office of Advising and Counseling.

## **Career Placement**

The Career Services and Placement Office assists students in implementing life/career plans through job or educational placement. Students can also get help in developing resumes which coordinate their education, experience, and skills with life/career interests.

In today's highly competitive labor market, life/career planning should be a continuous part of each student's academic program. Seminars, classes, and individual counseling sessions developed by the Career Services and Placement Office help students prepare for their personal and professional future. Internships and practicum opportunities also provide valuable career-planning experience.

Placement services include posted job listings, a biweekly newsletter containing job openings, arrangements for on-campus interviews by prospective

employers, and personal interviews and referrals. Information about professional and graduate schools is also available.

## **Personal Counseling Services**

In response to learning difficulties arising from personal or psychological problems, counseling services are provided to assist students in academic and personal endeavors. Staff members are skilled in counseling and psychotherapy. Their special skills and training enable the University to offer a wide range of therapeutic techniques for both individuals and groups.

Counseling staff are also available to provide interpretive services through a wide range of psychological tests. Persons seeking services of the counseling staff should contact the Office of Advising and Counseling for referral and/or an appointment.

## **Foreign Student Advising and Counseling**

The Foreign Student Adviser's Office, assists international students in gaining maximum benefit from their educational experience at Sangamon State. Services include interpretation of governmental and institutional regulations, orientation to the University and the community, and personal counseling. The Foreign Student Adviser works with the International Student Association and the Host Family Program to provide on-campus and off-campus opportunities for acculturation.

## **Minority Services**

The Minority Services Center staff, along with minority faculty, staff, and students who are familiar with the University and the local community, assist minority students in adjusting to the Sangamon State environment. With the belief that human potential must be realized regardless of race, sex, creed, national origin, or economic status, the Mi-

nority Services Center attempts to reach all who can profit from its services and programs.

The Center works to meet educational, social, and cultural needs of all minority students.

## Degree Requirements

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### Catalog Requirements

Students may choose to meet the academic program requirements of the catalog in force at the time of their admission to the University as a degree candidate, or of any catalog in force during a period subsequent to admission, not to exceed five years for master's candidates or seven years for bachelor's candidates. Students unable to complete graduation requirements within this period may, at the discretion of their academic programs, be held responsible for requirements in the catalog in force during their year of graduation.

### Advising and Supervision

Each student should select an adviser promptly, ideally before admission, but definitely before matriculation into a degree program. The adviser exercises direct supervision over the work of a student seeking a degree; and in some programs the adviser's signature is required on a course-planning form for degree-seeking students registering in any given semester. This form is available to students only through the adviser. Advisers also assist students in preparing to meet all University and program requirements for graduation.

### 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 the state of Illinois. Credit earned in 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. Nonresident

aliens who are returning to their home countries immediately upon graduation are exempt from this requirement. For further information, consult the Office of the Dean of Student Services.

### Graduation Contract

The commencement ceremony to award bachelors' and masters' degrees is held annually at the end of the spring semester. However, a student may file a Graduation Contract during any semester or summer term in which degree requirements will be completed.

The contract must be approved by the student's adviser, the program convener or director, and the appropriate associate dean. The student should submit the contract to the Office of Admissions and Records no 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 term. Students may submit Graduation Contracts for early evaluation during the semester or term prior to their graduation. Contract forms are available in the Office of Admissions and Records.

### General Requirements: Bachelor's Degree

To earn 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' credit in residence at Sangamon State.
- Earn a minimum of six semester hours' credit in Public Affairs Colloquia.
- Satisfy the Applied Study Term requirement of no less than eight semester hours' credit.



- Receive certification of adequacy in communication skills from the program(s) conferring the bachelor's degree(s).

- Complete course work with a cumulative Sangamon State grade point average of at least 2.0.

- Complete successfully the Illinois and United States Constitution examinations in order to satisfy the requirements of Illinois School Code Sec. 27-3. (Must be completed at the collegiate level.)

- Fulfill all program requirements.

- Complete the Graduation Contract.

- Pay a graduation fee of \$10. (Subject to change.)

### *Use of Lower-Division Courses for Upper-Division Credit*

A Sangamon State student may include up to 12 semester hours of lower-division credit toward a bachelor's degree. The application of such credit must have the approval of the student's adviser, a program representative, and the appropriate associate dean. Students must have upper-division status at the time the lower-division credit is earned; none of the 12 hours may be counted toward a student's concentration requirements. In addition, the lower-division credits may not pertain to a previous degree, and a grade of "C" or better is required.

## **General Requirements: Master's Degree**

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

- Meet program matriculation requirements.

- Earn the amount of graduate credit required by the chosen academic program, all but 12 semester hours of which must be earned at Sangamon State University.

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

- Complete course work with a cu-

mulative Sangamon State grade point average of at least 3.0.

- Complete successfully the Illinois and United States constitution examinations in order to satisfy the requirements of Illinois School Code Sec. 27-3. (Need be completed only once at the collegiate level.)

- Complete the Master's Project.

- Complete the Graduation Contract.

- Pay a graduation fee of \$15. (Subject to change.)

### *Master's Project*

Every graduate degree candidate is required to complete a Master's Project demonstrating mastery of some area within the major field of study. The exact nature and format of these projects are determined by individual programs. All projects must have an identifiable academic focus and must include a written component.

The specific project must be approved, *before it is begun*, by a faculty committee composed of the director of the student's project, usually the academic adviser; a faculty member from the student's program, selected by the student; and a faculty member from outside the program, selected by the appropriate associate dean. The director of the student's project convenes the committee. The presentation for the completed project is at the discretion of the program. It may, for example, take the form of a brief oral summary of a paper followed by questions at an open meeting, or it may be a seminar report or completion of a special course.

When the student and the project director have determined that the project is ready for presentation, the director reconvenes the committee to consider the project. Satisfactory completion of the project must be certified by unanimous recommendation of the committee. Following the presentation, the written portion of the project must be filed in the University library.

## The Second Master's Degree

All program and University requirements for the master's degree are in effect for students who have previously earned an advanced degree. However,

the Public Affairs Colloquium requirement is waived for those who have completed that requirement at the graduate level.

# Academic Standards

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## Academic Load

For purposes of tuition and fees, a student enrolled for 12 or more semester hours of course work during the fall or spring semesters, or six semester hours of course work in the summer term, is considered a full-time student. Students enrolled for fewer hours are considered part-time.

Most courses at Sangamon State University earn four semester hours' credit. The normal course load for a full-time graduate student is normally three courses, or 12 semester hours. The normal course load for a full-time undergraduate student is normally four courses, or 16 semester hours. The normal course load for part-time students is one or two courses, or four to eight semester hours.

Any student who wishes to enroll for more than 18 semester hours during the fall or spring semesters or more than eight semester hours during the summer term must wait until the first day of

classes to enroll for additional hours. The student must also submit a completed "Student Petition" form to the Office of Admissions and Records. If the overload is for 19 or 20 hours, the student's adviser and a program representative must approve the petition. If the overload is for 21 or more hours, the petition must be signed by the student's adviser, a program representative, and the appropriate associate dean. During the summer term, any overload beyond eight semester hours must be approved by the student's adviser, a program representative, and the associate dean.

A graduate assistant's normal load is 16 to 24 hours for an academic year, usually 8 to 12 hours per semester. A graduate assistant may register for six hours during the summer term. Graduate assistants who wish to enroll for more than 24 hours in any academic year must have the approval of the adviser, a program representative, and the appropriate associate dean.

## Grading

Students receive grades according to the following letter grade scale.

GRADE SYMBOL	DEFINITION	GRADE POINTS PER HOUR	EXPLANATION AND RESTRICTIONS
A	Excellent	4.0	
B	Good	3.0	
C	Fair	2.0	

A maximum of 8 hours of "C" grade at the graduate level is applicable to the degree, provided that each hour of "C" is balanced by an hour of "A." Individual graduate programs may not accept

*(continued on next page)*

GRADE SYMBOL	DEFINITION	GRADE POINTS PER HOUR	EXPLANATION AND RESTRICTIONS
D	Marginal, but passing	1.0	certain courses in which "C" grades are earned. Courses in which "D" grades are earned are not applicable to the graduate degree.
U	Unsatisfactory, or unofficial withdrawal	0.0	Courses in which "U" grades are earned do count in determining grade point average but do not apply toward graduation.
CR	Credit. Used only in Credit/No Credit grading option	----	For use in CR/NC option. "CR" represents a grade of "C" or better.
NC	No Credit. Used only in Credit/No Credit grading option	----	Students who earn grades of "D" or "U" under the Credit/No Credit option will have "NC" recorded on their transcripts.
W	Authorized Withdrawal	----	A "W" will appear on the transcript for the course(s) from which the student officially withdrew. A student who fails to withdraw officially from a course will be assigned a "U" grade.
I	Incomplete	----	A student may request an incomplete from the instructor when all work for a course has not been completed.
R*	Deferred. Used only for courses of a continuing nature, such as graduate research	----	An "R" symbol will continue to appear on a student's grade report until the course work has been completed and a grade has been assigned. During the interim, re-registration is not necessary.
AU	Audit. No grade or credit earned	----	Changes of enrollment from credit to audit may be done at any time during the term at the discretion of the student and the instructor. Students enrolled for full-time academic work must include any course they wish to audit as part of the maximum permitted load. If an auditing student does not attend classes regularly, the instructor may determine

*\*Courses for which an "R" grade may be awarded will be designated in advance.*

*(continued on next page)*

GRADE SYMBOL	DEFINITION	GRADE POINTS PER HOUR	EXPLANATION AND RESTRICTIONS
			that the audited courses should not be placed on the student's transcript. A student may not change from audit to credit in any course, nor can credit for the audited course be established at a later date.

Instructors may submit plusses and minuses for grades A through D. Grade-point equivalents are:

GRADE	GRADE POINTS PER HOUR
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
U	0.0

### Grading Option: Credit/No Credit

Students who select the Credit/No Credit (CR/NC) grading option must signify their intent before the course is three-fourths completed. (See "Withdrawal from Courses" in the Course Schedule.) No changes are acceptable after the designated date. Limits on the number of credit hours earned under the Credit/No Credit grading option may be established by individual academic programs.

Credit is awarded under the Credit/No Credit grading option when the student's work represents a grade of "C" or better. The instructor submits a grade of CR, which is recorded on the transcript. When a student's work is not equivalent to "C" or better, a grade of NC is recorded on the transcript.

Courses taken under the Credit/No Credit grading option are not included in the calculation of the grade-point average. For courses taken under this option, the symbols CR, NC, I, R, and W are recorded on transcripts where applicable.

### Incomplete Work

A student who has not completed all work at the end of a term may request an Incomplete (I) from the instructor. Twelve hours of Incomplete at any one time, however, causes the student to be placed on academic probation (see below). A letter grade is given once the work has been completed. The time limit for completion of Incompletes is determined by the faculty member and the student. Incompletes not cleared by the agreed-upon deadline remain Incompletes on the

transcript. Courses for which an Incomplete is recorded may be repeated. If the repeated course is completed successfully, the "I" is deleted from the transcript and replaced by the new grade entry.

## Grade-Point Average

Using grades earned fall semester, 1982, and after, the Office of Admissions and Records calculates a grade-point average for students each semester. Only grades earned at Sangamon State University are used in determining this average. Grade points are determined by multiplying the "grade points per hour" by the number of semester hours earned in a course. The grade-point average is computed by dividing the total number of grade points in courses completed at Sangamon State by the total number of hours represented by those courses (excluding courses with grades of CR, NC, W, I, R, or AU).

The Office of Admissions and Records uses the grade-point average to report each student's academic progress. (See Academic Probation Policy.) Grade-point averages appear on students' end-of-term grade reports and on official transcripts. Students may request to have their cumulative grade-point average omitted from their official transcript by notifying the Office of Admissions and Records.

## Graduation Grade-Point Average

Undergraduate students must have a Sangamon State cumulative grade-point average of at least 2.0 in order to receive a bachelor's degree; graduate students must achieve an SSU cumulative grade-point average of at least 3.0 in order to receive the master's degree.

## Grades Acceptable Toward Graduate Degrees

Graduate students may apply a maximum of eight hours of "C" grades toward a degree, provided that each hour

of "C" is balanced by an hour of "A." Individual academic programs determine whether or not "C" grades in the concentration requirement are acceptable toward the degree. See program statements in this catalog for details.

Under the Credit/No Credit option, "CR" represents work equivalent to a letter grade of "C" or better.

## Written Evaluation

Students may request written evaluations of their achievement in each course within a week following the end of a semester. Upon request, written evaluations may be incorporated in the student's permanent record as part of the official transcript.

## Satisfactory Progress

For full-time students, the University defines "satisfactory progress" as completion of 12 semester hours (six in summer terms) per semester enrollment.

## Academic Probation

At the end of any semester in which an undergraduate student has a Sangamon State cumulative grade-point average of less than 2.0 (3.0 for graduate students), the student is placed on academic probation. Courses taken for Credit/No Credit do not count in calculating this average. Non-degree students and special students are exempt from this policy. Students who entered SSU prior to the fall semester, 1983, may be subject to academic probation if they fail to complete at least half of their course work in any given semester.

In addition, students who accumulate 12 hours or more of Incompletes are subject to probation.

Students on academic probation may enroll for up to 12 hours' credit in the subsequent semester (six hours in the summer term), provided an *Academic Probation Registration* form is completed with appropriate signatures. Students placed on academic probation for two

successive semesters will be suspended from the University and must then wait two semesters before petitioning for re-admission.

For complete details on Sangamon State's academic probation policy, students are encouraged to consult their faculty advisers.

## Class Attendance

There is no University-wide requirement regarding class attendance at Sangamon State University. Individual instructors, however, may set class attendance requirements that are reasonable and consistent with course objectives.

## Withdrawal from Courses: Tuition and Fees

Students may withdraw from courses according to the following schedule:

TIME OF DROP OR WITHDRAWAL	AMOUNT OF REFUND
Before first day of semester	All tuition and fees refunded.
First to 8th calendar day of the semester (late registration period)	All tuition and fees will be refunded except for a service charge assessed for students withdrawing completely from the University.
9th to 15th day of the semester	Twenty-five percent of tuition <i>only</i> will be refunded.
After 15th day of the semester	NO REFUND

Withdrawals and drops must be made by written notice to the Office of Admissions and Records and are dated at the time they are officially accepted by the registrar. If tuition and fees have not been paid at the time of withdrawal or drop, the refund will be credited to the student's account.

## Withdrawal from Courses: Academic

Students may terminate registration in a course by meeting the following deadlines:

<u>IF COURSE MEETS FOR:</u>	<u>DEADLINE TO WITHDRAW:</u>
16 weeks	end of 12th week
8 weeks	end of 6th week
4 weeks	end of 3rd week
less than 2 weeks	end of 5th day

The same deadlines apply to changes in grading options: from Letter Grade to Credit/No Credit and vice versa.

It is the student's responsibility to complete and submit an Add/Drop Registration Form or letter to the Office of Admissions and Records by the official deadline. No withdrawals will be processed after the published deadlines. A "W" appears on the student's transcript for the course(s) from which the student withdrew. A student who fails to withdraw officially from a course will be assigned a "U" grade.

## Repeating Courses

Students may repeat courses at Sangamon State University, although some academic programs may have restrictions on the number of times a particular course may be repeated. Beginning fall

semester, 1982, if a student repeats a course in which any grade was earned, the grade of the repeated course will appear on the student's end-of-term grade report and transcript. The first grade entry will be deleted from the transcript and

will not count in determining a grade-point average.

## Course Numbering System

Each course has a three-letter prefix which indicates that it is a course in a particular program (e.g., CFC — Child, Family, and Community Services; HIS — History), or an Applied Study Term (AST), Public Affairs Colloquium (PAC), or University Course (UNI). Each course also has a three-digit number.

Courses numbered 300 through 399 are open to juniors and seniors. Courses numbered 400 through 499 are open to juniors, seniors, and graduate students. Courses numbered 500 through 599 are open to graduate students. Individual professors apply different evaluative standards to and/or require additional work of graduate students in 400-level courses.

When a course number ends in 91 to 98, the course is experimental and not yet included in the regular University curriculum. Courses with numbers ending in 0 (for example, LIT 480) are generally topics courses in which the subject matter changes in successive semesters. These courses may be repeated, but students may not receive credit for the same topic more than once.

## Dual Enrollment

Undergraduate students who are within 16 hours of completing all course work for the bachelor's degree may enroll in 500-level courses with the approval of their advisers and the course instructors. Credit earned in such courses may count either toward completion of the undergraduate degree or toward fulfillment of requirements for a graduate degree, but not both. Such students are evaluated at the graduate level of expertise and quality. Interested students should complete a Student Petition form, indicating which courses are to be applied as graduate credit. The form must be approved by the graduate program,

the convener, and the appropriate associate dean.

## Undergraduate Enrollment in Graduate Courses

Undergraduate students who wish to enroll in 500-level courses for credit toward the bachelor's degree must have the approval of their faculty advisers and the course instructors. The instructor's approval is indicated by his or her signature on the With Permission of Instructor (WPI) form, which must be acquired prior to registration. Such students are evaluated at the graduate level.

## Student Grievances

Students expressing a grievance about the application of academic policies may appeal through channels established by the academic program. Grievances concerning non-academic matters may be appealed to the Office of the Dean of Student Services. If necessary, students may then make further appeal through normal University channels. Typically, the appeal process proceeds through the adviser, convener or program director, associate dean, and the vice-president for academic affairs. Dependent upon the nature of the grievance, a committee may review and make recommendations on the petition. The University Appeals Board is the ultimate body hearing grievances by provision of the University Constitution and University Code. Copies of the University Code are available from the Dean of Student Services.

## 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.



# Registration Procedures

Specific information regarding the dates and times of registration is published in the Course Schedule each semester and term. Generally, the Course Schedule is available from the Office of Admissions and Records at least two months prior to the beginning of the semester or summer term. The Course

Schedule lists the current semester or term's courses, and also gives up-to-date information on registration procedures, tuition and fees, and relevant semester or term deadlines. Information in Course Schedules supersedes similar information in the University's catalogs.

## Tuition and Fees\*

FULL-TIME STUDENTS (12 or more semester hours)	Undergraduate		Graduate	
	In-State	Out-of-State	In-State	Out-of-State
Tuition	\$432.00	\$1,296.00	\$444.00	\$1,332.00
Activity Fee	18.00	18.00	18.00	18.00
Noninstructional Facility Fee	6.00	6.00	6.00	6.00
Health Insurance	45.00	45.00	45.00	45.00
Parking Fee	7.50	7.50	7.50	7.50
<b>TOTAL</b>	<b>\$508.50</b>	<b>\$1,372.50</b>	<b>\$520.50</b>	<b>\$1,408.50</b>
<b>PART-TIME STUDENTS</b> (1-11 semester hours)				
Tuition (per semester hour)	36.00	108.00	37.00	111.00
Activity Fee	9.00	9.00	9.00	9.00
Noninstructional Facility Fee	3.00	3.00	3.00	3.00
Parking Fee	7.50	7.50	7.50	7.50
<b>OTHER FEES</b>				
Student-to-Student Grant (optional)				\$ 3.00
Late Registration Fee				10.00
Late/Add Fee				5.00
Service Charge (for the Deferred Tuition Payment Plan — eligible students only)				**
Late Payment Fee (for failure to meet each Deferred Tuition Payment Date)				**
Transcript Fee				1.00
Bachelor's Degree Graduation Fee				10.00
Master's Degree Graduation Fee				15.00

Summer term fees will be listed in the summer schedule.

\*Tuition and Fees are subject to change. Students should check with the Office of Admissions and Records or refer to the Course Schedule.

\*\*As specified in the Course Schedule.

Tuition and fees are assessed at the time of registration and are subject to change without notice. Current procedures and due dates are published in the Course Schedule for each semester or term. Students with tuition waivers pay

any unwaived tuition and fees at the time of registration. All other students pay tuition and fees at the time of registration or make arrangements for payment with the Comptroller's Office.

The University reserves the right at

the time of registration to require full payment from students who have failed in the past to pay tuition and fees on time. Students with outstanding accounts are not permitted to register for future semesters or to receive transcripts, and are not eligible to receive a degree. A late payment fee is assessed any student whose bill is not paid by the date due.

Students are responsible for charges for all courses which are not officially dropped with the Office of Admissions and Records prior to dates specified in the Course Schedule for tuition and fee adjustment. Courses must be officially dropped by letter or in person at the Office of Admissions and Records. Questions regarding billing or payment should be directed to the Comptroller's Office.

### **Late Registration Fee**

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

### **Student Activity and Noninstructional Facility Fees**

A student activity fee of \$18 per semester for a full-time student (\$9 per semester for a part-time student) is part of the student's bill. The fee supports such activities as films, art exhibits, recreation, dances, and visiting lecturers. Also, a noninstructional facility fee of \$6 is assessed for on-campus, full-time students (\$3 for part-time students). Fees are subject to change without notice.

### **Changes of Courses**

A student may add or drop courses during the late registration period of a regular semester or term. A fee of \$5 is charged for courses added after the close of the regular registration period. Full tuition and fees are refunded if all courses are dropped before the first day of classes. The University will retain a service charge if all courses are dropped during the late registration period. These procedures are subject to change with-

out notice. Please refer to the current Course Schedule for specific refund information and dates.

### **Auditing Courses**

Students auditing courses are required to pay full tuition and fees. Courses audited successfully appear on the transcript with the grade of "AU." Students may not change from audit to credit in any course, and credit for audited courses may not be established under any circumstances.

At the discretion of the student and the instructor, a change from credit to audit may occur at any time during a semester or term. All changes from credit to audit must be approved by the instructor and must be completed by letter or in person at the Office of Admissions and Records. Students enrolled for full-time academic work must include audit courses as part of the maximum load requirement.

If an auditing student does not attend class regularly, the instructor may determine that the audited course should not be placed on the student's transcript.

If a course has stated enrollment limits, students enrolling for credit are enrolled before audits are allowed.

### **Veteran Students**

Each semester or term veteran students must report to the Office of Financial Assistance in order to be certified for benefits. Student veterans must also notify the Office of any changes that affect the amount or disposition of benefits, including changes in address, academic status (withdrawals, added classes, etc.), and number of dependents (through marriage, divorce, births, deaths, etc.).

### **Transcripts**

The Office of Admissions and Records will issue official transcripts of a student's academic record at Sangamon State University upon written request. A \$1 fee (subject to change) for each transcript is charged at the time of re-

quest. Telephone requests for transcripts are not honored. Transcripts are released only if the student is in good financial standing with the University.

### **Petition Process**

This catalog contains several references to the completion of a Student Petition form in certain unusual circumstances. Some of the more common uses of this form are requests for course overload, petition for credit, and various requests for waivers. In general, the Student Petition form may be used to request an exception to any University policy.

## **Financial Assistance**

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The Office of Financial Assistance at Sangamon State University coordinates federal, state, institutional, and private financial aid programs for students. As-

### **Course Charges**

Colleges and universities commonly charge fees for laboratory, art, and other classes requiring use of disposable supplies and materials. Charges for such courses are indicated in each Course Schedule and are in addition to regular tuition and fees.

Students withdrawing from a class within the first 30 calendar days of the fall and spring semesters (15 days for the summer term) are entitled to full refund/credit of the course charges. Students who withdraw from the course after the deadline will not receive a refund/credit for the course charge.

sistance is available in the form of grants, tuition waivers, assistantships, scholarships, loans, part-time employment, and veterans' benefits.

## **Merit-Based Programs**

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### **William H. Chamberlain Scholarship Program**

Established in memory of Judge William H. Chamberlain, this program is intended to assist outstanding community college graduates with awards of \$200 per year. Preference is given to students with financial need. Applications may be obtained from the Office of Financial Assistance.

### **The Alumni Association Community College Scholarship**

Established by the Sangamon State University Alumni Association, this program assists full-time students who are graduates of an Illinois community or junior college. The scholarship stipend is \$300 annually, and preference is given to students who have demonstrated superior academic ability. The Office of Financial Assistance has application materials.

### **Bruce A. Magidsohn Memorial Scholarship**

Established in memory of the late Professor Bruce A. Magidsohn, this scholarship is awarded annually to an undergraduate student majoring in art at Sangamon State University. The scholarship is nonrenewable and is made in accord with the student's demonstrated ability and promise as an artist. Applicants are asked to submit samples of their work. Interested persons may obtain applications from the Office of Financial Assistance.

### **Franklin Life Insurance Company Scholarship Program**

Established expressly for use at Sangamon State University, this program assists 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.

## **Graduate Assistantships**

General graduate assistantships provide nine-month stipends of \$3,960 and include tuition waivers during the appointment. The stipend is taxable income. Assignments are designed to provide educational experiences related to the student's area of study in either the teaching or public affairs programs of the University.

Graduate assistants work 20 hours per week and may enroll in 16 to 24 semester hours of course work per academic year. Assistants carrying at least six hours during the summer term are eligible for tuition waivers. After notification of admission to the University, interested persons should request applications from the Office of Admissions and Records and send completed forms to the Vice-President for Academic Affairs. Faculty in any teaching program or public affairs center can provide specific information about opportunities. Students are selected by May 15 for assistantships beginning in the fall semester.

## **Illinois Legislative Staff Internship Program and Illinois Private Sector Legislative Internship Program**

The Illinois Legislative Studies Center operates two graduate internship programs pertaining to the legislative branch of state government: the Illinois Legislative Staff Internship Program and the Illinois Private Sector Legislative Internship Program. Both programs provide outstanding students with opportunities for academic studies and research in legislative politics and policy analysis, along with firsthand observation of the operations of the Illinois General Assembly. The private sector program places additional emphasis on the role of the private sector in governmental decision making.

Eighteen legislative staff interns are assigned either to the Illinois Legislative Council or to one of four leadership staffs of the General Assembly. Two to four private sector interns are assigned to offices of relevant sponsoring associations. Both programs are for nine-and-one-half months, require full-time work in the assigned office, and confer graduate credit for an intern seminar. Students with the baccalaureate degree in any academic discipline are eligible for an internship, provided undergraduate academic records are of high quality.

Legislative staff interns receive tuition and fees for eight hours of required graduate courses and \$900 a month in compensation. Private sector interns receive comparable benefits.

Applications are due March 1 each year. For materials and further information, interested persons should contact the Intern Program Coordinator, Legislative Studies Center, SSU, Springfield, IL 62708.

## **Graduate Public Service Internship Program**

The Graduate Public Service Internship Program is designed to provide professional development experience during a 21-month period for graduate students interested in pursuing careers in Illinois government. Interns enroll in an appropriate SSU graduate program and work in a sponsoring state agency for 20 hours a week during the regular academic year (40 hours a week during summer months). Interns receive a stipend of \$440 per month during the academic year (\$800 per month during the summer), a waiver for 10 credit hours of Illinois-resident tuition per semester during the regular academic year, and an allowance for professional development travel.

Applications must be received by March 30 and are first screened by a faculty committee and then forwarded to sponsoring agencies, which make final selections. Placements are completed in

the spring and summer for agency assignments that typically begin between July 1 and Aug. 15. For complete information, contact the Director, GPSI Program, PAC 412, Sangamon State University, Springfield, IL 62708.

## **Local Government Internship Program**

The Center for Community and Regional Studies administers the Local Government Internship Program, which is designed to attract and prepare outstanding students for productive careers in local agencies, both public and private. Interns earn a master's degree while receiving 20 hours per week of on-the-job professional experience in a local agency.

Interns receive a stipend of \$440 per month during the academic year (\$800 per month during the summer) and in-state tuition waivers to defray educational expenses. Students normally receive two, nine-month assignments and complete their degrees in two academic years.

The following study areas are likely majors for prospective interns: public administration; business administration; social justice professions; computer programming; economics; operations research; environmental administration; legal studies; child, family, and community services; political studies; and communication.

Interested persons should apply for the Local Government Internship Program at the same time they apply for admission to one of the University's graduate degree programs. Applications should be completed by April 30. Internship program administrators screen applications and select candidates for interviews with local government agencies. Interns are chosen in accordance with demonstrated academic ability, relevant experience, and interview performance. Application materials may be received from the Director, Local Government Internship Program, Center for Communi-

ty and Regional Studies, Sangamon State University, Springfield, IL 62708.

## **Illinois Veterans' Scholarships**

These awards exempt holders from payment of tuition and, in some cases, from activity and graduation fees. Qualified applicants must have entered the service from the state of Illinois and returned to Illinois within six months after discharge from active duty. Date of enlistment also affects eligibility.

Application materials for the scholarship should be requested from the Office of Financial Assistance, completed, and submitted along with copies of the veteran's DD-214s. Illinois veterans also may be eligible for federal assistance and are encouraged to contact the Office of Financial Assistance prior to registration.

## **Illinois National Guard/Illinois Naval Militia Scholarships**

These awards exempt holders from payment of tuition, graduation, and activity fees. They are available to applicants who have served at least one year in the Illinois National Guard or Naval Militia. Company grade officers, warrant officers, and enlisted personnel are eligible. Qualified persons must apply to the Illinois State Scholarship Commission (ISSC) for the scholarship and must provide all requested information. If the applicant ceases to be a member of the Illinois National Guard or Naval Militia, educational benefits terminate. If the termination date is in the middle of a semester or term, the applicant is responsible for relevant tuition and fees.

## **Veterans' Benefits**

A veteran of at least 181 days of continuous active duty may be entitled to veterans' benefits. Eligible veterans are entitled to educational assistance one-and-a-half months (or the equivalent in part-time study) for each month or fraction thereof of service on active duty if such service began prior to Jan. 1, 1977 (total not to exceed 45 months). A vete-

ran's eligibility ceases 10 years from the release date. Veterans are encouraged to contact the Office of Financial Assistance prior to registration.

### **Veteran Educational Assistance Allowance Information**

*All Veteran Students:* Due to a change in Veterans Administration regulations, the Office of Financial Assistance is no longer able to certify veteran students prior to registration. This will cause an approximate six-week delay in the issuance of checks. Veterans must request to be certified by filling out appropriate forms available at the Office of Financial Assistance or at the veteran student information table at registration.

Veterans Administration regulations prohibit certification for Educational Assistance Allowance of media classes that do not have the required standard class sessions per week.

### **Undergraduate Veteran Students Only**

Veterans Administration regulations prohibit certification of undergraduates for Educational Assistance Allowance in the following types of classes: media classes that do not have the required class sessions each week; intensive weekend classes, without specific approval; and tutorial classes, without specific approval.

### **General Assembly Waivers**

These awards exempt holders from payment of tuition, graduation, and activity fees. Members of the General Assembly may nominate two persons an-

nually from their districts. Interested students should contact their district members of the General Assembly.

### **Sangamon County Deputy Sheriffs Scholarships**

The Sangamon County Deputy Sheriffs Association provides scholarships to encourage outstanding individuals to enter the law enforcement profession. Preference is given to Sangamon County residents. Application materials should be requested from the Office of Financial Assistance.

### **Public Affairs Reporting Scholarships**

Three scholarship programs assist students pursuing careers in public affairs reporting:

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

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

*BURNELL HEINECKE ILCA SCHOLARSHIP PROGRAM*, established by friends of Burnell Heinecke, former *Chicago Sun-Times* Statehouse correspondent and former president of the Illinois Legislative Correspondents Association.

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

## **Need-Based Programs**

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To continue receiving assistance described in this section, students must reapply once a year and continue to demonstrate financial need. Recipients must also make satisfactory progress toward a degree by enrolling in at least 12 hours per semester (if receiving full-time aid) or six hours (for half-time aid).

### **Illinois State Scholarship Commission Grant**

Monetary awards equal to tuition and some fees are given as grants to eligible full- (12 hours) and half-time (6 hours) students. *All undergraduate Illinois residents seeking financial aid are required to apply.*

## Pell Grants

These grants are available to undergraduates with financial need; application forms may be obtained from the Office of Financial Assistance. *All eligible undergraduate students are required to apply.*

## Supplemental Educational Opportunity Grants

These grants are available to undergraduates with proven financial need; grants may be for a maximum of \$2,000 per year.

## Institutional Grants

The *Student-to-Student Grant* program is funded with voluntary student contributions and matching state aid. Awards are given to undergraduates with financial need.

## National Direct Student Loans

This program provides loans for undergraduate and graduate students who have proven financial need. Interest is 5 percent, and repayment begins six months after the student graduates, ceases to be at least a half-time (six hours) student, or withdraws from the University. Some recipients may have up to 10 years to repay the loan. Cancellation privileges may exist for students who become teachers in designated areas.

## College Work-Study (CWS)

This federal program provides resources to employ students who have proven financial need. Students given CWS authorization are paid for work performed. Once an authorization is received, the student interviews for CWS assignments until a suitable position is found.

## Illinois Guaranteed Loan Program

This program provides loans to students who meet certain need-based criteria.

Junior \$2,500 per year (maximum)  
Senior \$2,500 per year (maximum)  
Graduate \$5,000 per year (maximum)

Total maximum for undergraduate and graduate study is \$25,000.

Loans are at a rate of 8 percent simple interest for first-time borrowers. All loans disbursed on or after Nov. 1, 1978, are eligible for federal interest benefits.

There is a six-month grace period between the time the student ceases at least half-time study until he or she must begin regular monthly payments. Repayment of loans shall be in installments during a period of not less than 5 years (unless the maker, during the grace period, specifically requests in writing that repayment be made during a shorter period) and not more than 10 years.

## PLUS/ALAS Loans

PLUS/ALAS loans are available for those persons who do not qualify for the Guaranteed Loan Program above. Loan repayment begins within 60 days of disbursement, with interest rates tied to current T-Bill rates. Applications may be obtained from lenders who participate in the Guaranteed Loan Program. Undergraduate, graduate, and professional students are eligible to apply.

## Student Employment Opportunities

A job center is located in the Office of Financial Assistance. Bulletin boards and publications list student work opportunities both on and off campus.

## Institutional Tuition Waivers

Each year the University provides a limited number of tuition waivers. Awards are made on the basis of proven financial need and, in some instances, for particular talents in various fields of activity. Foreign students must complete two semesters at Sangamon State and have graduate standing in order to make application for an institutional tuition waiver.



## **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. One award is designated as the Sandra G. Hockenyo Award.

## **Harry B. DeLand, Sr., Scholarship**

Established in memory of the late Harry B. DeLand, Sr., this \$100 scholarship is awarded annually to either a graduate or undergraduate student. Preference is given to a student in the Human Development Counseling Program.

## **Mary Gene Hall Scholarship**

The American Association of University Women and concerned friends provide an annual \$400 award in tribute to one of the University's first graduates. The ideal recipient is a mature woman (undergraduate or graduate) returning to a professional education interrupted by family responsibilities.

## **Alumni Association Scholarships**

Established by the Sangamon State University Alumni Association, this program provides scholarships to full-time students with academic ability and financial need. Two scholarships at \$1,000 each are awarded for proven academic achievement, ability, and leadership; one is designated as the Robert Spencer Scholarship. Two additional scholarships, also for \$1,000 each, are given primarily on the basis of financial need and academic achievement. Scholarships are for both undergraduate and graduate students.

## **Otis Morgan Memorial Scholarship**

One \$250 award is given annually to a student from a minority group. Preference is given to students who plan to

teach. Funds are derived from memorial contributions honoring a charter member of the University faculty.

## **William Ferris Cummings Memorial Award**

A \$100-\$200 award is given to either a graduate or undergraduate minority student who is interested in community service and who is studying in the area of social service, education, or political science. The recipient should be in good academic standing and have demonstrable financial need.

## **Robert Roach Memorial Prairie Stars Scholarship**

Established by the Roach family as a memorial to Robert C. Roach, Sr., this scholarship provides funds to help a soccer player attend Sangamon State. Mr. Roach was the husband of SSU's associate dean of students, Dr. Rose Marie Roach, and was an avid booster of SSU soccer. The many friends and associates of Bob Roach have contributed funds to endow this scholarship.

## **Illinois Association of Community Action Agencies Scholarship**

One \$250 award is given to a student from a disadvantaged or minority background. The student must be pursuing a career in public affairs.

## **Margaret Miner DeLand Scholarship**

Established in memory of the late Margaret Miner DeLand, this annual \$100 scholarship is awarded to either a graduate or undergraduate part-time student with demonstrated financial need.

## **Maurice W. Scott Scholarship**

Established by friends of Maurice W. Scott upon his retirement, the \$200 award assists an outstanding community college transfer student in public affairs.

## Zonta Grants

Established by the Zonta Club of Springfield, this program provides grants to students who plan to work with the aged.

## Health Professions Scholarship Fund

The fund awards scholarships *up to* full tuition for both full- and part-time students majoring in Nursing, Nurse Anesthesia, Medical Technology, and Health Services Administration. Awards are available to both graduate and undergraduate students who are Illinois residents and are based on quality of academic achievement and financial need.

## University Community Emergency Loan Fund

This fund provides short-term loans to students enrolled at least half time to help meet emergency educational expenses. Loans are interest-free, although 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 con-

tributions of the following Springfield banks and savings and loan associations:

Bank of Springfield  
 Capitol Bank and Trust  
 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

Other organizations have also provided substantial support for the loan fund:

Sangamon Chapter of University Professionals of Illinois (Local 4100)  
 Sangamon State University Foundation  
 Sangamon State University Student Senate (1982)

# Application Procedures for Need-Based Programs

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To apply for consideration for need-based programs, students should request the following from the Office of Financial Assistance:

1. *An SSU Application for Financial Assistance.* Applications are not considered until the student is admitted to the University.

2. *The Application for Federal Student Aid (AFSA).*

3. *Financial Aid Transcripts.* These forms must be completed and returned by the financial aid office of each institution the student attended prior to enrolling at Sangamon State.

## Critical Dates Affecting Financial Assistance

Applicants for need-based assistance should be aware of the following dates:

April 1 — Application for fall semester assistance should be initiated to assure consideration for all forms of aid.

(continued on next page)

- June 1 — Applications should be complete (including results of need analysis) to assure consideration for all forms of assistance for fall semester.
- Aug. 1 — Only applications for loans, the Pell and Illinois State Scholarship Programs, or employment are accepted for fall semester. Students may still apply for spring semester.
- Nov. 15 — Application deadline for spring semester financial assistance.
- Nov. 16 — Only applications for loans, the Pell and Illinois State Scholarship Programs, or employment are accepted for spring semester.
- April 15 — Application deadline for summer term.

## Assistance Renewal and Satisfactory Progress

Students awarded federal, state, and institutional financial assistance must maintain satisfactory academic progress in order to continue receiving aid. Spe-

cific regulations and policies regarding appeal of financial assistance probation are available from the Office of Financial Assistance, Sangamon State University, Springfield, IL 62708. Telephone: 217/786-6724 or toll free 800/252-8533.

## Student Services

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Since student life involves more than academic programs and class schedules, the University's Student Services office provides a variety of services and activities designed to make students' lives interesting and comfortable. Services include personal counseling, health care, and child day care; activities include special interest clubs and organizations, athletics, concerts, and a student film series. All services and activities are generally available to full- and part-time students.

### Living Accommodations

#### On-Campus

Located on the southeast corner of the campus, University Court Apartments combine the privacy of apartment living with the richness and diversity available in an academic residential environment. Singles, married students, and families are housed in the 18 one-bedroom and 52 two-bedroom apartments. Assignment priorities are based on the date of completed application. Full information and application materials may be obtained by contacting the SSU Housing office.

#### Off-Campus

Off-campus room and apartment listings are maintained in the Housing office. Individual students are responsible for arranging their own off-campus accommodations, although the housing staff is available to offer assistance.

### Transportation

The Springfield Mass Transit District provides hourly bus transportation between the Springfield downtown area and the University campus. Buses operate between 8 a.m. and 5 p.m. Monday through Friday when classes are in session; limited service is also available on Saturdays. Schedules and additional information are available from the Student Services office.

### Health Service

Health Service exists primarily to provide treatment for students, although employees may be seen in case of acute illnesses which might interfere with their ability to continue the work day. Staff are also seen when legal obligations may be involved, such as on-the-job injuries co-

vered under the Workmen's Compensation Act.

**HOURS:**

Monday through Friday: 8:30 a.m. to 5 p.m.

**PHYSICIAN:**

Douglas M. Gover, M.D., Monday and Thursday, 10 a.m. to 12 noon.

**REGISTERED NURSE:**

Lynne Price, R.N., during Health Service hours.

Health Service provides treatment not only for minor illnesses (colds, cuts, and burns) but also for problems such as treatment and diagnosis of venereal disease, referrals to specialists, counseling and referral for unwanted pregnancies, allergy injections, birth control, and pelvic examinations. The clinic also provides special services, such as laboratory tests (available at reduced rates); hypertension screening and monitoring; a weight reduction program; a flu vaccine program; smallpox and tetanus immunizations; testing for infectious mononucleosis; loans of equipment, such as crutches, ice bags, and hot water bottles; premarital examinations; and blood tests. **ALL CARE IS COMPLETELY CONFIDENTIAL.**

## 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 dependents. Students insured during the spring semester may continue coverage for themselves and their dependents for the following summer even if they are not enrolled full time in the summer term. To continue coverage, students must make application

and pay the required premium prior to the last day of the spring semester.

## University Child Care Center

Child care is provided at the University Child Care Center, located on Shepherd Road at the north entrance to the University. Care is currently provided for children of students on an hourly basis at \$1.30 per hour. The center is open from 8 a.m. to 5:15 p.m. Monday through Thursday, although rates and schedule are subject to change. The center offers a varied program designed to appeal to the preschool child.

## Bursar's Office

The Bursar's Office, located in the PAC building, Level 1, cashes checks in amounts up to \$25 for students presenting a current, validated ID card. There is a 25-cent fee. The Bursar also sells books of postage stamps. Check-cashing services and stamp sales are available from 11 a.m. to 2 p.m. only. The Bursar's Office collects registration fees, housing, and all other fees and sells campus parking decals. MasterCard and Visa are accepted.

The Bursar's Office is open from 9 a.m. to 5 p.m., Monday through Friday, and from 9 a.m. to 7 p.m., Monday through Thursday, the first three weeks of each semester and for two weeks at the mid-point of each semester.

## ID Cards

Each student is issued an identification card at registration. The card is required to check materials and equipment from the Library and may also be used to secure ticket discounts and/or admission to University-sponsored events. Lost cards may be replaced, for a fee, by contacting the Office of the Associate Dean of Student Services.

# Academic Programs / Course Descriptions





# Accountancy

## B.A. (60 Hrs.) M.A. (40 Hrs.)

**Faculty** — Francis L. Bayley, Betty J. Browning, James B. Johnston, Robert E. Maurath, John S. Nosari, David R. Olson, Donald F. Stanhope

### **The Accountancy B.A.**

The Accountancy Program prepares students for careers in public accounting, industry, and government. The major objectives of the program are: to impart 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; and to provide students with the educational qualifications for becoming Certified Public Accountants or Certified Management Accountants.

### **Entrance Requirements**

As part of the entrance requirement of 60 semester hours of transferable credits prescribed by the University, knowledge of the principles of accounting, college algebra, and calculus is required for admission into the program. Previous course work or its equivalent in micro and macro economics, descriptive statistics, and computer programming is also required. Deficiencies in these topics can be made up at SSU for elective credit by completing the following courses: *ECO 315* Economics for Administration; *ECO 313* Statistics for Business and Economics (or *MSU 401* Applied Statistics I); and *MSU 414* Introduction to Computer Programming I.

### **Advising**

New students must contact a program faculty member for initial advising to assist them in planning a program of study which is responsive to their interests and satisfies the competencies re-

quired by the program. A permanent adviser should be selected by the end of the student's junior year.

Closure requirements (i.e., the graduation contract and the constitution examinations) must be completed in accordance with University policy.

### **Communication Skills**

Effective communication is essential to successful professional careers in accounting, and demonstrated oral and written communication skills are integral to successfully completing the program's core courses. A student whose communication skills are found to be deficient in any core accounting course may be given a grade of Incomplete until he or she successfully completes LIT 375: Expository Writing.

### **Program Requirements**

A Bachelor of Arts degree with a major in Accountancy requires 60 semester hours of upper-division course work, distributed as follows:

Accounting core	20 Hrs.
Quantitative and computer science topics	8 Hrs.
Economics and administration topics	8 Hrs.
Electives	10 Hrs.
Public Affairs Colloquia	6 Hrs.
Applied Study Term	8 hrs.
<i>Total</i>	<u>60 Hrs.</u>

### **Accounting Core**

All program majors are required to complete the following courses to assure basic technical competencies in each of the major areas of accounting: *ACC 321* Intermediate Accounting I (4 Hrs.); *ACC 322* Intermediate Accounting II (2 Hrs.); *ACC 323* Advanced Account-



ing (4 Hrs.); ACC 334 Cost Accounting Concepts (2 Hrs.); ACC 443 Federal Income Taxation (4 Hrs.); ACC 464 Auditing Concepts and Responsibilities (4 Hrs.).

Community college transfer students who have recently completed, with a grade of B or better, six semester hours of intermediate accounting and three semester hours of cost accounting prior to enrolling at SSU may elect to waive these particular core requirements and substitute other courses. All other core courses must be taken at the upper-division level.

### *Accounting Electives*

The following accounting electives enable students to study in depth those aspects of accounting which are of particular interest to them or which are specifically relevant to their career objectives: ACC 424 Commercial Law; ACC 433 Managerial Accounting; ACC 454 Governmental and Nonprofit Accounting; ACC 474 Advanced Theory and Practice.

### *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 are 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: ECO 413 Econometrics; MGT 351 Production and Operations Management; MGT 451 Principles of Management Science; MGT 464 Computers and Information Systems in Management; MSU 402 Applied Statistics II; MSU 406 Sampling for Accounting and Auditing; MSU 415 Introduction to Computer Programming II.

This requirement provides students with the conceptual knowledge necessary for effective communication with operations research and systems specialists, assimilation of applications in the literature of accounting, and participation in the development of computer-based accounting information systems.

### *Economics and Administration Topics*

Careers in accounting — whether in public service with federal or state accounting and auditing organizations, with public accounting firms, or in industry — require extensive interaction with government and business organizations; therefore, a minimum of eight hours of upper-division work in economics and administration topics is required. Since most students will have taken some lower-division work in these areas, specific courses are not required. Rather, 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: ECO 301 Intermediate Microeconomics; ECO 302 Intermediate Macroeconomics; ECO 335 Money and Banking; ECO 456 Public Finance; ECO 461 Industrial Organization; MGT 442 Public Financial Management; MGT 444 Managerial Finance; MGT 449 Production Planning and Quality Control; MGT 453 Decision-Making in Organizations. For detailed information, see course descriptions.

### *The Accountancy M.A.*

The M.A. program in Accountancy is specially designed for students who are interested in pursuing careers in the public sector. SSU's location in a major state capital, combined with strong faculty credentials, provides students with an uncommon opportunity to prepare for careers in public sector accounting, auditing, and fiscal management. The M.A. program curriculum also serves the

needs of students who wish to pursue or advance their careers in public or management accounting.

The specific objectives of the program are: (1) to provide a professionally oriented academic environment within which professional competencies, attitudes, ethics, and a sense of personal, public, and social responsibility develop and grow; (2) to enhance the quality of governmental accounting and auditing services by offering a graduate program designed specifically for students interested in careers in the public sector; (3) to serve the increasingly important in-service and continuing education needs of accountants working in governmental and non-profit institutions, public accounting, and industry in the greater Springfield area; (4) to serve the increasing number of students who want to study accounting after obtaining a B.A. in another field; and (5) to provide undergraduate accounting students with the opportunity to develop broader competencies in accounting and related topics.

## Entrance Requirements

The M.A. program builds upon the core competencies typically required of undergraduate accounting majors. Thus, knowledge of accounting principles, college algebra, and business calculus is required for admission into the program. Competency in the following core requirements of the B.A. program in Accountancy is also required: *ECO 313* Statistics for Business and Economics; *MSU 414* Introduction to Computer Programming (BASIC); *ACC 321 and 322* Intermediate Accounting; *ACC 334* Cost Accounting Concepts; and *ACC 464* Auditing Concepts and Responsibilities.

Credits earned in these topics do not count toward satisfaction of master's program requirements. Students will be admitted to the program on a conditional basis until all above requirements are completed.

## Advising

Students entering the master's program must contact an Accountancy Program faculty member for initial advising in order to plan a program of study which is responsive to their interests and satisfies degree requirements. A student may choose another Accountancy Program faculty member as his or her adviser at any time, if the new adviser agrees.

## Program Requirements

In addition to satisfying general University requirements, candidates for the M.A. degree in Accountancy must complete 40 semester hours of study distributed as follows:

Accounting Topics	20 to 24 Hrs.
Economics and Administration Topics	8 to 12 Hrs.
Research Methodology	4 Hrs.
Public Affairs Colloquia	4 Hrs.

## Accounting Topics

All students must take a minimum of 20 hours of accounting course work selected on the basis of previous background and career objectives. Because of the public sector thrust of the program, students are required to take ACC 454 and ACC 521 in satisfying the requirement. A minimum of 12 hours must be selected from 500-level courses. Students selecting any 400-level course for graduate credit must complete an additional project focusing on a current accounting issue identified with specific course content.

## Research Methodology

The ability to understand, appreciate, and analyze critically the growing amount and increasing diversity of accounting, business, and governmental research is a necessary and an important part of advanced professional education in accountancy. The research methodology requirement must be satisfied by completing *ADB 521* Research Analysis or *ADP 503* Analytical Tools for Public Administrators.

## *Economics and Administration Topics*

Careers in professional accountancy require extensive interaction with governmental and business organizations; therefore, 8 to 12 hours of graduate work in economics and administration topics are required. Since most students in the program will have taken a number of undergraduate courses in economics and administration, specific courses are not required. Rather, the courses selected should complement the student's previously acquired knowledge and career interests. Examples of courses which may be taken to satisfy this requirement include: *ADP 504* Public Budgeting; *ADP 521* Public Financial Administration; *ADP 531* Public Policy Analysis; *ADP 524* Public Finance; *ADP 522* Intergovern-

mental Fiscal Relations; *ADP 523* Seminar in Public Budgeting and Finance; *ADP 533* Public Agency Program Evaluation; *ECO 455* State and Local Finance; *ECO 461* Industrial Organization; *ECO 488* Health Economics; *ADB 553* Labor-Management Relations; *ADB 502* Managerial Finance; *ADB 504* Financial Markets; *ADB 512* Marketing Management; *ADB 522* Operations Management; and *ADB 541* Organizational Dynamics.

## **Graduation Requirements/ Master's Project**

Students must satisfy all University graduation requirements and complete a Master's project. The master's project requirement is satisfied by successfully completing ACC 521 Advanced Governmental and Nonprofit Accounting.

## **Accountancy/Course Descriptions**

**ACC 321 Intermediate Accounting I (4 Hrs.)**  
Development and application of accounting theory to issues related to financial statements, assets, liabilities, and measurements of income. Special topics include accounting for income taxes, accounting changes, and error analysis. Prerequisite: principles of accounting or equivalent.

**ACC 322 Intermediate Accounting II (2 Hrs.)**  
Development and application of accounting measurement and reporting issues related to financial statements. Special topics include statement of changes in financial position, corporate formation, earnings per share and price-level, and current-value accounting. Prerequisite: ACC 321.

**ACC 323 Advanced Accounting (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. Prerequisite: ACC 321.

**ACC 334 Cost Accounting Concepts (2 Hrs.)**  
Development and application of cost accounting principles and procedures related to job-order costs, process costs, standard costs, accounting for overhead, and variance analysis. Prerequisite: principles of accounting or equivalent.

**ACC 424 Commercial Law (4 Hrs.)**  
Treatment of legal problems inherent in business transactions and their accounting and auditing implication. Emphasizes CPA examination in law — i.e., contracts, commercial paper, and the Uniform Commercial Code. Prerequisite: principles of accounting or equivalent.

**ACC 433 Managerial Accounting (4 Hrs.)**  
Systematic and formalized approaches to planning, coordination, decision-making, and control functions of business management used to minimize expenses and maximize profits consistent with social and other responsibilities of management. Study of long-range and short-range profit planning, including preparation of forecast financial statements and methods of analysis. Prerequisite: ACC 421 or equivalent.

**ACC 443 Federal Income Taxation (4 Hrs.)**  
Study of the basic concepts of federal income taxation as they apply to individuals, corporations, and partnerships; study of current tax legislation and its consequences upon social and economic aspects of society. Prerequisite: principles of accounting or equivalent.

**ACC 454 Governmental and Nonprofit Accounting (4 Hrs.)**  
Major concepts, principles, and objectives of accounting for governmental and other nonprofit entities with major emphasis on external reporting issues, including analysis of

published financial statements. Prerequisite: principles of accounting or equivalent.

**ACC 464 Auditing Concepts and Responsibilities (4 Hrs.)**

Role of the attest function in society and knowledge of concepts and techniques underlying the audit process. Includes historical evolution of the attest function; professional responsibilities and ethics; auditing standards; legal liabilities; the audit process, reports accounting, and opinions. Prerequisites: ACC 323 and 334. See ADP 431.

**ACC 474 Advanced Theory and Practice (4 Hrs.)**

Accounting theory and practice underlying asset and liability valuation and income measurement. Research studies and opinions of the APB and FASB. Developments in corporate financial reporting and disclosure requirements. Prerequisite: ACC 323.

**ACC 508 Controllership and Fiscal Management (4 Hrs.)**

In-depth study of the planning and control functions as they relate to government, other not-for-profit entities, and industry. Topics and cases will cover asset management, capital budgeting, operational budgeting, responsibility accounting, and human resource implications. Prerequisite: ACC 454.

**ACC 512 Operational Auditing (4 Hrs.)**

Designing operational audit programs and audit need surveys. Managing the internal audit function. Emphasizes the role of operational auditing in assessing management effectiveness in government, other not-for-profit organizations, and industry. Prerequisite: ACC 454.

**ACC 516 Accounting Information Systems (4 Hrs.)**

Overview of accounting systems developments. Emphasizes accounting information system needs, systems design and implementation techniques, internal accounting control, and audit trail considerations. Prerequisite: ACC 421.

**ACC 521 Advanced Governmental and Nonprofit Accounting (4 Hrs.)**

Critical analysis of the major conceptual literature in accounting and financial reporting for governmental and nonprofit entities, including such topics as disclosure quality, financial analysis, benefit-cost analysis, program effectiveness, and program evaluation. Prerequisite: ACC 454.

**ACC 522 Seminar in Accounting Theory (4 Hrs.)**

Objectives of financial accounting and reporting for business and non-business entities

presented. Various theories of income measurement and asset valuation studied and compared. Prerequisite: ACC 322.

**ACC 524 Advanced Auditing (4 Hrs.)**

Study of issues and developments relating to the attest function, including proposals for its extension. Audit approach and scope considerations. Report writing. Auditing EDP systems. Governmental auditing. Prerequisite: ACC 464.

**ACC 542 Accounting and the Public Interest (2 or 4 Hrs.)**

Seminar on ethical and social issues in including: corporate social accounting theory, regulatory issues, reforms, and legislative proposals; the Corrupt Practices Act; accountants' legal liability — professional standards vs. court decisions.

**ACC 544 Advanced Corporation and Partnership Taxation (4 Hrs.)**

Study of tax factors affecting business decisions of corporations and partnerships; special problems in reorganizations and liquidations. Advanced development of basic concepts discussed in ACC 443; includes a major tax research project. Prerequisite: ACC 443 or equivalent.

**ACC 546 Estates, Gifts, and Trusts (4 Hrs.)**

Advanced topics in taxation with special attention to estates, gifts, and trusts; tax research; and tax planning. Prerequisite: ACC 443 or equivalent.

**ACC 550 Professional Education and In-Agency Seminars (1 to 4 Hrs.)**

A maximum of 4 hours credit may be earned by attending professional education seminars and courses on accounting topics. To obtain credit, the student must submit a proposal containing a topical outline and bibliography for approval by the program faculty prior to attending and prepare a project paper after attending.

**ACC 561 Thesis (1 to 4 Hrs.)**

Students who want to make a detailed study of a particular topic of interest may, with adviser assistance and approval, choose this option in lieu of a 500-level course in accounting. Prerequisite: ADB 521, ADP 503, or equivalent.

**Service Courses**

*(Not accepted toward satisfaction of Accountancy Program requirements.)*

**ACC 307 Conceptual Basis of Accounting (2 Hrs.)**

For students who want to reinforce their knowledge of basic accounting theory and procedure. Specific emphasis on the analysis and flow of financial information and the de-

velopment of financial statements. Prerequisite: principles of accounting or equivalent.

**ACC 412 Accounting for Health Care Institutions** (4 Hrs.)

Introduction to basic principles of accounting and finance and their application in the hospital/health care environment. Basic accounting procedures along with various financial and managerial accounting topics examined, along with current attempts to resolve financing problems in health care facilities. See HSA 412.

**ACC 421 Administrative Uses of Accounting Information** (4 Hrs.)

For students whose objectives are to develop

an understanding of uses of accounting information for planning, control, and decision-making. Emphasizes accounting processes and measurements; significance and limitations of financial statements; managerial accounting concepts and applications.

**ACC 505 Financial Management for Nonprofit Organizations** (2 or 4 Hrs.)

Analysis of financial statements; financial planning and budgeting; cash management and control; fund accounting; accounting systems and reports; cash vs. accrual accounting; presenting financial data; financial organizations and staffing.

# Biology

## B.A. (60 Hrs.) M.A. (40 Hrs.)

**Faculty** — Robert C. Haynes, Ann M. Larson, Richard W. Sames, David L. West

**Associated Faculty** — Malcolm P. Levin, William W. Martz, James Veselenak

**Adjunct Faculty (M.A. only)** — *Illinois State Museum*: Alfred C. Koelling, Ph.D., Curator of Botany; Everett D. Cashatt, Ph.D., Associate Curator of Zoology; James R. Purdue, Ph.D., Associate Curator of Zoology; James E. King, Ph.D., Curator of Paleobotany; *Illinois Legislative Council*: John Ahlen, Ph.D., Senior Staff Scientist; *SIU School of Medicine*: Donald M. Caspary, Ph.D.; Carl L. Feingold, Ph.D.; Tony J. F. Lee, Ph.D.

### The Bachelor's Degree

The undergraduate program is designed to build a strong foundation in modern biology and related disciplines, to improve each student's learning skills, and to aid students in mastering problem-solving skills pertinent to scientific and public issues.

Graduates of the program have been successful in pursuing advanced studies in graduate schools, medicine, dentistry, and veterinary medicine, and have pursued careers in teaching at the secondary, community college, and university levels. Others have become laboratory technicians, sales personnel, and middle managers in life science and allied health professions. The flexibility and rigor of the curriculum enable students to prepare for many career goals.

### Entrance Requirements

Students entering the program must have completed eight to 10 semester hours in general chemistry with laboratory; five to eight semester hours of biology courses, including general biology with laboratory; and college algebra. Before graduation, a student must complete one semester of organic chemistry with laboratory, which may be taken before or after the student has entered the Biology Program. During the two years at SSU, up to 12 semester hours of approved lower-division courses may be transferred from an accredited institu-

tion of higher education in order to make up deficiencies.

### Advising

Prior to initial registration, students must consult a program faculty member or a program representative at registration. During the first semester at SSU, students must select an adviser from among the program faculty.

### Program Requirements

The Biology Program's core curriculum includes the General Seminar, Microbiology, Ecology, Cell Biology, Genetics, Comparative Vertebrate Biology, and Organismal Botany. These courses provide a common foundation in modern biology for all students. In addition, each student must complete a minimum of four semester hours in liberal arts. With the faculty adviser, students build on program requirements to meet individual needs.

#### Program Requirements:

BIO 301 General Seminar	1 Hr.
BIO 345 & 346 General Microbiology	4 Hrs.
BIO 371 Ecology	4 Hrs.
BIO 311 Cell Biology	4 Hrs.
BIO 313 Genetics	5 Hrs.
BIO 436 Comparative Vertebrate Biology	5 Hrs.
BIO 350 Organismal Botany	<u>5 Hrs.</u>
<i>Total Biology</i>	<u>28 Hrs.</u>

### Other Requirements

CHE367 Fundamental Organic Reactions	4 Hrs.
CHE368 Experimental Organic Chemistry (if organic chemistry is not completed before transfer to SSU)	2 Hrs.

### Electives

Liberal Arts electives (may not be selected from biology, mathematics, chemistry, or most environmental studies courses)	4 Hrs.
General electives	8 Hrs.
<i>Total</i>	<u>18 Hrs.</u>

### University Requirements

Public Affairs Colloquia	6 Hrs.
Applied Study Term	8 Hrs.
<i>Total University</i>	<u>14 Hrs.</u>
<i>Total Requirement</i>	60 Hrs.

## Communication Skills

The Biology Program is responsible for assessment, development, and certification of each student's communication skills. Assessment and development will be done in BIO 301 General Seminar, which is a required core course for all Biology majors. A passing grade in BIO 301 constitutes certification of basic competency in those communication skills (see course description) considered essential by the Biology Program and also satisfies the general University requirement for the bachelor's degree. Any student who fails to meet accepted standards in a particular communication skill may be required to complete a program of development at the University's Learning Center. A student may request a grade of Incomplete in BIO 301 to allow time to perfect a communication skill.

## The Master's Degree

Through formal courses and independent study, the Biology Program builds on the undergraduate base of each master's candidate. Students define a specific

problem, design an experimental protocol, and interpret results; in the process, students master a particular body of knowledge and a set of research skills. Students also learn appropriate library skills, develop critical thinking habits, and refine their verbal and written communication skills. Moreover, the Biology Program contributes to University objectives by cultivating an awareness of scientists' responsibility to serve as a resource for the public.

## Entrance Requirements and Advising

Students wishing to enter the graduate program are expected to have completed a program of study similar to that required for a bachelor's degree in Biology at SSU. Also, beginning graduate students are required to take self-assessment tests of basic learning skills. Beginning graduate students are initially assigned to an academic adviser and have provisional status as degree candidates until they have completed 10 credit hours of program-approved course work. When degree candidacy is granted — and it may be with remedial provisions to strengthen deficiencies or improve learning skills — each candidate must form a master's committee, which supervises the master's program and master's project. Admitted students are expected to make demonstrable progress toward completion of the master's program.

## Grading Policy

A maximum of eight credit hours of "C" grades are applicable to the degree, provided they are balanced by eight hours of "A." However, "C" grades will not be accepted for required courses and "C" grades taken in program-approved elective courses must be balanced by "A" grades in program-approved courses only. Master's candidates are expected to maintain a "B" average, and those students who fall below that level may lose their candidacy.

## Program Requirements

The master's model (see chart) outlines University requirements, program requirements, required courses, and some suggested courses for graduate study in Biology. A total of 40 credit hours is required to graduate, of which 32 must be approved by the Biology Program. All students are required to take BIO 500 Graduate Research for a minimum of four credit hours, BIO 501 Graduate Seminar, and CHE 415 Biochemistry I. Students are also required to attend at least one additional Graduate Seminar during their graduate studies.

There are several pathways to the M.A. degree: through emphasis on cell biology or environmental biology or through an individualized program. In the latter instance, students should identify individual needs and goals upon which they can base a master's program with approval from the adviser and master's committee.

THE CELL AREA of study combines advanced course work with special training in laboratory research skills in cell biology. Students are expected to demonstrate mastery of these areas in their master's project research. Competence in college algebra and trigonometry, organic chemistry, and cell biology are required before a student can pursue the cell area of study. The latter two competencies can be satisfied at SSU by completion of CHE 367 Fundamental Organic Reactions, CHE 368 Experimental Organic Chemistry (laboratory), and BIO 311 Cell Biology.

THE ENVIRONMENTAL AREA of study complements advanced course work in theory with special training in field and laboratory research skills, as well as knowledge of current environmental regulations and a mature perspective on 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 pursue the environmental area of study. These competencies can be satisfied at SSU by completion of CHE 367 Fundamental Organic Reactions, CHE 368 Experimental Organic Chemistry (laboratory), and BIO 371 Principles of Ecology.

## Master's Project

The master's project is to be based on a graduate research problem approved by each student's master's committee. Each master's project shall include a formal written manuscript and an oral presentation open to faculty, students, and guests. The student's master's committee decides whether or not the project is acceptable.

## Facilities

The Biology Program emphasizes student mastery of instrumentation as a major component of both the undergraduate and graduate curricula. Current facilities consist of five course laboratories and one independent project laboratory. Equipment available for environmental studies includes a john boat and Boston whaler, portable spectrometer, 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 an all-weather greenhouse, terrestrial and aquatic animal facilities, and walk-in cold rooms and environmental chambers.

For studies in cell biology and physiology, the following are available: radiation biology laboratory equipped with a Searle liquid scintillation counting system; electron microscopy laboratory, which includes a Hitachi HU-11B research microscope, HS-8 training microscope, high-vacuum evaporator, and freeze-fracture apparatus; light microscopy laboratory, which contains a wide range of microscope systems, cryostat,



micro- and macrophotographic equipment, and fully equipped darkroom; microbiology facilities including growth changers, isolated preparation room, and complete sterilization capabilities; and a wide range of biochemical and physiological equipment, such as preparative high speed and ultracentrifuges, oscilloscopes, polygraphs, spectrophotometers, gas chromatographs, and atomic absorption and nuclear magnetic

resonance spectrophotometers.

### Special Collections

The program is holder of the collection of anaerobic bacteria and bacteriophage gathered by Dr. L. S. McClung, retired professor of microbiology at Indiana University. These organisms are used for research purposes by both undergraduate and graduate students.

### Biology Master's Degree Model

Requirements		Areas of Study	Required Courses	Electives
University	Program			
No more than 12 semester hours of transfer credit toward degree; credit must have resulted in "B" grade or better.	All entering graduate students must take self-assessment tests of basic learning skills.	INDIVIDUALIZED PROGRAM	BIO 500 (4 Hrs. minimum BIO 501 CHE 415 In addition, each individualized program must include 16 credit hours of didactic graduate level courses.	In consultation with and approval of adviser and master's committee.
At least 16 semester hours between matriculation and graduation. A maximum of 8 credit hours of "C" grades applicable to the degree, provided that each credit hour is balanced by an "A" grade. (See Program Requirements.) 4 semester hours of PAC.	All entering graduate students are on academic provisional status for first 10 credit hours of program-approved course work. Total of 40 credit hours required, 32 of which must be approved by Biology Program.		CELL BIOLOGY	
Constitution Requirement.	No "C" grades accepted for required courses; any "C" grade taken in an elective course must be balanced by an "A" grade in another program-approved course.	ENVIRONMENTAL BIOLOGY	CHE 415* BIO 469 or 472 BIO 500 (4 Hrs. minimum) BIO 501 BIO 571 ENS 483 ENS 484 or 485	
Master's project.	Master's project must involve a research component.			

\* Biochemistry

## Biology/Course Descriptions

*Graduate students enrolled in 400-level courses are expected to perform at a higher intellectual level and meet more rigorous standards than undergraduates in the same course.*

### **BIO 301 General Seminar (1 Hr.)**

Emphasis on development of learning skills following self-assessment. Mastery of library skills and ability to organize material are demonstrated by a paper on a topic of interest and a seminar based on the paper. Recommended for fall or spring of junior year.

### **BIO 311 Cell Biology (4 Hrs.)**

Study of structure and function at the cellular level, including mechanisms of biological processes. Laboratory integrates study of cellular processes with introduction to current research techniques and instrumentation. Prerequisite: general chemistry. Recommended spring of junior year.

### **BIO 313 Genetics (5 Hrs.)**

Survey of processes and principles underlying storage, transmission, utilization, and alternation of inherited information in biological systems. Lecture topics encompass Mendelian genetics through an introduction to modern population genetics. Recommended spring of senior year.

### **BIO 345 General Microbiology (3 Hrs.)**

Emphasis on structure, physiology, classification, and growth of bacteria and their viruses; survey of fungi and viruses of higher forms.

### **BIO 346 General Microbiology Laboratory (1 Hr.)**

Techniques and procedures for achieving and maintaining pure cultures and their subsequent study.

### **BIO 347 Medical Bacteriology (4 Hrs.)**

Concise overview of pathogenic bacteriology. Includes discussion of techniques for culturing and identifying bacteria and an introduction to epidemiology. Prerequisite: BIO 345 or equivalent. Required of Medical Technology students.

### **BIO 351 Organismal Botany (5 Hrs.)**

Study of the development of "higher" plants from seed to seed considering both the structure and function of plants. Consideration of principles of plant systematics using representatives from both the plant and fungus kingdoms as examples.

### **BIO 361 General Physiology (4 Hrs.)**

Physiological systems in selected vertebrates: nervous system, kidney function, cell membranes and permeability, heart and circula-

tion, respiration and gas transport, energetics and thermoregulation, and endocrine regulatory mechanisms.

### **BIO 371 Principles of Ecology (4 Hrs.)**

Structure and function of ecological systems including basic ecological principles and concepts; the habitat approach with major units of both aquatic and terrestrial ecosystems. Laboratory involves in-depth study of terrestrial communities. Recommended fall of junior year.

### **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 400 Undergraduate Research (1-4 Hrs.)**

Independent investigation of 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. Research paper, formal seminar, or both may be required for credit. Maximum of 4 semester hours may be earned. Offered each semester.

### **BIO 422 Electron Microscopy (4 Hrs.)**

Theory and procedures of electron microscopy, integrated with an understanding of ultrastructural morphology. Students develop competencies within three broad areas, including material preparation, instrumentation, and information processing through technique modules and an individual research project.

### **BIO 426 Plant Physiology (4 Hrs.)**

Examination of physiological processes, mechanisms, and models involved in water relations, photosynthesis, nutrition, growth, and development of plants, with emphasis on vascular plants.

### **BIO 431 Histology (4 Hrs.)**

Structure and function of fundamental tissues and combinations of tissues that form different organs.

### **BIO 435 Invertebrate Biology (4 Hrs.)**

Comprehensive study of major and minor invertebrate phyla. Emphasis on morphology and "special features" of living and preserved specimens that facilitate recognition. Lecture/discussions, seminars, laboratory, and occasional fieldwork.

### **BIO 436 Comparative Vertebrate Biology (5 Hrs.)**

Comparative study of the embryology, organogenesis, and functional anatomy of the four classes of the chordata. Non-chordate comparisons and evolutionary relationships included.

**BIO 438 Algology (4 Hrs.)**

Identification, morphology, physiology, and ecology of algae with emphasis on freshwater forms. Spring semester, when offered.

**BIO 446 Virology (3 Hrs.)**

Study of bacterial cells with their viruses, which 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 General Microbiology, or organic chemistry or equivalent.

**BIO 449 Advanced Microbiology (4 Hrs.)**

Examination of selected advanced topics which may vary in response to student need, but including aspects of microbial physiology such as growth, metabolism, photosynthesis, and genetics. Prerequisite: BIO 345 General Microbiology or equivalent.

**BIO 469 Field Methods in Terrestrial**

**Biology (2 Hrs.)**

Examination of various methods for evaluation and characterization of plant and animal populations. Collection and sampling methods are applied in laboratory and field projects.

**BIO 472 Methods in Aquatic Biology (4 Hrs.)**

Sampling design, collection, preservation, enumeration, and biomass determination of periphyton, macroinvertebrates, plankton, nekton, and benthos. Includes field and laboratory experiences, data analyses, and introduction to the preparation of contract bids. Prerequisite: BIO 375.

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

Study of structure and function of aquatic ecosystems. Interrelationships of physical, chemical, and biological factors emphasized. Prerequisite: BIO 375 Aquatic Biology, which may be taken concurrently.

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

Examination of the origin of life and history of development of living systems. Analysis of classical and neo-classical Darwinism and mechanisms of evolution, with emphasis on microevolutionary studies as an analytical tool.

**BIO 480 Workshop for Science**

**Teachers (2-4 Hrs.)**

Workshop on science methods and materials intended primarily for in-service experience. May be repeated for credit.

**BIO 500 Graduate Research (1-10 Hrs.)**

In-depth investigation of a biological topic. Before beginning graduate research, students must have been granted degree candidacy

and have formed an examination committee to approve and review progress of the project. Research paper and formal seminar required for credit. Maximum of 10 semester hours may be applied toward the degree. This requirement may be met in one of two ways: (A) a student can propose a laboratory research project which must be under the direction of a faculty member, (B) a student may research an approved topic which deals with a problem in the public arena. This need not be a laboratory research project and should be based in the executive or legislative branches of state government.

**BIO 501 Graduate Seminar (2 Hrs.)**

In-depth exploration of biological topic with emphasis on methods of library research, organization of material, and techniques for presenting information. Required of M.A. candidates.

**BIO 510 Topics in Biology (1-4 Hrs.)**

Intensive study of a topic under investigation by contemporary biologists. Description of topic for a given semester will be stated in course schedule. Prerequisite: dependent upon topic. Course may be repeated for an indefinite number of credit hours, but topic of study must differ.

**BIO 512 Light Microscopy and Photomicroscopy (4 Hrs.)**

Applications of optical research tools to various biological materials and problems. Includes darkfield phase, differential phase, and Nomarski phase systems as well as principles of photomicroscopy.

**BIO 551 Advanced Cell Biology (4 Hrs.)**

Cell structure and function, physicochemical properties, and cellular interactions. Prerequisites: BIO 311 Cell Biology and CHE 415 Biochemistry I or equivalents.

**BIO 571 Advanced Ecology (2 Hrs.)**

Critical review of contemporary ecological concepts, mainly through review and discussion of primary references. Designed especially for M.A. students majoring in environmental biology. Prerequisite: satisfactory matriculation into environmental biology curriculum.

The following courses are accepted for the program major:

- ENS 445 Biology of Water Pollution
- CHE 421 Instrumental Analysis
- CHE 431 Environmental Chemistry

# Business Administration

## M.A.B.A. (48-58 Hrs.)

**Faculty** —William J. Crampon, Judith S. Ettinger, Paul McDevitt, David O’Gorman, Mark Puclik, Ronald Reimer, B. Scott Wehner, Sally Jo Wright

The Business Administration Program is designed to help students develop an understanding of the business enterprise, with emphasis on the role and function of business operating within a societal context. The curriculum requires development of competence in the functional areas of business (marketing, finance, production, and human resource management) and offers a selection of electives designed to provide a broad education as a foundation for decision making and leadership in business and society.

### Entrance Requirements

Admission to the Business Administration Program is granted by the program faculty and requires graduate admission to the University. The program also requires submission of the applicant’s score on the Graduate Management Admission Test (GMAT). Arrangements for taking this test should be made with the SSU Office of Career Services and Placement. Full admission to the University, all undergraduate transcripts, GMAT scores, and application for admission to the Business Administration Program must be received before the application will be considered. *Admission to the University does not ensure admission to the Business Administration Program.* Evaluation of applications for admission will consist of an assessment of all materials in the applicant’s file. Admission decisions are made solely on the basis of the total configuration of qualifications.

### Advising

Upon admission to the Business Administration Program, students are assigned an adviser and should consult with their adviser before initial registra-

tion to ensure a course of study which meets both personal objectives and degree requirements. A student may choose another member of the business faculty at any time, if the new adviser agrees.

### Degree Requirements

In addition to general University requirements, the M.A.B.A. degree requires successful completion of a minimum of 48 semester hours of graduate credit. A full-time student entering during the fall semester will normally require a minimum of four semesters, one and one-half calendar years, to complete the degree. Students entering in a semester or term other than the fall normally require up to two calendar years, since course offerings are limited during the summer term. Each student must meet the University requirement of four semester hours of Public Affairs Colloquia as a part of the 48 hour requirement. A maximum of 12 semester hours of graduate credit taken prior to admission into the Business Administration Program, or taken at another accredited university, may be applied toward the minimum 48 semester hours required for the M.A.B.A. A grade-point average of B or better is required for graduation.

### Prerequisites

Before starting course work for the M.A.B.A. degree, all students are expected to be familiar with three fundamental business tool areas: accounting, economics, and statistics. Competence in these areas can be demonstrated in one of two ways: successful completion of appropriate undergraduate course work and/or successful completion of approved courses offered at Sangamon State University.

The following undergraduate courses are considered as meeting the fundamental tool requirement: Accounting — two semesters of introductory accounting (Principles I and II); Economics — two semesters of introductory economics (micro and macro); Statistics — one semester of statistics.

The remedial fundamental courses are: ACC 421 Administrative Uses of Accounting Information (4 Hrs.); ECO 315 Economics for Administration (4 Hrs.); ADB 407 Statistical Techniques for Administration (2 Hrs.).

## Degree Program Course Requirements

### Functional Areas of Business

ADB 502 Managerial Finance	4 Hrs.
ADB 512 Marketing Management	4 Hrs.
ADB 521 Research Analysis**	4 Hrs.
ADB 522 Operations Management or	
ADB 523 Production Operations Planning and Control	4 Hrs.
ADB 541 Organizational Dynamics**	4 Hrs.
	<u>20 Hrs.</u>

### External Environment

ADB 531 Business Government Relationships	4 Hrs.
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### Public Affairs

Public Affairs Colloquia	4 Hrs.
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### Electives

Appropriate graduate-level courses from Business Administration or other graduate programs at SSU, requiring approval of adviser.*	16 Hrs.
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### Integrative Course

ADB 583 Business Policy (may not be waived) must be taken during the student's last semester of study.	4 Hrs.
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<b>Total Requirement</b>	<b>48 Hrs.</b>
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\*Number of elective courses depends on student's previous preparation.

\*\*It is recommended that these courses (ADB 521 and 541) be completed early in the student's program.

## Waiving of Required Courses

With adviser approval, appropriate electives may be substituted in lieu of a required course, when students have completed equivalent previous course work. These electives must be taken in the disciplinary area in which the required course was waived. Waiver of any courses does *NOT* waive any portion of the 48-hour degree requirement.

## Transfer of Graduate Credits

The Office of Admissions and Records performs the initial evaluation of transfer credits, certifying that the courses are acceptable as graduate-level courses. The final evaluation is made by the Business Administration Admissions Committee. In some instances, the credits accepted by the program may be less than that certified by Admissions and Records. No more than 12 semester hours of transfer credit will be accepted in lieu of degree requirements.

## Full-time and Part-time Loads

A full-time course load consists of 12 credit hours per semester. Registration for more than 12 hours requires adviser approval. Students who work full-time and enroll on a part-time basis should normally take from four to six hours per semester. No distinction is made between full- and part-time students in meeting degree requirements.

## Course Scheduling

The principal mode of instruction is evening courses, although occasional weekend and daytime classes may be offered. Insofar as possible, at least one section of every required course is offered in both the spring and fall semesters. All other courses are offered periodically, subject to the availability of faculty

and student demand. *Students cannot expect any particular course to be offered during the summer and should plan their schedules accordingly.*

To maintain flexibility in the choice of courses in later semesters, students should concentrate initially on completing required courses which have not been waived. Particular attention should be paid to ACC 421, ECO 315, ADB 407, and to a lesser degree ADB 541, since these courses are prerequisites for other required courses and a number of electives.

## Grading Policy

With the approval of the student's ad-

viser and subject to the judgment of program faculty, a maximum of eight hours of "C" may be credited toward the M.A.B.A., provided they are offset by an equal number of hours of "A" in courses at the same level or above. The student should obtain written adviser approval prior to taking a make-up course. A "C" is not an acceptable grade for students who were admitted to the program before Aug. 15, 1979. An M.A.B.A. degree candidate cannot take any required courses on a pass/ fail basis. In no case will a grade of "C" be acceptable in ADB 583 Business Policy.

\*A "C" grade includes the grades of "C+" and "C-."

## Business Administration/Course Descriptions

*Required courses are offered in both the spring and fall semesters. Additional offerings are scheduled to accommodate student needs subject to faculty availability.*

### ADB 407 Statistical Techniques for Administration (2 Hrs.)

Statistical and quantitative methods from the perspective of administrative decision making. Summarization and presentation of data, introduction to probability, random variables, probability distributions and their use in estimation and hypothesis testing.

### Finance

#### ADB 502 Managerial Finance (4 Hrs.)

Introduction to 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: ACC 421, ADB 407, ECO 315, or approved equivalents.

#### ADB 503 United States Financial Institutions (2 Hrs.)

Analysis of the historic development and practices of fiduciary institutions with special attention to commercial banks, savings and loans, central banking, investment banking, and government financial institutions.

#### ADB 504 Financial Markets (2 Hrs.)

Study of United States money and capital markets with special attention to the pricing of financial assets and allocation of funds in a modern, developed economy. Money markets, stock, bond, options, futures, mortgage mar-

kets, and government markets and regulation are considered.

#### ADB 505 Investments (4 Hrs.)

Designed specifically for the personal investor, giving a perspective on the timing, instruments, and choices available to one who seeks to build a wealth base over time. The course shows the investment network which assists and facilitates the efforts of the individual, including the role of security analysts, portfolio managers, the organized markets, and the so-called over-the-counter arena. Current regulations and investor safeguards in law and regulations are reviewed. Prerequisite: ADB 502.

#### ADB 506 Financial Strategy and Policy (4 Hrs.)

Logic of the financial planning process; development and implementation of a financial strategy to support the achievement of overall corporate goals; policy-relevant supports for decisions leading to diversification, divestment, development of new product lines, and movement toward conglomerate status. Prerequisite: ADB 502.

#### ADB 510 Topics in Finance (2 or 4 Hrs.)

Advanced study in specific topics, to be announced when offered. May be repeated for an indefinite number of credit hours, but a particular topic may not be repeated for credit. Prerequisite: ADB 502 or approved equivalent.

#### ADB 570 Research in Finance (2 or 4 Hrs.)

Advanced graduate students may propose to a full-time member of the finance faculty a research topic designed to expand the individual's interest in the history, theory, method-

ology, or current literature of finance. May be repeated for an indefinite number of credit hours, but a particular research topic may not be repeated for credit.

### 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 behavioral research necessary to gain or hold competitive advantage and provide customer satisfaction and social benefit. Prerequisites: ACC 421, ADB 407, ECO 315, or approved equivalents.

#### **ADB 514 Marketing Promotion (4 Hrs.)**

Integrated management of advertising, personal selling, sales promotion, and publicity to reach current and potential customers with promotional messages and campaigns. Prerequisite: ADB 512 or approved equivalent.

#### **ADB 515 Marketing Research (4 Hrs.)**

Research concepts and practices as applied to the analysis of marketing problems. Topics include: sources of data, research design, data collection, sampling, questionnaire construction, and tabulation of data. Prerequisite: ADB 512 and ADB 521 or approved equivalent.

#### **ADB 517 International Marketing (4 Hrs.)**

Analysis of development of retail and wholesale marketing institutions in other countries, focusing on marketing universals of geography, stage of economic development, and cultural factors. Import/export institutions are also examined, with particular emphasis on export trading companies. Prerequisite: ADB 512 or approved equivalent.

#### **ADB 520 Topics in Marketing (2 or 4 Hrs.)**

Advanced study in specific topics, to be announced when offered. May be repeated for an indefinite number of credit hours, but a particular topic may not be repeated for credit. Prerequisite: ADB 512 or approved equivalent.

### **Operations Management and Quantitative Analysis**

#### **ADB 521 Research Analysis (4 Hrs.)**

Investigation of methods used for collection, analysis, and interpretation of various types of business research data from the perspective of design, execution, and evaluation of research projects as well as requests for research. Emphasis is given to using research analysis methods for decision making within business organizations. Prerequisite: ADB 407 or approved equivalent.

#### **ADB 522 Operations Management (4 Hrs.)**

Managerial techniques for planning, scheduling, and controlling resources, cost, quality,

productivity, and efficiency in product and service organizations. Introduction to systems theory and decision science, including such topics as game theory, mathematical programming, inventory models, stochastic processes, and PERT/CPM. Not open to students who have completed ADB 523. Prerequisites: ACC 421, ADB 407, and ECO 315, or approved equivalents.

#### **ADB 523 Production Operations Planning and Control (2 or 4 Hrs.)**

Techniques and methods of production, processing, and manufacturing control for continuous or job shop applications. Quantitative managerial techniques for operations managers. Decision models for forecasting, planning, and controlling production, inventory, and quality. Linear programming, probabilistic models, queuing theory, simulation methods. Not open to students who have completed ADB 522. Prerequisite: ACC 421, ADB 407, and ECO 315, or approved equivalents.

#### **ADB 524 Project/Program Management and Control (4 Hrs.)**

Techniques and methods for planning, managing, and controlling one-time major projects and programs. Topics include systems theory and analysis, stochastic planning, and control methods and simulation. Emphasis on PERT/CPM techniques, decision trees, Monte Carlo processes. Prerequisite: ADB 522 or ADB 523 or approved equivalent.

#### **ADB 525 Quantitative Techniques for Managers (4 Hrs.)**

Techniques of management science including decision theory, systems theory, operations research, mathematical programming techniques (linear, non-linear, dynamic), modeling, Markov processes, forecasting techniques, and simulation techniques. Prerequisite: ADB 522 or ADB 523 and knowledge of calculus or approval of instructor.

#### **ADB 530 Topics in Production/Operations Management (2 or 4 Hrs.)**

Advanced study in specific topics, to be announced when offered. May be repeated for an indefinite number of credit hours, but a particular topic may not be repeated for credit. Prerequisite: ADB 522 or ADB 523 or approved equivalent.

#### **ADB 580 Topics in Quantitative Analysis (2 or 4 Hrs.)**

Advanced study in specific topics, to be announced when offered. May be repeated for an indefinite number of credit hours, but a particular topic may not be repeated for credit. Prerequisite: ADB 407 or approved equivalent.

**External Environment****ADB 531 Business-Government Relationships (4 Hrs.)**

Review and analysis of current laws and regulations which frame the external environment for private business operations in the U.S. Emphasis on state and federal regulations, agency governance and surveillance, and business requirements, costs, and response. Special applications to the production, distribution, and financial functions of the firm are considered alongside trends and major developments in case law. Prerequisite: ECO 315 or approved equivalent.

**ADB 533 Business and Economic Forecasting (2 Hrs.)**

Methods for analyzing and forecasting business and economic conditions pertaining to industry and individual firms. Demand and supply functions stressed. Prerequisites: Business economics and statistics or approved equivalents. See ECO 533.

**ADB 536 International Business Organization and Operations (2 Hrs.)**

Analysis of international distribution; financing foreign operations; major legal issues affecting multinational firms; and a survey of firms for U.S. firms doing business in approximately 30 of the most significant nations of the world. Prerequisites: ADB 502, ADB 512 or approved equivalents.

**ADB 537 Strategic Information/Intelligence (4 Hrs.)**

Study of the theoretical and practical aspects of gathering strategic information, its interpretation as intelligence, and its consequential use in making strategic decisions. Balanced treatment of the roles of objective information and subjective judgments which are essential interrelated elements in the strategic decision process in businesses, non-profit organizations, and governmental organizations.

**ADB 540 Topics in External Environment (2 or 4 Hrs.)**

Advanced study in specific topics, to be announced when offered. May be repeated for an indefinite number of credit hours, but a particular topic may not be repeated for credit. Prerequisite: ADB 531 or approved equivalent.

**Organizational Dynamics****ADB 541 Organizational Dynamics (4 Hrs.)**

Structure and function of an organization as a sociotechnical system and of individual group and leadership processes and behavior within the organization. Historical development, leadership, decision making, group dynamics, motivation, job satisfaction, authority, in-

fluence and power, organizational change, communications, conflict, and organization structure and design. *Not open to students who have received credit for this course when it was previously numbered 401.*

**ADB 542 Behavior Research in Organizations (4 Hrs.)**

Study of research methods which can be applied to analysis of the behavior of individuals and groups within an organizational setting. Focuses on design of research projects, evaluation of published research, and requesting research to be carried out by others. Prerequisite: ADB 541 or approved equivalent.

**ADB 545 Motivation: Theory and Practice (2 Hrs.)**

Focus on application of 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 accomplishment of the organization's goals and objectives. Prerequisite: ADB 541 or approved equivalent.

**ADB 546 Job Redesign (2 Hrs.)**

Investigation of major individual and task variables which need to be considered when designing jobs within organizations. Consequences of various job designs on behavior, productivity, and attitudes of employees. Analysis of current trends in job redesign and their impact on managerial behavior. Prerequisite: ADB 541 or approved equivalent.

**ADB 550 Topics in Organizational Dynamics (2 or 4 Hrs.)**

Advanced study of specific topics, to be announced when offered. May be repeated for an indefinite number of credit hours, but a particular topic may not be repeated for credit. Prerequisite: ADB 541 or approved equivalent.

**Human Resource Management****ADB 551 Human Resource Management (4 Hrs.)**

Operational approach to managing people at work, drawing from 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: ADB 541 or approved equivalent.

**ADB 552 Performance Appraisal (2 Hrs.)**

Performance appraisal systems from both developmental and evaluative perspectives. Students are involved in developing performance appraisal systems to meet needs of a



variety of employees in a variety of organizations. Prerequisite: ADB 551 or approved equivalent. See ADP 515.

**ADB 553 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 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 work organizations.

**ADB 557 Selection and Placement (2 Hrs.)**

Methods for recruiting, selecting, and placing new employees in organizations. Focus on the organizational and individual factors which must be considered to ensure a successful match between the individual and the job. Investigates various interviewing and testing techniques and the implications of affirmative action on selection and placement systems. Prerequisite: ADB 551 or approved equivalent.

**ADB 559 Wage and Salary Administration (2 Hrs.)**

Process of developing general compensation policies and criteria for large organizations.

Direct and indirect compensation systems, incentive plans, wage surveys, and compensation guidelines. Designed for students interested in careers in personnel administration. Prerequisite: ADB 541 or approved equivalent. See ADP 514.

**ADB 560 Topics in Human Resource Management (2 or 4 Hrs.)**

Advanced study in specific topics, to be announced when offered. May be repeated for an indefinite number of credit hours, but a particular topic may not be repeated for credit. Prerequisite: ADB 551 or approved equivalent.

**Integrative Courses**

**ADB 583 Business Policy (4 Hrs.)**

For Business Administration students, emphasizing the level of analysis necessary for top-management decisions and policy formulation for a firm operating in an uncertain environment. Satisfactory completion meets University graduation requirement of a problem-solving exercise. Not offered during summer term. Prerequisites: ADB 502, ADB 512, ADB 521, ADB 522, ADB 531, ADB 541, or approved equivalents; expected completion of degree requirements by end of current semester.

**ADB 599 Tutorial in Business Administration**

# Chemistry

## B.S. (60 Hrs.)

**Faculty** — William L. Bloemer, William W. Martz, Gary Trammell

The Chemistry Program is designed to prepare students for direct entry into the chemical profession or for further studies in graduate or professional programs.

### Entrance Requirements

Entrance requirements include a background in science and mathematics equivalent to one year in each of the following: general chemistry, organic chemistry, general physics, and calculus. In addition, entering students should have the general competencies normally associated with completion of two years of college. Students with deficiencies may enter the program conditionally but will be required to make up the deficiencies during their first year of study. This extra work may cause some students to take more than two years to complete the B.S. degree.

### Program Requirements

The B.S. in Chemistry requires 60 hours of course work distributed as follows.

#### Program Requirements

BIO 301 General Seminar 1 Hr.

### Chemistry/Course Descriptions

#### CHE 311 Chemistry of Life

**Processes (4 Hrs.)**

Role of chemistry in living organisms examined in lecture and laboratory settings. Chemical principles, reactions, and molecular structure studied in relation to life processes.

#### CHE 321 Chemical Analysis (4 Hrs.)

Brief survey of classical wet chemical methods of analysis. Introduction to spectrophotometric, kinetic, and electrochemical methods of analysis. Treatment of physical and chemical methods of separation. Lecture and laboratory.

#### CHE 400 Undergraduate

Research 4 Hrs.

#### CHE 401 Physical Chemistry I

— Thermodynamics 3 Hrs.

#### CHE 402 Physical Chemistry II 3 Hrs.

#### CHE 403 Physical Chemistry

Laboratory 2 Hrs.

#### CHE 415 Biochemistry I 4 Hrs.

#### CHE 421 Instrumental Analysis 5 Hrs.

Chemistry electives (from CHE 400, 416, 422, 423, 425, 431) 4 Hrs.

26 Hrs.

#### Electives

20 Hrs.

#### University Requirements

Public Affairs Colloquia 6 Hrs.

Applied Study Term 8 Hrs.

*Total* 60 Hrs.

### Applied Study

Applied Study opportunities for students in the Chemistry Program exist in health-related laboratories, environmental agencies or laboratories, industrial laboratories, state or local government, and on legislative staffs. In some instances, a substantial independent research problem may be substituted for the Applied Study experience.

#### CHE 367 Fundamental Organic

**Reactions (4 Hrs.)**

Study of organic reactions and structures with application of these principles to biochemistry.

#### CHE 368 Experimental Organic

**Chemistry (2 Hrs.)**

Laboratory course cultivating techniques for separation, purification, and identification of organic compounds. Application of techniques to illustrative organic preparation.

#### CHE 400 Undergraduate

**Research (1 to 4 Hrs.)**

Investigation of a specific problem of interest

to the student. Directed and reviewed by a faculty member. May be repeated for credit without limit.

**CHE 401 Physical Chemistry I — Thermodynamics (3 Hrs.)**

Development of principles of classical thermodynamics; equations of state; first and second laws and their applications.

**CHE 402 Physical Chemistry II (3 Hrs.)**

Examination of thermodynamic considerations which control the position of chemical equilibrium, and kinetic factors which govern reaction rates. Discussion of current theories of chemical bonding in ionic and covalent compounds. Emphasis on correlation of experimental data and prediction of structures of chemical compounds. Prerequisite: CHE 401.

**CHE 403 Physical Chemistry Laboratory (2 Hrs.)**

Measurements of thermodynamic quantities which pertain to reactions and elucidation of rate equations. Emphasis placed on analysis of experimental data. Prerequisite: CHE 402.

**CHE 415 Biochemistry I (4 Hrs.)**

Survey of energy metabolism, structure, biological function, and biosynthesis of proteins, enzymes, nucleic acids, and other important cellular components. Introduction to biochemical literature. Laboratory includes preparative and analytical techniques. Prerequisite: organic chemistry.

**CHE 416 Biochemistry II (4 Hrs.)**

In-depth studies of selected topics. Biochemical literature utilized extensively. Laboratory involves one-half independent projects and one-half introduction to selected sophisticated biochemical techniques. Prerequisite: CHE 415 or equivalent.

**CHE 421 Instrumental Analysis (4 or 5 Hrs.)**

Major topics include: UV-visible and infrared absorption, fluorescence, atomic absorption, emission methods, mass spectroscopy, radiochemical methods, polarography, and coulometric methods. Five credit section also includes: Raman spectroscopy, optical rotatory dispersion and circular dichroism, nuclear magnetic resonance, and emphasis on qualitative organic analysis. Lecture and laboratory. Prerequisites for five credits: CHE 401 or consent of convener.

**CHE 422 Descriptive Inorganic Chemistry (2 Hrs.)**

Survey covering various classes of inorganic compounds and reactions. Prerequisite: CHE 402 or concurrent enrollment.

**CHE 423 Chemical Synthesis Laboratory (2 Hrs.)**

Synthesis and characterization of inorganic and organic compounds using modern chemical techniques. Course is problem-oriented, requiring independent initiative, planning, and performance by the student. Prerequisite: CHE 402 or concurrent enrollment.

**CHE 425 Organic Applications of Spectroscopy (2 Hrs.)**

Utilization of ultraviolet, infrared, nuclear magnetic resonance, and mass spectroscopy to elucidate the structures of organic molecules. Students are trained in techniques of sample preparation and in operation of UV, IR, NMR, and mass spectrometers. Prerequisite: organic chemistry or concurrent enrollment.

**CHE 431 Environmental Chemistry (2 Hrs.)**

Use of chemical principles in understanding processes that occur in the environment. Ecological problems of a chemical nature are analyzed.

**CHE 432 Introduction to Clinical Biochemistry (3 Hrs.)**

Study of terminology and basic concepts of biochemistry relating to cellular components and biochemical pathways. Emphasis placed on organ interrelationships in human and biochemical aspects of medical bacteriology and immunology as they apply to clinical chemistry. Lecture only. Prerequisites: BIO 362 Human Physiology and organic chemistry.

**CHE 441 Pharmacology (4 Hrs.)**

Study of absorption, metabolism, and elimination of drugs by the body. The chemistry of classes of drugs and theories of receptor sites reviewed. Prerequisite: BIO 362 Human Physiology or organic chemistry.

**CHE 465 Environmental Toxicology (4 Hrs.)**

Study of effects of toxic chemicals on the environment. Included are sources, transport, chemical behavior, and toxic mechanisms of environmental pollutants. Prerequisite: organic chemistry or cell biology.

# Child, Family, and Community Services

## B.A. (60 Hrs.) M.A. (52 Hrs.)

**Faculty** — Harry Berman, Carole Fee McHugh, Caryl Moy, Christopher Narcisse, John Poertner, Michael Townsend, Don Yohe

**Adjunct Faculty** — Dan Detwiler, Jayne McDonald, Norman Mason, Barbara Noak

### ***The Bachelor's Degree***

The Child, Family, and Community Services Program prepares students for effective professional service with individuals and with community systems, such as child-care programs or social service agencies. Although settings may vary, program faculty believe that required professional skills are similar.

In addition to professional preparation, students are expected to develop specific values, attitudes, knowledge, and skills, especially in the program's core courses. In addition to the core curriculum, students complete 16 hours in a specialty related to a service area. These courses may be within the CFC Program or in other University offerings. Areas of study include child care and child welfare, adolescence, aging, advocacy, family-life studies, social work, community work, and elementary education. Students with particular educational or vocational goals also have the opportunity to develop their own specialties with the assistance of a faculty adviser.

### **Entrance Requirements**

There are no entrance requirements beyond those for admission to the University.

### **Advising**

During the first semester, every student should select a member of the CFC faculty as an adviser.

Initial information about courses for the program may be obtained from any

faculty member prior to the selection of an adviser. This initial advising does not constitute selection of an adviser, a choice which should be made after the student becomes acquainted with the faculty.

### **Communication Skills**

The University, as well as the CFC Program, is concerned about full development of a student's oral and written communication skills. Throughout the core curriculum, students are required to demonstrate the written and verbal communication skills that are essential in professional practice. Completion of CFC 301 Communication Skills for Human Services satisfies this University requirement.

### **Field Work**

Integration of the knowledge and skill portions of the program is provided through field work experience. Each student must complete a minimum of eight hours in an approved field placement, either in the special advocacy sequence or in traditional social service agencies.

Community field placement entails work in two community social service agencies and generally requires at least one and one-half days each week, including supervision (50 hours of field experience earns one credit hour). A student currently employed in a social service organization may earn a minimum of four hours of field work credit in that employment situation if some new

aspect of service is represented and if the adviser approves.

The advocacy sequence builds on the COPE program, which is a one-to-one relationship with a troubled young person. It includes two consecutive semesters of an ongoing relationship with the youngster (CFC 369 and CFC 371). The sequence meets one-half of the field work requirements and may be started the first semester.

Students choose field work placements with the approval of their advisers. The eight-hour minimum field work requirement meets the University requirement of an Applied Study Term.

### **Closure Procedures**

Students must file a graduation contract with their adviser at the beginning of their final semester. In addition, all students are required to pass college-level state and national constitution exams. *Students are urged to consult with their adviser prior to registration for the last semester to ensure that University and program requirements have been met.*

### **Program Requirements**

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

#### **Core Curriculum**

##### *Human Service Skills*

CFC 301 Communication Skills for Human Services	2 Hrs.
CFC 302 Concepts of Helping	2 Hrs.
CFC 303 Helping Skills	3 Hrs.
CFC 472 Ethics for Human Service Professionals	3 Hrs.

##### *Human Behavior and Social Environment (select one)*

<i>Options:</i> CFC 404 Childhood and Adolescence, CFC 405 Adulthood and Aging, or PSY 441 Life-Span Developmental Psychology	4 Hrs.
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##### *The Social Service System (select one)*

<i>Options:</i> CFC 306 The Social Service System, CFC 316 Child	2 Hrs.
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Welfare, or CFC 482 Aging and the Social Services

*Field work (meets AST requirement)* 8 Hrs.

CFC 340 and 350 (Field Work I/  
Field Work II) or  
CFC 369 and 371 (COPE) and  
CFC 350

*Student's area of specialty;*  
suitable courses are suggested  
by the adviser. 16 Hrs.

#### **University Requirements**

Public Affairs Colloquia 6 Hrs.

Electives 14 Hrs.

*Total* 60 Hrs.

### **The Master's Degree**

The Master of Arts program in Child, Family, and Community Services is designed to provide advanced-level professional training for students who have already had some experience in the human services or are intending to prepare for a specific area of service.

The objectives of the graduate curriculum relate to full professional practice and in a number of ways resemble traditional social work education. Because of the University's resources and location in the state capital, there is increased curricular emphasis on social issues and the management/policy aspect of social services. A student may elect a direct service concentration in children or families, or choose a social development concentration in community services.

### **Entrance Requirements**

Students must have a bachelor's degree with, ideally, a good liberal arts base. A student need not have majored in a human service program, but course work in the human services is helpful. Specific prerequisites are: a general course in communication skills and in normal human development, and course work or experience in the network of social systems, basic interviewing, and professional/ethical issues. The student's

adviser and appropriate related faculty will assess levels of competency.

The admission process includes review of a student's transcript and submission of a three- to five-page autobiography. A complete outline guide and further description of the autobiography are available from the Office of Admissions and Records. Students may complete up to 12 hours of course work without formal admission. Degree candidates must meet prerequisites and admission requirements, and agree on a program of study with an adviser before continuing beyond 12 hours in the curriculum.

## Areas of Study

Employers in the social services generally expect advanced-level students to have well-developed areas of knowledge and skill. The four areas listed below are most commonly chosen by students in this program, although other areas of study may be developed with approval of the adviser. The required skills course and the courses chosen under program electives should reflect the student's area of study. Electives available in other University programs may be chosen with approval of the adviser.

1. *Social Services*: Prepares students who want to work in traditional social work areas. Emphasis is on a variety of service-delivery patterns, such as case work, group work, and community organization. The character of this area of study is similar to that of the traditional MSW degree.

2. *Children's Services*: Prepares students for careers in fields such as child care, early childhood education, institutional care of children, and child welfare services (foster care, adoption, and services related to child abuse).

3. *Family Studies*: Combines courses in history of family development, comparative studies in family organization, sociology of family life, human sexuality, marriage, parenting, and family therapy.

4. *Social Policy/Community Social Services*: Prepares students to under-

stand the complex forces that form communities. Special emphasis is placed on strategies for social change. Career opportunities include work in client advocacy, community development, youth outreach services, and neighborhood organizing.

## Grading Policy

Graduate students must earn a "B" or better in all required courses.

## Master's Project

A master's project is required for all graduates. This is to be an in-depth study of a topic or issue in the social service field and must be approved by the student's adviser. It may focus on statistical analysis, a practice issue, or social policy analysis. The defense and explanation of the project satisfies the University's problem-solving requirement.

## Internship

Professional training is achieved through rigorous course work and regular application of course material to direct service. Overall integration of knowledge and skills comes through the internship, consisting of two placements in the social service system. Each placement is two semesters in length and involves a minimum of two days each week in voluntary or paid service. Students who are employed in the social services may use their employment to satisfy the internship requirement, provided special arrangements have been made with the adviser. Students are encouraged to take the internship as two credit hours during each of four semesters (eight hours academic credit equals approximately 800 hours of field learning). This experience should be concurrent with course work, but may be done in a block of time in another community if necessary. In either case, the internship must be discussed carefully with the adviser, both prior to and during the experience. Weekly supervision is provided by the agency

and may be supplemented by written, taped, or videotaped segments of the student's work.

### **Program Requirements**

The master's program requires 52 hours of graduate-level courses.

#### **Required Courses**

Human Behavior and the Social Environment (including CFC 501 and 502)	8 Hrs.
Social Policy/Social Services (CFC 506 and 507)	8 Hrs.
Social Research Skills	

(such as CFC 505, SJP 440, or SOA 411)	4 Hrs.
Management/Supervision (such as CFC 544)	4 Hrs.
Direct Service Skills (appropriate courses to be selected in consultation with adviser)	8 Hrs.
Master's Project	4 Hrs.
Internship	8 Hrs.
<b>Other Requirements</b>	
Program Elective	4 Hrs.
Public Affairs Colloquia	4 Hrs.
<i>Total 52 Hrs.</i>	

## **Child, Family, and Community Services/Course Descriptions**

### **Core Courses**

#### **CFC 301 Communication Skills for Human Services (2 Hrs.)**

Development of interpersonal communication, with emphasis on skills that facilitate helping and convey empathy. Also provides orientation to CFC undergraduate program.

#### **CFC 302 Concepts of Helping (2 Hrs.)**

Examination of meanings, issues, and dilemmas of helpers as well as various theories about what help is and does. Alternative kinds of help, qualities of helpers, distinctions between personal and professional relationships, and aspects of relationship building are considered, along with ethical issues, obstacles, and role/value conflicts. Brief exposure to helping cross-culturally, including racism, sexism, and ageism, followed by discussion of work with a reluctant or involuntary client. Designed to provide a conceptual framework for helpers who take the follow-up course, CFC 303 Helping Skills.

#### **CFC 303 Helping Skills (3 Hrs.)**

Continuation of CFC 302; this course teaches how to build, maintain, and terminate helping relationships as well as how to cope with obstacles to effective helping. Behavioral characteristics, effective helping, basic interviewing skills, problem-solving processes, helping strategies, and appropriate self-disclosure are taught. Focus is on learning and demonstrating skills. In each session new skills are introduced, modeled, and practiced. Required laboratory time is scheduled in addition to regular class sessions.

#### **CFC 306 The Social Service System (2 Hrs.)**

Study of relationship between community-provided structures for meeting needs and the societal groups they are designed to serve. Students survey community helping services.

#### **CFC 340 Field Work I (2-8 Hrs.)**

Basic program component where student applies class learning to service in approved community agency. Regular supervision and class attendance required. Approximately 50 hours of direct service earns one credit hour. May be repeated for a maximum of eight hours.

#### **CFC 350 Field Work II (2-8 Hrs.)**

Continuation of CFC 340. Seminar attendance required. May be repeated for maximum of 8 hours.

#### **CFC 404 Childhood and Adolescence (4 Hrs.)**

Bio-psycho-social development from birth through adolescence. Key aspects of human behavior, especially interaction of personal and social issues as they result in choices.

#### **CFC 405 Adulthood and Aging (4 Hrs.)**

Same as CFC 404, but deals with adults.

#### **CFC 472 Ethics for Human Service Professionals (3 Hrs.)**

Evaluation of role and attributes of the professional helper. Examines realities of the helping professions and prepares students for entry into those professions. Generally taken last semester of undergraduate study.

### **Graduate Core Courses**

#### **CFC 501 Human Behavior and the Social Environment I (4 Hrs.)**

Study of human development throughout the lifespan, including membership in families, work organizations, communities, and cultural systems. Emphasis on models of individual development.

#### **CFC 502 Human Behavior and the Social Environment II (4 Hrs.)**

Continuation of CFC 501, with special emphasis on family and work influences on behavior.

**CFC 505 Applied Research (4 Hrs.)**

Analysis of research design, sampling techniques, questionnaire or survey instrumentation, and statistical analysis. Also includes problem definition, general principles of information gathering, and interpretation. Students without advanced mathematical skill learn basic statistical meanings.

**CFC 506 History and Philosophy of Social Work (4 Hrs.)**

Issues and people instrumental in historical development and philosophical span of the social work profession.

**CFC 507 Social Services and Social Policy (4 Hrs.)**

Examination of a variety of current social service roles and exploration of what new models might be developed. Examination of interrelationship of selected social problems and public attitudes and policy.

**CFC 508 Master's Project (4 Hrs.)**

Individualized research. Students must demonstrate skill at conceptualizing social phenomena, problem formulation, research design, and corresponding problem-solving processes through completing an acceptable research project under faculty supervision. Enrollment limited to master's candidates.

**CFC 550 Internship (1-8 Hrs.)**

Intensive direct service experience in a social service agency. Regular supervision required. Placement is developed with adviser; 100 hours of service earns one credit hour. Course is generally taken for two credit hours. Service time may be concurrent with classes or may be full time. Course may be repeated for a total of eight hours.

**General Courses (Undergraduate)**

**CFC 311 Professional Literature in the Social Services (2 Hrs.)**

Comprehensive introduction to specialized professional periodical literature in the social service field. Designed to sharpen the ability to analyze and evaluate relevance of contemporary writing in the helping professions and increase appreciation for the role of research in social services.

**CFC 316 Child Welfare (4 Hrs.)**

Survey of services currently available for the vulnerable child. Includes history of child welfare services, adoption, foster care, placement, day care, residential treatment, and special programs.

**CFC 351 Sociological Perspectives on the Family (4 Hrs.)**

Current research and theory on American families, in context of historical, cross cultural, and subcultural variations in family forms,

including issues such as mate selection, marital conflict and power, violence, isolation, alternative contemporary forms, childhood, and parenthood. See SOA 351 and WMS 351.

**CFC 360 Focus Series (2-4 Hrs.)**

Series of seminars facilitated by CFC faculty. Subject areas relate to children, families, and communities. Each series focuses on a different topic. Open to public. May be repeated for a maximum of four hours, but particular topics may not be repeated for credit.

**CFC 369 COPE I (2 Hrs.)**

First-semester advocacy experience in building a relationship with a troubled young person. Includes one and one-half hour team meeting each week. See PSY 369.

**CFC 371 COPE II (2 Hrs.)**

Continuation of advocate relationship above. Includes one and one-half hour team meeting each week. Prerequisite: CFC 369. See PSY 371.

**General Courses (Undergraduate and Graduate)**

*All 400-level courses are general courses available at the undergraduate and graduate level. However, additional requirements and higher academic standards are expected of those enrolling for graduate credit. These are determined by the individual professor and monitored by the CFC Program Committee.*

**CFC 405 Adulthood and Aging (4 Hrs.)**

Study of the psychology of adult development and aging with emphasis on theories, methodologies, and research findings. Special emphasis given to understanding the experience of aging.

**CFC 423 Counseling Women (4 Hrs.)**

Examination of specialized biological, psychological, and social issues which affect women. Exploration of theoretical assumptions, counseling practices, and process variables which may apply differently to or affect women in counseling therapy. Identification of skills facilitative to women in general and to particular subgroups of women. Prerequisite: CFC 302. See HDC 423 and WMS 423.

**CFC 424 Working with the Involuntary Client (2 Hrs.)**

Examination of agencies, philosophies, skills, and input involved in social services for involuntary clients, including effects on workers as well as clients.

**CFC 426 Radical Social Work (4 Hrs.)**

Social work profession and the system maintenance function of social services in the con-



text of U.S. socio-economic-political structure. Explores alternative strategies open to social workers committed to comprehensive assault on society's major social problems.

**CFC 427 Case Assessment and the Process of Change (4 Hrs.)**

Examination of skills and information necessary for diagnosis and formulation of a treatment plan, and the philosophy and process of change.

**CFC 428 Family Violence (4 Hrs.)**

Overview of violence in families and its relation to society. Includes child abuse and neglect, spouse abuse, and abuse and neglect of older persons.

**CFC 429 Introduction to Groups (4 Hrs.)**

Basic group dynamics such as tasks, composition, and leadership patterns; implications of these principles on group counseling.

**CFC 431 The Unwanted Child (4 Hrs.)**

Basic problems of abuse, desertion, neglect; study of typical solutions to these problems.

**CFC 434 Introduction to Family**

**Therapy (4 Hrs.)**

Survey of major techniques of family therapy, with emphasis on integration of theoretical constructs and therapeutic skills. Lecture, demonstration, and laboratory learning approaches used. Students analyze a family system or present a project demonstrating comprehension.

**CFC 438 Children and the Law (2 Hrs.)**

Designed for the human services professional who deals with children and their families. Examines laws affecting the lives of children from birth to adulthood.

**CFC 446 Family Law (4 Hrs.)**

Law that affects the family. Topics include divorce, domestic violence, illegitimacy, adoption, child support and custody, parental control, abuse and neglect laws, issues affecting the elderly, domestic law reform, and the impact of the women's rights movement. See SOA 454, HDC 466, LES 446, WMS 446.

**CFC 447 Street Work with Adolescents:**

**Introduction to Community**

**Outreach Work (4 Hrs.)**

Exploration of theories, techniques, and models of working with troubled adolescents and their families. Studies ways neighborhood residents can organize and provide leadership for important community activities.

**CFC 454 The History of the Family (4 Hrs.)**

Investigation of modern family in comparative and historical perspective. Selected themes — changing patterns of sexuality, high rate of divorce, shifting kinship relation-

ships — are explored historically to understand their present importance. See HIS 454.

**CFC 455 Marriage Myths and Models(4 Hrs.)**

Exploration of roles, communication, and expectations in the marital relationship. Involves reading, couples interviews, film presentations, and special projects.

**CFC 456 Human Sexuality (4 Hrs.)**

Exploration of knowledge and values toward issues of human sexuality with emphasis on sociological content, personal growth, and professional development. Format includes lectures, film presentations, and small-group discussions. See HDC 456, SOA 456, and WMS 456.

**CFC 467 Family Dynamics (4 Hrs.)**

Examination of the cultural context of family life, differing individual dynamics, and their influence on relationships and growth.

**CFC 482 Aging and the Social Services (4 Hrs.)**

Examination of process and condition of being aged, along with social services that operate to lessen problems of aging. Evaluation of services, attitudes, and policies that inhibit or promote service delivery. See GER 482.

**CFC 483 Retirement (4 Hrs.)**

Examination of major sociological and social policy issues relating to retirement, including mandatory versus flexible retirement policies, early retirement trends, and economics of aging. See GER 412.

**CFC 485 History of Children's Literature (4 Hrs.)**

Study of books children read before there was a "children's literature," as well as books written for children. Includes a social history of children and the family. See LIT 485.

**CFC 486 Designing Social Services (4 Hrs.)**

Consultation important to the design of social services. Issues of problem identification, service targeting, defining intervention, and units of service are all discussed, along with relationships between service design, accountability, and funding.

**General Courses (Graduate)**

**CFC 521 Advanced Interviewing and Intervention (4 Hrs.)**

The helping relationship, with emphasis on skill development. Recommended for students in human services who utilize therapeutic interviewing. Videotaping used. Prerequisite: CFC 303 or equivalent experience.

**CFC 522 Helping Professions and the Law (4 Hrs.)**

Helping professions and the network of legal regulations and prescriptions. Study of legal

responsibility, malpractice, privacy, confidentiality, torts, and licensure. Attention to recent changes in the law.

**CFC 544 Staff Development and Supervision (4 Hrs.)**

Training in and background understanding of personnel issues, staff development models, and principles of direct supervision. See HDC 544 and ADP 513.

**CFC 551 Principles and Techniques of Child Therapy (4 Hrs.)**

Consideration of recent thinking and research about child therapy. Surveys techniques recommended for treatment of disorders classified as intrapersonal, situational, and crisis. Diagnosis of disorders emphasized. See PSY 551.

**CFC 552 Child Psychopathology and Therapy (4 Hrs.)**

Recognition and definition of clinical problems of childhood. Students learn how to disclose clinical results, prescribe treatment approaches, and outline theoretical positions based upon research findings. See PSY 552.

**CFC 556 Play Therapy (4 Hrs.)**

Investigation of play therapy in treatment of children with severe handicaps, such as transient developmental adjustment difficulties. Examination of divergent theoretical models upon which play therapy is founded. See PSY 556.

**CFC 559 Family Therapy (4 Hrs.)**

For advanced students interested in specializing in family counseling techniques. Students

develop and implement family treatment plans in actual and/or simulated family systems, and must be able to articulate at least two major family counseling approaches. Prerequisite: HDC 434 or equivalent. See HDC 559 and PSY 559.

**CFC 567 Sexual Counseling (4 Hrs.)**

Exploration of problems in sexual functioning and some therapeutic methods available for change. Prerequisite: college-level course in human sexuality or permission of instructor. See HDC 567.

**CFC 568 Psychology of Aging (4 Hrs.)**

Foundation in psychology of adult development and aging, with emphasis on theories, methodologies, and research findings. Focus on cognitive, social, psychological, and mental health aspects of aging. See PSY 557 and GER 502.

**CFC 576 Community Organization: Theory and Models (4 Hrs.)**

Identification of sets of organizing tactics that can consistently contribute to successful strategies for social change. Reviews divergent thematic approaches and examines actual case studies to evaluate their validity and effectiveness.

**CFC 579 Seminar on Social Change (4 Hrs.)**

Historical, theoretical, and practical examination of processes intended to create change at the macro-level in society. Contemporary social movements and their ideology are examined as to impact and potential for change in the social order.



# Communication

## B.A. (60 Hrs.) M.A. (36-40 Hrs.)

**Faculty** — Mary Bohlen, Jeffrey Van Davis, Henry Nicholson, Ray Schroeder, Larry Smith

**Associated Faculty** — Bill Miller, Judy Shereikis, Robert Spencer, Miles D. Woken

The Communication Program is concerned with the exchange of symbolic messages, how that exchange may be hindered or facilitated, and how it affects groups and individuals. The program seeks to enhance message-making skills and to promote an understanding of communication's role in human endeavor. To accomplish these goals, the curriculum addresses the theoretical, critical, and technical aspects of communication.

### **Communication B.A.**

The undergraduate program in Communication has three main objectives: to instruct the student in general communication theory and technology, to provide the student with opportunity for more intensive study in a specific area of communication, and to insure that the Communication graduate is capable of applying knowledge of general communication theory and technology to specific social problems. The baccalaureate curriculum covers three topical areas: general communication and language theory, mass media systems, and interpersonal and organizational systems.

### **Entrance Requirements**

Requirements for admission to the program as a candidate for the bachelor of arts degree are identical with general University requirements. Each new student must pass a diagnostic examination to assess communication skills during the first semester of study.

### **Advising**

The new undergraduate student is urged to select a faculty adviser as soon

as possible after the beginning of the first semester. Those who do not are assigned advisers.

Although two program courses are required of the undergraduate, the adviser, with program approval, may require additional courses in order to make up deficiencies. Generally, advisers assist students in developing personal programs of study and also assure that all requirements are met.

### **Credit for Prior Learning**

Students with extensive life or work experience in some area of communication may wish to apply for academic credit through Credit for Prior Learning. The Communication Program awards such credit in each of its three topical areas (general communication and language theory, interpersonal and organizational systems, and mass media systems) through COM 401, COM 431, and COM 451 respectively. The program will award a maximum of four hours of experiential learning credit in any one topical area, with a maximum total of 12 hours awarded for any one student.

### **Applied Study**

All undergraduates are required to complete an eight-hour Applied Study Term (AST) unless the requirement is waived. Students are assigned to field placements related to the focus of their academic studies. Organizations in which Communication students have carried out applied study include newspapers, public relations firms, and radio and television stations. Independently designed AST's are accepted with adviser approval.

### Credit/No Credit

No Communication concentration course may be taken on a credit/no credit basis.

### Course Repetition

Communication courses numbered 491-498 (experimental courses listed only in the Course Schedule) may be taken for credit more than once provided the course topic is different each time. No more than eight semester hours of credit for COM 499 (tutorials) will be accepted for the degree. All other Communication courses may be repeated for grade improvement only once; courses may not be repeated for credit.

### Required Courses

Students must complete program-required courses in order to graduate. No waivers are offered.

### Program Requirements

At the bachelor's level, candidates must satisfy general University requirements and also complete 32 hours in Communication courses. All undergraduate students are required to complete COM 301 The Study of Communication and COM 302 Communication Technologies during their first year of study. Students must also take at least 12 hours of course work in one of the program's three topical areas and at least 12 additional hours in the remaining two areas.

#### Requirements

COM 301 The Study of Communication	4 Hrs.
COM 302 Communication Technologies	4 Hrs.
Communication emphasis requirements	12 Hrs.
Three Communication courses selected from two topical areas other than the student's emphasis	12 Hrs.
Public Affairs Colloquia	6 Hrs.
Applied Study Term	8 Hrs.
General electives (six of which	

must be taken outside Communication)	<u>14 Hrs.</u>
<i>Total</i>	<i>60 Hrs.</i>

### Course Offerings

In addition to regular course offerings, the Communication Program gives students the opportunity to design tutorials for subjects not covered in the curriculum, provided a willing faculty member with expertise agrees to serve as tutorial director.

Courses from other programs may be used as part of the 32-hour major; examples appear at the end of the Communication course descriptions. No more than eight credit hours of cross-listed courses may be used as part of a student's concentration.

### Communication M.A.

The graduate program in Communication has two main objectives: to guide students in an intensive exploration of the structure and function of human communication and to educate students in the methods and theory of communication inquiry. The graduate curriculum regularly covers three areas of study: general communication and language theory, interpersonal and organizational systems, and mass media systems.

The graduate program is distinct and separate from the undergraduate program, although certain courses are open to both B.A. and M.A. candidates. Graduate students enrolled in these (400-level) courses should expect more stringent grading standards and more assignments (and perhaps differently structured assignments) than undergraduates enrolled in the same courses.

### Entrance Requirements

For admission to the master of arts program, the student must have a bachelor's degree or equivalent. During the first term, students are expected to take diagnostic examinations, the results of which are evaluated by the student's ad-

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

## Advising

Each new graduate student should consult with a faculty adviser prior to initial registration. Advisers help students develop a course of study based on program requirements and on student personal interests.

A prospectus form indicating the graduate student's planned program of study should be completed during the first semester and should be submitted through the adviser to the program's Graduate Committee for approval.

## Credit for Prior Learning

Communication students with extensive life or work experience in some area of communication may wish to apply for academic credit through Credit for Prior Learning. The Communication Program awards such credit in each of its three topical areas (general communication and language theory, interpersonal and organizational systems, and mass media systems) through COM 401, COM 431, and COM 451 respectively. The program will award a maximum of four hours of experiential learning credit in any one topical area, with a maximum total of 12 hours awarded for any student.

## Grading Policy

No "C" grades in Communication courses may be applied toward the degree. Communication concentration course may not be taken on a credit/no credit basis.

## Course Repetition

Communication courses numbered 491-498 and 591-598 (experimental courses listed only in the Course Schedule) may be taken for credit more than once provided the course topic is different each time. No more than six semester hours of credit for COM 599 (tutor-

ials) will be accepted for the degree. COM 501 Thesis and COM 502 Project may be enrolled in only once. All other Communication courses may be repeated for grade improvement only once; such courses may not be repeated for credit.

## Required Courses

Students must complete program-required courses in order to graduate. No waivers are offered.

## Program Requirements

All master's degree candidates at the University are required to complete four semester hours of Public Affairs Colloquia. In addition, the Communication Program requires that candidates complete COM 505 Research Methods of Communication, COM 501 Thesis or COM 502 Project, and at least two 500-level graduate seminars. Additional course work is in part determined by whether the student selects the thesis or the project option:

### Option 1

COM 505 Research Methods in Communication	4 Hrs.
Graduate-level Communication courses (including at least 8 hours of 500-level seminars)	24 Hrs.
Public Affairs Colloquia	4 Hrs.
COM 501 Thesis	<u>4 Hrs.</u>

*Total Minimum Requirement 36 Hrs.*

### Option 2

COM 505 Research Methods in Communication	4 Hrs.
Graduate-level Communication courses (including at least 8 hours of 500-level seminars)	24 Hrs.
Public Affairs Colloquia	4 Hrs.
COM 502 Project	4 Hrs.

Additional course work relevant to project 4 Hrs.

*Total Minimum Requirement 40 Hrs.*

Additional courses may be required by the adviser, with program approval, in

order to meet deficiencies. COM 599 credit may not be used to satisfy the 500-level seminar requirement.

Program policies and guidelines for the Thesis or Project may be obtained from faculty advisers.

## Course Offerings

In addition to regular course offerings, the Communication Program gives

students the opportunity to design tutorials for subjects not covered in the curriculum, provided a willing faculty member with appropriate expertise agrees to serve as tutorial director.

Courses from other programs may be accepted for the program major; examples are given at the end of the Communication course descriptions.

## Communication/Course Descriptions

### Required Courses (Undergraduate)

#### COM 301 The Study of Communication (4 Hrs.)

Overview of contemporary communication theory and concepts including the process nature of communication, interpersonal relations, and mass media. Provides the foundation for study in communication.

#### COM 302 Communication Technologies (4 Hrs.)

Introduction to present and developing communication technologies and their impact on our lives. Students explore the nature of electronic (computer, video, and audio) and print-optical (film) technologies, systems, and networks, as well as the future of these systems and technologies in our society.

### Required Courses (Graduate)

#### COM 501 Thesis (4 Hrs.)

In-depth exploration of a topic: students should consult with their adviser during their first semester in residence for guidelines and information on the thesis requirement. Course completion fulfills the University master's project requirement.

#### COM 502 Project (4 Hrs.)

Production of a major project selected with approval of adviser and Graduate Committee. Students should consult their adviser during first semester in residence for program guidelines. (Either COM 501 or COM 502 must be completed.)

#### COM 505 Research Methods in Communication (4 Hrs.)

Examination and discussion of ways in which we answer questions about human communication and of critical considerations surrounding this process. Probing the kinds of questions research can answer and potential applications of those answers. Includes fundamentals for researching and writing the graduate thesis.

### General Communication and Language Theory

#### COM 309 Writing Laboratory (4 Hrs.)

Intensive writing practice with emphasis on the development of organization, vocabulary, sentence structure, brevity, clarity, and style. Individual instruction. Weekly writing assignments.

#### COM 323 Using Communication (4 Hrs.)

Focus on two areas: using communication in everyday situations effectively and understanding new publications for communication knowledge. Students seek to improve communication skills and to appreciate expanding role of communication in society.

#### COM 401 General Communication and Language Theory: Practicum (1-4 Hrs.)

Experiential learning in General Communication and Language Theory.

#### COM 402 Legal Reporting (4 Hrs.)

Methods and techniques of reporting on activities of courts and other legal institutions. Students analyze substantive issues in law. Several feature-length articles on law or legal institutions required; articles reviewed for publication through the Illinois Bar Association. See LES 488.

#### COM 404 Media Law (4 Hrs.)

Study of legal privileges and limitations primarily affecting those who work in the media. Includes examination of free press and fair trial, obscenity, libel, right of privacy, access to the media, access for the media, contempt of court, and advertising law. See PAR 404.

#### COM 412 Language Acquisition (4 Hrs.)

Language acquisition in infants and its development through acquisition of writing at grade-school age. Major focus on comparison of spoken and written communication, as well as on writing readiness of a six-year-old.

#### COM 415 Psycholinguistics (4 Hrs.)

Psychology of spoken and written language. Major topics are psychology of language ac-

quisition in children, linguistic competence and performance, biological and social content of language, and language as behavior.

**COM 417 Sign/Symbol Systems in Communication** (4 Hrs.)

History and development of sign/symbol process that humans use for communication. Oral, written, and printed sign/symbols are central concern, but other systems, such as music, architecture, and food, also studied. Written papers and exams.

**COM 428 Nonverbal Communication** (4 Hrs.)

How personal symbols (clothes, body language, etc.) and public symbols (space, time) convey meaning; problems arising from differing interpretations of these symbols.

**COM 435 Commercials: The Hidden Messages** (4 Hrs.)

Television commercials examined in terms of persuasive strategies and techniques used for reaching targeted audiences. Special attention given to hidden messages and subconscious appeals.

**COM 438 Analyzing Communication Processes** (4 Hrs.)

Introduction to analysis techniques as they apply to study of human communication behavior. Discussion and application of knowledge-generating techniques are grounded in real communication situations. Familiarity with methods presented allows students to interpret and criticize communication research studies.

**COM 442 Broadcasting in American Society** (4 Hrs.)

Brief history of broadcasting; nontechnical discussion of UHF, VHF, AM, FM, and cable transmission — reception, programming trends, commercial and noncommercial broadcasting, regulation and responsibility of broadcasters, impact on society, and children's programming.

**COM 464 Conflict Management** (4 Hrs.)

Analysis of role and effect of conflict on interpersonal, group, and organizational relationships and social movements. Theoretical and practical applications seek to foster success in conflict resolution.

**COM 465 Interviewing** (2 or 4 Hrs.)

Examination of interviewing and its various purposes in communication settings. Practical and theoretical approach.

**COM 467 Political Communication** (4 Hrs.)

Examination of the several roles human speech plays in politics. Political advocacy from rhetoricians of classical antiquity to the 5:30 p.m. news and today's packaged candidates.

**COM 468 Propaganda and Persuasion** (4 Hrs.)

Examination of theories and techniques involving attitudinal and behavioral change. Students analyze historical and current propaganda and persuasion.

**COM 511 Semiotics** (4 Hrs.)

Study of the sign, the basic unit in human communication. Primate language included. Readings in Pierce, Morris, Saussure, and Eco. Writing projects required.

**COM 516 Issues in Communication Law** (4 Hrs.)

Examination of legal rights and restrictions affecting the media, including First Amendment theory, privacy, libel, obscenity, free press-fair trial, and access cases. Ethical as well as legal issues examined.

**COM 528 Meaning and Social Structure** (4 Hrs.)

Examination of coding and meaning theories in order to understand similarities and differences in individual interpretation of words, symbols, events, and interaction. Includes exploration of connections in language structure, individual thinking, and social structure.

**Interpersonal and Organizational Systems**

*(Note: COM 428, COM 435, COM 464, COM 468, and COM 528 — all described above — are also included in this topical area.)*

**COM 366 Techniques for Controlling Fear of Public Speaking** (2 Hrs.)

Techniques for control and reduction of communication anxiety, including skills necessary for successfully communicating interpersonally as well as publicly.

**COM 367 Public Speaking for Business and Community Leaders** (4 Hrs.)

Performance course preparing for formal and informal speaking situations. Argumentation and debate strategies studied for practical application, with some focus on legislative and courtroom dialogue. Videotape facilities used.

**COM 421 Interpersonal Communication** (4 Hrs.)

Analysis of communication at the individual level including extended examination of informational, perceptual, and prediction processes that lead to successful communication. Includes role and personality as factors that affect the communication process and techniques for improving communication ability. Interpersonal communication theories compared and evaluated.

**COM 422 Communication and Couples** (4 Hrs.)

Communication potential and problems in



male-female relationships, including ways in which expectations and experiences of the individual reflect upon couple relationships and how relationships develop. Role of social forces in shaping couple relationships examined.

**COM 431 Interpersonal and Organizational Systems: Practicum (1-4 Hrs.)**

Experiential learning in Interpersonal and Organizational Systems.

**COM 461 Practical Applications of Public Relations (4 Hrs.)**

Analysis of most effective methods for creation, exchange, and flow of ideas within private and public organizations. Examination of media as tools for disseminating ideas. Projects include preparing print, radio, and video press releases; public service announcements; and commercial advertisements.

**COM 463 Effective Organizational Communication (4 Hrs.)**

Survey of major communication functions in organizations and person-to-organization relationships. Includes analysis of interaction between organizational structures, message forms and flows, channel effects, and personal behavior.

**COM 524 Dynamics of Human Communication (4 Hrs.)**

Structuring experience and the ways in which structuring helps and hinders communication. Relevant scholarship examined and synthesized.

**COM 562 Public Relations in Organizations (4 Hrs.)**

Advanced study of public relations in organizations. Examination of problems involved in designing and implementing a public relations campaign with emphasis on communicating within and outside different organizations. Examination of and participation in empirical research on public relations and organizational communication.

**COM 569 Analysis of Small Groups (4 Hrs.)**

Analysis of effective group organization and function, including leadership styles in modern organizations. Stress-management and time-management techniques incorporated.

**Mass Media Systems**

*(Note: COM 309, COM 402, COM 404, COM 435, COM 442, and COM 467 — all described above — also are included in this topical area.)*

**COM 305 Photography I (4 Hrs.)**

Basic competencies in terminology and operation of 35mm cameras, processing black-and-white film, and print making. Students assisted in formulating photographic philosophy through examination of their own work

and works and thoughts of professional photographers. Camera (35mm) with adjustable focus, variable aperture settings, manually operable multiple shutter speeds, and "normal" or medium-short focus lens required. See ART 305.

**COM 312 News Gathering and Writing (4 Hrs.)**

Examination of techniques involved in interviewing, reporting, and writing. Weekly in-class news story assignments. Typing experience helpful but not necessary.

**COM 314 Editing Techniques (2 Hrs.)**

Study of editorial skills including style, organization, and editorial symbols. Firsthand experience in preparing manuscripts for publication.

**COM 352 Basic Video Production (4 Hrs.)**

Introduction to equipment, theory, and techniques used in video production, including television cameras, graphic materials, and fundamental principles of production design. Students also develop basic skills in television directing.

**COM 403 Feature Article (4 Hrs.)**

Examination and utilization of feature writing techniques. Weekly feature article assignments. Publication encouraged but not required.

**COM 406 Photography II (4 Hrs.)**

Extension, development, and continuation of studies in black-and-white photography. Students should be increasingly able to generate their own ideas about the medium, and work toward the production of a personal body of work. Expanded film and print manipulations, including solarization, sandwiched images, collage, and hand coloring. Prerequisite: COM 305. See ART 406.

**COM 441 Mass Media — Theory and Practice (2 Hrs.)**

Social effects of the media and how societal changes, in turn, affect the media; new media technologies; and in-depth research study of relationship between media and government. See PAR 441.

**COM 445 Journalism for the Electronic Media (4 Hrs.)**

Study of tools and techniques of professional media journalists; news writing and reporting style; and ethical and legal responsibilities. Final paper required. Students write and produce news and documentary pieces.

**COM 446 Broadcast Management (4 Hrs.)**

Basics of broadcast management pertaining to specific needs in areas of engineering, law regulations, and programming. Topics include the Federal Communications Commission,

advertising, production, operations, personnel, equipment, accounting, and public relations.

**COM 448 Media Advertising (4 Hrs.)**

Introduction to theoretical and creative processes in media advertising. Students receive basic orientation not only to economic aspects of advertising but also to creative processes. Students develop advertising campaigns and write television, radio, and press copy.

**COM 451 Mass Media Systems: Practicum (1-4 Hrs.)**

Experiential learning in Mass Media Systems.

**COM 453 Television Production (4 Hrs.)**

Advanced video production with emphasis on editing and studio production. Students research the technical theory and operation of studio production. Regular production assignments are made. Prerequisite: COM 352 or consent of instructor.

**COM 454 Documentary Production (4 Hrs.)**

Advanced video documentary production, with emphasis on history and impact of film and video documentaries in America as well as the process and technology of electronic news/documentary gathering, editing, and production. Each student produces documentary programs of varying lengths. Prerequisite: COM 352.

**COM 480 Studies in the Art of the Film (4 Hrs.)**

In-depth exploration of a particular film genre, the cinema of a nation, or the work of a particular director. Topics may be Italian cinema, French cinema, the Western, Orson Welles, Frederico Fellini, or others. May be repeated for an indefinite number of hours, but a particular topic may not be repeated for credit.

**COM 540 New Technologies in Electronic Media (4 Hrs.)**

Seminar on new and emerging technologies

and systems in electronic media: hardware, software, and societal impact.

**COM 542 Broadcast Programming (4 Hrs.)**

Investigation into theories and realities of current programming tactics for both radio and television, including such topics as format strategy, program producers and sources, and audience research.

**Individualized Study**

**COM 499 Tutorial (1-4 Hrs.)**

Specialized instruction; individuals or small groups of students may arrange for special courses on otherwise unavailable topics; subject to availability of instructor.

**COM 599 Tutorial (1-4 Hrs.)**

Specialized instruction; graduate students may arrange for special courses on otherwise unavailable topics; subject to availability of instructor.

The following courses are accepted for the Communication major. Through petition to the Program Committee, the student and adviser may obtain approval for other courses in the University curriculum.

ART 436 Publication Design

LIT 465 History of the English Language

LIT 482/PAR 407 The New Journalism and Nonfiction Novel

MGT 431 Advertising and Marketing Strategy

MGT 461 Managerial Communication in Public Relations

MGT 462 Oral Communication for Managers

MGT 463 Advanced Report Writing for Managers



# Community Arts Management

## M.A. (50 Hrs.)

**Faculty** — Jonathan Katz, Dolo Brooking

**Associated Faculty** — Randolph P. Kucera, Ina Robertson, Larry Shiner, Donald F. Stanhope

**Adjunct Faculty** — Maryo G. Ewell

The Community Arts Management Program emphasizes the skills and knowledge especially appropriate to management of multi-arts organizations such as community and state art agencies and arts centers. The program is based on the assumption that a good arts administrator is one who possesses not only general management and planning skills but also knowledge and skills specifically pertinent to the arts, including awareness of art forms; ability to examine aesthetic issues and make aesthetic decisions; understanding of the similarities and differences between producing and distributing an aesthetic product and an industrial one; familiarity with nonprofit and government management systems; knowledge of strategies for increasing earned income, membership, and volunteer support; and knowledge of funding sources. Although the program focuses upon management of multi-arts organizations, acquired competencies have enabled graduates to pursue careers in orchestra, theater, museum, and dance company management. The program has been designed, and is continually under review, to ensure a balance of theory and practical work experience that stimulates inquiry, self-criticism, learning, and growth.

### Entrance Requirements

After acceptance for graduate study at the University, students must apply to the director of the Community Arts Management Program for admission. Applicants must have some academic or experiential background in the arts. At

least two years' work experience in some field (not necessarily the arts) is desirable. Enrollment is selective; each year from 10 to 15 persons are admitted. Limited enrollment allows each program participant to benefit from continuous individual counseling and flexibility in arranging degree requirements to meet particular needs and supplement prior work experience and academic study.

### Grading Policy

If balanced by an equal number of hours of "A," a maximum of eight hours of "C" is applicable toward the master's degree. "A" or "B" work is required for degree credit in any CAM-prefix course.

### Program Requirements

Graduate students should plan to complete the degree program in two full years. The first year, consisting of course work and local internships, is spent in Springfield. In CAM 521 and CAM 522, with the counsel and approval of faculty, students choose an arts organization — such as the Illinois State Museum, Springfield Art Association, Springfield Theatre Guild, SSU Auditorium Concert Series, Springboard (the community arts council), the Illinois Arts Council, or the Missouri Arts Council — with which to work approximately eight hours per week. Students thus have opportunity to apply academic knowledge and to learn experientially.

The Community Arts Management Program offers a Public Affairs Colloquium examining public policy and the arts at the federal, state, and community

levels in the United States. The University's location in the state capital allows the program exceptionally good access to the persons, activities, and materials associated with cultural policy decision making in the public sector.

For the second year of the program, with the advice of faculty and approval of the program director, the graduate student may choose supervised field experience in a professionally staffed arts organization. Other alternatives include a single semester of field experience during the second year of the program or development of a specialization in arts management through a full second year of resident course work and internships.

Faculty are responsible for monitoring the educational value of field experiences. Faculty and participants plan field experiences they feel will be most valuable to administrative development. Once placement is made, they agree on specific educational objectives and evaluative procedures. Salary arrangements are negotiated between employer and participant, and the agreement is formalized by contract.

All participants attend a two-week program evaluation and problem-solving seminar in Springfield during May or June of their final year in the program. Upon completion of the seminar and all University requirements, the participant is recommended for the degree.

To satisfy requirements for the master of arts degree in the two-semester resident/two-semester field experience format, the student must complete the following CAM courses:\*

CAM 482 Sources of Information for Arts Managers	2 Hrs.
CAM 502 Administration of Arts Organizations	4 Hrs.
CAM 521 Internship I	2 Hrs.
CAM 522 Internship II	2 Hrs.
CAM 531 Theater and Concert Management or	
CAM 532 Museum/Visual Arts Center Management	4 Hrs.
CAM 571 Field Experience I	8 Hrs.

CAM 572 Field Experience II	8 Hrs.
CAM 573 Problem-Solving and Program Evaluation Seminar	<u>2 Hrs.</u>
	32 Hrs.

The student must also complete the following support courses or demonstrate competency in their subject matter:

CAM/LES 486 Legal Aspects of Arts Administration	2 Hrs.
ACC 505 Financial Management for Nonprofit Organizations	2 Hrs.
ADP 503 Analytical Tools for Public Administrators	4 Hrs.
PHI 432 Philosophy of Art Public Affairs Colloquia and electives	<u>8 Hrs.</u>
	18 Hrs.
<i>Total</i>	50 Hrs.

*\*At the discretion of the program director, required and support courses listed here may be waived in consideration of student background and learning needs.*

To satisfy requirements for the master of arts degree in the three-semester resident/one-semester field experience format, the student must complete the following CAM courses:

CAM 482 Sources of Information for Arts Managers	2 Hrs.
CAM 502 Administration of Arts Organizations	4 Hrs.
CAM 521 Internship I	2 Hrs.
CAM 522 Internship II	2 Hrs.
CAM 531 Theater and Concert Management	4 Hrs.
CAM 532 Museum/Visual Arts Center Management	4 Hrs.
CAM 571 Field Experience I	12 Hrs.
CAM 573 Problem-Solving and Program Evaluation	<u>2 Hrs.</u>
	32 Hrs.

The student must also complete the following support courses or demonstrate competency in their subject matter:

CAM/LES 486 Legal Aspects of Arts Administration	2 Hrs.
ACC 505 Financial Management for Nonprofit Organizations	4 Hrs.
ADP 503 Analytical Tools for Public Administrators	4 Hrs.
PHI 432 Philosophy of Art Public Affairs Colloquia and electives	2 Hrs.
	<u>6 Hrs.</u>
	<u>18 Hrs.</u>
<i>Total</i>	<i>50 Hrs.</i>

To satisfy requirements for the master of arts degree in the two-year resi-

dent course work and internship format, the student must complete the same CAM courses as above; the same support courses as above, with the exception that CAM/LES 486 is taken for 4 credit hours and CAM 571 is not taken; an additional two-hour internship; and Public Affairs Colloquia and electives totaling 14 hours. This format also totals 50 hours.

Students with equivalent experience and/or particular needs may request waiver of any required or support course in these options. Waiver decisions are made by the program director.

## Community Arts Management/*Course Descriptions*

### **CAM 481 Organizational Skills for Arts Managers (2 or 4 Hrs.)**

Planning, problem solving, needs assessment, program evaluation, and motivation and coordination of volunteers, as well as topics suggested by participants. Methods of teaching include discussion, lecture, guest presentations, case studies, role playing, and other strategies appropriate to the topic. Not intended for graduate majors.

### **CAM 482 Sources of Information for Arts Managers (2 Hrs.)**

Examination of texts, periodicals, census data sources, professional associations, public agencies, newsletters, data banks, and access tools that constitute basic sources of information for arts managers. Emphasizes basic research methods and skills necessary to gather information for community needs assessment and program evaluation.

### **CAM 483 Arts and Education (4 Hrs.)**

Development, implementation, and evaluation of arts and education programs. Designed for teachers, arts administrators, and volunteers.

### **CAM 486 Legal Aspects of Arts Administration (2 or 4 Hrs.)**

Introduction to law and its applications in arts administration. Geared to graduate-level student, experienced professional, or community agency volunteer with little or no formal training in law. Learning strategies include case study, group work, and individual investigation. See LES 486.

### **CAM 490 Directed Study (2 or 4 Hrs.)**

Supervised individual or group project in a specialized area otherwise unavailable. Subject to approval of program director. May be repeated for indefinite number of hours, but a particular project may not be repeated for credit.

### **CAM 502 Administration of Arts Organizations (4 Hrs.)**

Development of competencies in working with organizational structures, including board-staff relationships, planning processes, marketing, and audience development strategies, as well as grant processes associated with arts-producing and arts-supporting organizations.

### **CAM 521 Internship I (2 Hrs.)**

Supervised internship and workshops in development of professional ethics, knowledge of various management styles, and familiarity with art forms.

### **CAM 522 Internship II (2 Hrs.)**

Continuation of CAM 521, usually in another arts organization. Workshops emphasize communication skills and career advancement strategies.

### **CAM 531 Theater and Concert Management (2 or 4 Hrs.)**

Study of performance production procedures and strategies for effective marketing and public relations. Areas include programming, publicity, house management, box office, and facility usage.

### **CAM 532 Museum/Visual Arts Center Management (4 Hrs.)**

Exhibition development, program planning and promotion, facility management, and general management practice. Uses a variety of learning strategies including group management of University exhibition space.

### **CAM 571 Field Experience I (8-12 Hrs.)**

Supervised off-campus work experience in a professionally managed arts organization. Follows completion of resident course work; designed to fulfill learning objectives.

**CAM 572 Field Experience II (8-12 Hrs.)**

Continuation of CAM 571. Completion of work experience documentation and evaluation.

**CAM 573 Problem-Solving and Program Evaluation Seminar (2 Hrs.)**

Intensive professional development seminar, sharing work experience, mutual instruction, and final overall evaluation.

The following courses represent the variety of electives available to the program major. These and other courses may be approved by the student's adviser and the CAM director in order to design a study program that meets the par-

ticular needs of each student:

- ADP 502 Dynamics of Public Organizations
- ADP 472 Management Information Systems
- COM 453 Television Production
- COM 463 Effective Organizational Communication
- COM 464 Conflict Management
- ECO 455 State and Local Finance
- HIS 511 Museum/Historic Sites Methods
- POS 480 Topics in Political Studies

# Creative Arts

## B.A. (60 Hrs.)

**Faculty** — Anne Devaney, Robert Dixon, Karen Gilg, Mark Siebert, Jerry Troxell

**Adjunct Faculty** — Annette Chesky, George Ecklund, Carlton Eldridge, Mauri Formigoni, Fred Greenwald, Sr. M. Annunciata Horan, Barbara Lee Hunter, David Mitchell, Nancy Older, Elizabeth Ricketts

The Creative Arts Program provides opportunity for studying the visual arts in a context emphasizing skill acquisition as well as understanding concepts. The program assumes a need for trained individuals who will pursue secondary or avocational careers in the arts, carrying out activities such as neighborhood art instruction, community gallery organization and maintenance, and studio operation for freelance work in a variety of media. The program also provides for the general study of music through appreciation offerings in areas as diverse as concert music, jazz, opera, and film music. In both music and art, program faculty recognize and respond to the conviction that arts study for personal growth and understanding is an engaging and enriching educational experience.

### Entrance Requirements

Since work at the upper-division level should not be a student's first exposure to organized training in the arts, students should have the A.A. degree in visual art or equivalent schooling, and are expected to demonstrate basic competence in art through completion of an advanced studio course during the first semester at SSU. Preliminary training should include a survey course in art history, and lack of this course is considered a deficiency to be remedied during the first year at SSU. Other requirements for admission to the program are identical with general University requirements.

### Scholarship

The Bruce A. Magidsohn Memorial Scholarship is awarded annually to a student in the Creative Arts Program. For information see the "Financial Assistance" section of this catalog.

### Advising

Students should consult a Creative Arts faculty member before registering for the first time. A permanent adviser from among the program faculty should be chosen before the end of the first semester of study. *All students should consult their advisers before registering for the last semester of classes.*

### Grading Policy

Grading policy is determined by each instructor as appropriate to the individual course and is announced at the beginning of the course.

### Communication Skills

The communication skills of each Creative Arts major are assessed within one semester of declaring the major. This assessment is in the form of a scheduled writing session, during which students are asked to complete an 800- to 1,000-word autobiographical essay stressing personal goals and philosophy.

The communication skills assessment essays are read by a subcommittee of the Creative Arts Program Committee and are evaluated for grammar, style, form, and ability to organize and develop ideas. If a student's communication skills are found to be inadequate, the student is advised to complete appropriate course



work in the Communication or Literature program, or to develop and complete a learning contract with the Learning Center. The decision of the evaluating subcommittee may be appealed to the full Creative Arts Program Committee.

### Applied Study Opportunities

Projects to satisfy the University requirement for the Applied Study Term have three sources: the Applied Study Office, the faculty, and the student. The opportunities are varied. In particular, the program and its objectives are well suited to projects directed largely by the student, simulating activity of the independent artist. For example, students plan and execute creative work, carrying the project through to a study of methods and problems of marketing. Students who give private instruction devise teaching materials and use them experimentally with their own students. Such projects are bounded only by the imagination of the student.

### Activities

The Creative Arts Program sponsors a number of activities open to members of the University and greater Springfield communities.

*Jazz Ensemble.* The activities of courses MUS 330 and MUS 430 involve performances of the jazz ensemble, although participation is not limited to students enrolled in these courses. The group performs in Springfield and surrounding communities. For further information consult Prof. Jerry Troxell, director.

*The Sangamon Consort.* This group performs older music (primarily from before 1750) written for relatively small ensembles. Membership is open to students, staff, faculty, and members of the Springfield community. For further in-

formation, consult Prof. Mark Siebert, director.

*The Gallery.* The Creative Arts Program sponsors and arranges on-campus exhibitions in a variety of media, featuring work of faculty, students, and regional artists. Student participation is encouraged both in installation and management procedures. For further information consult the program office.

### Program Requirements

Requirements for the bachelor's degree in Creative Arts are distributed as follows.

Historical and analytical courses	12-16 Hrs.
Studio (beyond 310 level)	16-20 Hrs.
Electives	10-18 Hrs.
Public Affairs Colloquia	6 Hrs.
Applied Study Term	<u>8 Hrs.</u>
<i>Total</i>	<i>60 Hrs.</i>

The exact number of hours to be taken, as well as the specific subjects, depends on the student's area of interest and is determined in consultation with the adviser. Students with a particular interest in visual art should request the list of recommended courses from the program office.

*Optional.* Honors project in art studies (with faculty recommendation) 4 Hrs.

*Tutorials.* Available upon student request and with permission of instructor.

*Private Instruction.* Provisions for private instruction apply primarily to music, but private instruction in the visual arts is also available. The program maintains a list of community teachers approved to offer private instruction for University credit. For information, apply to the program office. The student must make direct arrangements concerning lessons and payment with the instructor chosen. Tuition for credit hours is billed in the usual manner.

## Creative Arts/Course Descriptions

- ART 301 Painting (4 Hrs.)**  
Introduction to basic techniques of painting. No prior experience necessary.
- ART 302 Sculpture (4 Hrs.)**  
Introduction to a variety of three-dimensional media, processes involved, and possibilities of appropriate expression.
- ART 303 Ceramics (4 Hrs.)**  
Introduction to a variety of techniques, including use of a potter's wheel, slab-building, and glazing. Also includes introduction to origin of ceramics and studio responsibilities.
- ART 305 Photography I (4 Hrs.)**  
Basic competencies in terminology and operation of 35mm cameras, processing black-and-white film, and print making. Students assisted in formulating a photographic philosophy through examination of their own work and the works and thoughts of professional photographers. Camera (35mm) with adjustable focus, variable aperture settings, manually operable multiple shutter speeds, and "normal" or medium-short focus lens required. See COM 305.
- ART 311 Painting I (4 Hrs.)**  
Study of painting technique in a choice of media, with emphasis on developing a means for personal expression. Prerequisite: ART 301 or equivalent.
- ART 312 Painting II (4 Hrs.)**  
Study of painting technique in a choice of media, with emphasis on developing a means for personal expression. Prerequisite: ART 301 or equivalent.
- ART 320 Drawing (General) (4 Hrs.)**  
Intermediate-level class in drawing theory and technique. Focus on developing individual drawing style, with a variety of drawing materials introduced.
- ART 331 Silkscreen and Relief Printing (4 Hrs.)**  
Exploration of various silkscreen, photosilkscreen, woodblock, and relief printing techniques. Prerequisite: prior experience in drawing or design.
- ART 332 Etching and Lithography (4 Hrs.)**  
Exploration of various intaglio techniques (etching, aquatint, engraving) and lithographic processes. Prerequisite: prior experience in drawing or design.
- ART 341 Sculpture I (4 Hrs.)**  
Designed for several approaches to form and its relationship to space. Emphasis on design and structure using various materials and approaches.
- ART 342 Sculpture II (4 Hrs.)**  
Introduction to casting. Includes the use of aluminum and bronze. Designed to give the student an appreciation of sculpture through the uses of metal casting.
- ART 350 Private Study: Art (1 or 2 Hrs.)**  
Private, applied study. Program convenor provides a list of approved instructors; fees are arranged directly between student and instructor and are paid in addition to tuition. May be repeated for an indefinite number of semester hours.
- ART 351 Ceramics I (4 Hrs.)**  
Designed to let each student develop skills with clay, including problems in ceramic design and construction, with emphasis upon developing individual style and competencies. Also includes glaze preparation and clay body preparation, along with kiln firing and techniques. Prerequisite: ART 303 or equivalent.
- ART 352 Ceramics II (4 Hrs.)**  
Exploration of various techniques with earthenware, its properties and its firing possibilities. Emphasis on clay and glazes for earthenware, oxidation, reduction. Exploration of raku included. Prerequisite: ART 303.
- ART 406 Photography II (4 Hrs.)**  
Extension, development, and continuation of studies in black-and-white photography. Students should be increasingly able to generate their own ideas about the medium and work toward the production of a personal body of work. Expanded film and print manipulations, including solarization, sandwiched images, collage, and hand coloring. Prerequisite: ART 305. See COM 406.
- ART 411 Painting III (4 Hrs.)**  
Advanced study of painting, stressing understanding of art concepts and formation of personal goals. Prerequisite: ART 311 or 312.
- ART 412 Painting IV (4 Hrs.)**  
Advanced study of painting, stressing understanding of art concepts and formation of personal goals. Prerequisite: ART 311 or 312.
- ART 413 Figure and Portrait Painting (4 Hrs.)**  
Advanced course. Students work from a model and on individual projects. Emphasis on accurate perception and development of personal style. Prerequisite: ART 311 or 312.
- ART 420 Advanced Painting (4 Hrs.)**  
Continuation of techniques learned in Painting IV, emphasizing increased skill and personal expression. Prerequisite: ART 412.
- ART 421 Life Drawing (4 Hrs.)**  
Upper-level drawing course emphasizing the human figure. Exploratory studies in various

media and styles introduce the student to drawing from the model. Prerequisite: prior experience in drawing.

**ART 430 Advanced Printmaking (4 Hrs.)**  
Individual advanced studies in printmaking under faculty guidance. Prerequisite: ART 331 or ART 332.

**ART 432 Projects in Advanced Printmaking (4 Hrs.)**  
Individual advanced studies in printmaking under faculty guidance, with emphasis on individual aesthetics. Prerequisite: ART 311 or ART 332.

**ART 436 Publication Design (4 Hrs.)**  
Basic skills and elements of publication design. Includes lay-out and paste-up skills. Emphasis on aesthetic development. Helpful to those who wish to design and publish posters, brochures, and other printed matter.

**ART 437 Advanced Publication Design (4 Hrs.)**  
Emphasis on developing skills for publication design. Advanced projects are carried out, designing containers, posters, and catalogs. Students have the opportunity to work on University or community design projects. Prerequisite: ART 436.

**ART 441 Sculpture III (4 Hrs.)**  
Work in three-dimensional media, with emphasis on developing skills in style and direction, using an applied approach to the material. Prerequisite: ART 341 or 342 and design.

**ART 442 Sculpture IV (4 Hrs.)**  
Metal casting, with emphasis on developing skills in style and direction, using the applied approach to material. Prerequisite: ART 342.

**ART 450 Private Study: Art (1 or 2 Hrs.)**  
Private, applied study. Program convener provides a list of approved instructors; fees are arranged directly between student and instructor and are paid in addition to tuition. May be repeated for an indefinite number of semester hours.

**ART 451 Ceramics III (4 Hrs.)**  
Investigation into various procedures of research and preparation of glazes and clay bodies, with emphasis on glaze testing and kiln firing techniques. Also designed to further develop skills in ceramic design and construction. Prerequisite: ART 303 and ART 351 or 352.

**ART 452 Ceramics IV (4 Hrs.)**  
Exploration of various techniques with porcelain, its properties, and its firing possibilities. Emphasis on special effects for earthenware and porcelain, oxidation, reduction. Exploration of raku included. Prerequisite: ART 303 and 351 or 352.

**ART 453 Ceramics Technology (4 Hrs.)**  
Study of clay materials and chemicals, kiln building and theory, kiln firing (oxidation and reduction), testing and analyzing clay bodies and glazes. Not designed for pottery making other than that made for testing. Prerequisites: ART 303 and ART 351 or 352 and ART 451 or 452.

**ART 454 History of Ceramics (4 Hrs.)**  
Survey of the history of ceramics, past and present, from around the world. Focus on history of ceramics in the U.S. from 1850 to the present. Emphasis on technical approach and historical significance. Prerequisite: ART 303 and ART 351 or ART 352.

**ART 460 Advanced Ceramics (4 Hrs.)**  
Individual problems in esthetics of contemporary ceramics.

**ART 461 Medieval Art (4 Hrs.)**  
Architecture, painting, and sculpture from 600 A.D. to 1450 A.D. Emphasis on French and Italian art.

**ART 462 Art of the Renaissance (4 Hrs.)**  
Painting and sculpture from Giotto to Michelangelo, with particular emphasis on the Italian and Flemish Renaissance.

**ART 463 Modern Art (4 Hrs.)**  
Major trends in painting and sculpture, 1820-1945.

**ART 464 Contemporary Art (4 Hrs.)**  
Important trends in the arts from 1945 to the present.

**ART 470 Special Topics in Art (2 or 4 Hrs.)**  
Offered on demand; subjects announced in Course Schedule. May be repeated for an indefinite number of credit hours, but a particular topic may not be repeated for credit.

**ART 489 Honors Project in Visual Arts (4 Hrs.)**  
Special projects of scholarly or creative nature conducted in close consultation with faculty adviser; projects presented formally to visual arts faculty and students during final semester of residence. Prerequisite: approval of a visual arts faculty member.

**MUS 330 Jazz Improvisation (2 to 4 Hrs.)**  
Individual study and ensemble performance in jazz, with emphasis on developing potential for improvisation within the idiom. Experience in playing jazz is necessary. May be repeated.

**MUS 350 Private Study: Music (1 or 2 Hrs.)**  
Private, applied study with an approved instructor. Fees are arranged directly between the student and the instructor and are paid in addition to tuition. May be repeated for an indefinite number of semester hours.

**MUS 411 The Changing Symphony (2 or 4 Hrs.)**

Study of changing style of the symphony, ca. 1730 through the present — for the general student. Offered via cassette, with emphasis on listening and recognition skills.

**MUS 412 Opera as Drama (2 or 4 Hrs.)**

Drama as presented via musical components of opera, from 1600 through the present — for the general listener. Offered via cassette, with emphasis on listening and recognition skills.

**MUS 413 Music in the 19th Century (4 Hrs.)**

Development of musical romanticism and its outgrowths in the later 19th century. Reading, listening, recognition, and discussion skills emphasized. For the general student.

**MUS 422 Music and the Movies (4 Hrs.)**

Study of the history, theory, and technique of

film music as displayed in American sound films to 1960. For the non-musician and musician alike.

**MUS 430 Advanced Jazz Improvisation (2-4 Hrs.)**

Further individual study and ensemble performance in jazz, with emphasis on enlarging the improvisational repertoire. Experience in improvising jazz is necessary. May be repeated.

**MUS 450 Private Study: Music (1 or 2 Hrs.)**

Private, applied study with an approved instructor. Fees are arranged directly between the student and the instructor and are paid in addition to tuition. May be repeated for an indefinite number of semester hours.



# Economics

## B.A. (60 Hrs.) M.A. (40 Hrs.)

**Faculty** — Charles E. Begley, Sharon J. Erenburg, Walter D. Johnson, John Munkirs, Sumol Padungchai, Roy Wehrle, Donald R. Escarraz

**Associated Faculty** —Michael Ayers, Mark Erenburg

### **The Bachelor's Degree**

Most human activity involves the use of resources for which there are competing applications. As a result, the tools of economic analysis are essential ingredients in making public and private decisions. Employers in both sectors agree that training in economics is excellent preparation for many of the most challenging jobs available. Furthermore, training in economics is important for anyone who plans graduate work in business, public administration, or law.

The Economics Program at Sangamon State University provides students with basic theoretical concepts of economics, gives them an understanding of the primary quantitative tools, and allows them to choose from a mix of topical courses in economic history and comparative systems, labor, banking and finance, international trade and development, public finance, industrial organization, and public policy. The curriculum includes a judicious blending of what is traditional and what is new within the science of economics.

### **Entrance Requirements**

Students are required to have completed basic courses in economics prior to enrollment. Most college-level introductory principles courses will meet this need. If students have not had such courses, they are required to complete ECO 315 before enrolling in any other program offerings. Demonstrated oral and written communication skills are integral to completion of the program's core courses. A student whose communication skills are deficient in any core

course is required to complete LIT 375 Expository Writing or to develop competency at the University's Learning Center.

### **Advising**

Each student should plan a program of study with assistance from a faculty adviser in the Economics Program. Prior to choosing a faculty adviser, students should talk with several faculty members about career objectives and career planning.

### **Career Planning**

The Economics Program has prepared a guide, *Economics in Career Planning*, which students may find useful. The guide discusses specific courses to consider when planning careers in business, government, labor relations, monetary and financial institutions, and international economic affairs. Copies may be obtained from the program office.

### **Program Requirements**

Thirty hours of course work in Economics are required for graduation, including four hours of micro theory, four hours of macro theory (*students are advised to take the theory courses as soon as possible*), four hours of statistics, four hours of economic history, two hours of research methods, and 12 hours of Economics electives.

#### **Program Major Requirements**

##### **Economic Theory**

ECO 301 Microeconomic Theory 4 Hrs.

ECO 302 Macroeconomic Theory 4 Hrs.

##### **Quantitative Methods**

ECO 313 Statistics for Business

and Economics

4 Hrs.

ECO 382 Research Methods	2 Hrs.
Economic History	
ECO 408 History of Economic Thought <i>or</i>	
ECO 418 U.S. Economic History	4 Hrs.
Economics Electives	<u>12 Hrs.</u>
<i>Total Program Major</i>	<u>30 Hrs.</u>

### University Requirements

Public Affairs Colloquia	6 Hrs.
Applied Study Term	8 Hrs.
General Electives	<u>16 Hrs.</u>
<i>Total University</i>	<u>30 Hrs.</u>
<i>Total Requirements</i>	<u>60 Hrs.</u>

### Applied Study Term

In consultation with advisers, Economics majors may select from a variety of Applied Study Terms. Students may prepare for various career positions by designing AST experiences in private business or in public agencies in Springfield and the surrounding area. Under certain circumstances, and with approval of the adviser and the AST committee, the AST may be waived.

### The Master's Degree

The Economics curriculum is basically designed to meet the needs and goals of students for whom the M.A. is a terminal degree. The curriculum does prepare students for entry into a Ph.D. program, however, should they decide to continue graduate study. Emphasis is placed upon understanding theory and use of quantitative tools within an applied framework.

### Entrance Requirements

An undergraduate degree in Economics is not required for entrance into the M.A. program. However, students are required to demonstrate proficiency at the intermediate level in both micro and macro theory and in statistics, either by completion of appropriate undergraduate course work or by proficiency examination.

The following courses meet the proficiency requirements: *ECO 301* Interme-

diate Microeconomics, *ECO 302* Intermediate Macroeconomics, and *ECO 313* Statistics for Business and Economics.

### Advising

Students should establish an advising relationship with one of the program faculty during the first semester of study. Students may select an adviser or ask the program convener to assign one.

### Grading Policy

An overall "B" average in all Economics courses is required for an M.A., with no more than eight hours of "C" balanced by eight hours of "A." An average of "B" or better is required in the two graduate theory courses: ECO 501 and 502.

### Master's Project or Thesis

In addition to 28 hours of Economics Program requirements, all M.A. candidates must complete either a Master's Project (ECO 500A) or a Master's Thesis (ECO 500B). Students should discuss this choice with their adviser as soon as possible.

### Program Requirements

The master's degree requires completion of 40 hours, including a minimum of 32 hours of Economics courses: the four-hour Master's Thesis/Project, five required courses, and eight hours of graduate Economics electives.

Required courses are: *ECO 408* History of Economic Thought (4 Hrs.), *ECO 413* Econometrics (4 Hrs.), *ECO 501* Advanced Microeconomic Theory (4 Hrs.), *ECO 502* Advanced Macroeconomic Theory (4 Hrs.), and *ECO 506* Mathematical Economics (4 Hrs.).

If a student has completed any of these courses or the equivalent as an undergraduate, graduate Economics electives for the same number of credit hours must be substituted. To qualify as a graduate Economics elective, a course must be assigned a 500-level prefix or

receive prior program approval. The 400-level courses allowed for graduate credit are subject to more work, such as a graduate paper, and a more stringent grading standard than that required of

undergraduates. The remaining eight hours are divided between fulfilling the University four-hour Public Affairs Colloquia requirement and optional electives.

## Economics/Course Descriptions

### Theory

#### ECO 301 Intermediate

##### Microeconomics

(4 Hrs.)

Examination of consumer behavior, production theory, pricing in different market structures, and cost and allocation of resources; introduction to general equilibrium theory and welfare economics.

#### ECO 302 Intermediate

##### Macroeconomics

(4 Hrs.)

Analysis of the role of government, consumers, and business in 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.

#### ECO 303 Institutional Theory

(4 Hrs.)

Analysis of impact of recent developments in philosophy, logic, anthropology, and other social sciences on conventional economic theory. See LST 303.

#### ECO 315 Economics for

##### Administration

(4 Hrs.)

Introduction to essential micro- and macroeconomic concepts as they apply to administrative decisions. Principal theories and analysis of efficient resource allocation are related to economic decisions of individuals, public and private organizations, and society. Primarily for students who have had no prior college-level work in Economics.

#### ECO 399 Tutorial in Economics (2-4 Hrs.)

Readings and/or research in areas in economics not covered in a listed course. By arrangement between student and instructor. Offered every semester.

#### ECO 408 History of Economic

##### Thought

(4 Hrs.)

Study of creation and evolution of the body of knowledge and doctrine designated as "economics." Particular attention to historical and social circumstances from which various concepts evolved, and "theory" creation as an art.

#### ECO 409 Radical Political Economics (4 Hrs.)

Development of radical thought in Western civilization, from Socrates through Trotsky, Stalin, and into the present. Orientation is toward identifying relationships between theoretical ideas and pragmatic implementations.

#### ECO 500A Master's Project

(4 Hrs.)

Research project individually designed to permit the student to demonstrate knowledge of economic theory and ability in applied analysis. ECO 500A or ECO 500B required of M.A. candidates.

#### ECO 500B Master's Thesis

(4 Hrs.)

Academic study of student-selected topic that utilizes economic theory and involves both a survey of relevant literature and empirical analysis. ECO 500A or ECO 500B required of M.A. candidates.

#### ECO 501 Advanced Microeconomics (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. Prerequisite: ECO 301 and ECO 506 or their equivalent.

#### ECO 502 Advanced Macroeconomics (4 Hrs.)

In-depth study of macroeconomic theory and models of the determination of aggregate income, employment, interest rate, and price level. Involves theory from the classical, Keynesian, rational expectations, and supply-side perspectives. Prerequisite: ECO 302 or its equivalent. ECO 506 is strongly recommended and may be taken concurrently.

#### ECO 503 Advanced Institutional

##### Economics

(4 Hrs.)

Evolution, organization, and allocation functions of modern industrial economic concepts. Philosophical and theoretical interpretations of the economy in light of contemporary developments in philosophy and social science. Prerequisite: ECO 303 or equivalent.

#### ECO 508 Seminar: History of Economic

##### Thought

(4 Hrs.)

In-depth study of particular schools of economic thought: i.e., physiocratic, mercantilist, classical, neo-classical, Marxism, etc. Students have considerable latitude in choosing area of concentration. Prerequisite: ECO 408 or equivalent.

#### ECO 512 Advanced Monetary and

##### Fiscal Policy

(4 Hrs.)

Consideration of principles of monetary and fiscal policy, documentation of how policies have been enacted in post-war period, and



critical examination of relative effectiveness of these policies. Prerequisites: ECO 302 and 335.

**ECO 599 Tutorial in Economics (1-4 Hrs.)**  
Permits graduate readings and/or research in selected topics in economics. May be repeated for additional credit hours, but a particular topic may not be repeated for credit. Arranged by the student with instructor of his/her choice.

### **Quantitative Methods**

**ECO 313 Statistics for Business and Economics (4 Hrs.)**  
Methods for collecting, analyzing, and interpreting numerical data for the purpose of making better decisions. Includes basic probability theory, analysis of variance, index numbers, seasonal analysis, parametric and nonparametric tests, and regression and correlation analysis.

**ECO 382 Research Methods (2 Hrs.)**  
Training in research techniques in economics and in sound methodological practice through involvement in research projects. Includes source identification, hypothesis formulation, statistical analysis and presentation, and reporting results. Prerequisite: ECO 301 and ECO 302 or their equivalent.

**ECO 413 Econometrics (4 Hrs.)**  
Statistical techniques used to estimate economic relationships — e.g., demand, supply, production, consumption functions. Includes linear regression and the problems of single-equation and multi-equation estimation. Prerequisite: ECO 313 or equivalent.

**ECO 506 Mathematical Economics (4 Hrs.)**  
Mathematical techniques for economic analysis. Includes calculus, linear algebra, and optimization techniques in the context of economic problems and issues.

**ECO 513 Advanced Econometrics (4 Hrs.)**  
Statistical techniques used in economic modeling and forecasting. Covers simultaneous-equation and time-series estimations. Prerequisite: ECO 313 or equivalent.

**ECO 533 Business and Economic Forecasting (2 Hrs.)**  
Methods for analyzing and forecasting business and economic conditions pertaining to industry and individual firms. Demand and supply functions stressed. See ADB 533.

### **Economic History and Comparative Systems**

**ECO 418 U.S. Economic History (4 Hrs.)**  
Survey of major sources of economic development from colonial era to World War II. Special attention to sectoral contributions:

foreign trade, cotton and slavery, government, finance, transportation, and industry.

### **ECO 421 Comparative Economic Systems (4 Hrs.)**

Analysis of similarities and differences between various economic systems through examination of systems of different countries, including the Soviet Union, China, Yugoslavia, and Japan.

### **Labor Economics**

**ECO 425 Labor Economics (4 Hrs.)**  
Application of economic principles to problems in American labor, including employment, unemployment, and manpower policies; wage determination and wage policy; development and organization of trade unions in private and public sectors; social legislation; and policy for the labor market as these relate to contemporary social and economic problems. See LST 425.

**ECO 426 Employment and Training (4 Hrs.)**  
Functioning of the labor market with consideration of wages, mobility, labor supply, and unemployment. Analysis and evaluation of government's role in labor allocation process and projecting future tasks.

### **Money and Finance**

**ECO 335 Money and Banking (4 Hrs.)**  
Concentration on principles of banking, with commercial banks and Federal Reserve System as central topics, followed by Monetarist and Keynesian monetary theories, and presentation of empirical evidence on effectiveness of monetary policy. Offered fall and spring. Prerequisite: ECO 315 or equivalent.

**ECO 437 Securities Markets (2 Hrs.)**  
Methods of security analysis for defensive and enterprising investors. Examination of financial statements, security markets, types of investment media, and investment practices. Economic function of saving and capital formation and its reflection in securities, security markets, and types of investors. Prerequisite MGT 443 or ADB 505 or equivalent.

**ECO 438 Futures (2 Hrs.)**  
Economic functions of futures markets in general; analysis of speculation and its impact on price movements, followed by focus on actual workings of real-world futures markets, emphasizing specific exchange, roles of trading firms, dealers, and speculators. Prerequisite: MGT 443 or ADB 505 or equivalent.

**ECO 535 Advanced Monetary Economics (4 Hrs.)**  
Advanced exploration of professional literature. Topics include supply of money, de-

mand for money, interest rates, and monetary policy. Prerequisite: ECO 335 or equivalent.

### **International and Developmental Economics**

#### **ECO 445 Economic Development (4 Hrs.)**

Overview of principal economic problems of the Third World. Some major theories of causes of low income, various applications of economic analysis to specific policy issues and social and political considerations. Limited number of cases presented as illustrations.

#### **ECO 449 The World Economy (4 Hrs.)**

Overview of world economy: trade, finance, exchange rates, monetary reserves, poverty, wealth, multi-national corporations, and governments. Objective is understanding and assessing current performance and future prospects. Prior economic study not required.

#### **ECO 547 International Trade (4 Hrs.)**

Establishment and examination of the free-trade model, followed by study of real-world impediments to theoretical model, with particular emphasis on problems encountered by United States in the past decade. Prerequisite: ECO 301 or equivalent.

### **Public Economics**

#### **ECO 455 State and Local Finance (4 Hrs.)**

Division of expenditures and taxing functions among different levels of government. Taxation theory. Impact of recent changes in the federalism system: federal grant-in-aid programs, state and local government fiscal positions and priority problems, and revenue sharing. Emphasis on revenue sharing in historical context and current dimensions. Prerequisite: ECO 301.

#### **ECO 456 Public Finance (4 Hrs.)**

Microeconomic analysis of public finance and the role of government in a mixed economy, with attention to public goods theory, cost-benefit analysis, and taxation. Examines the economic basis of government and its functions; analyzes alternative government expenditures, regulations, and finances, including the Social Security and food stamp programs. Prerequisite: ECO 301 or equivalent.

### **Industrial Organization and Public Policy**

#### **ECO 461 Industrial Organization (4 Hrs.)**

Structure, conduct, and performance of American industry. Historical evolution of American industry; alternative industrial systems; anti-trust policies and their alternatives. Technological change and its impact on both industrial performance and conventional economic theory.

#### **ECO 462 Government and Business (4 Hrs.)**

Analytical review of federal policies and programs regulating activities of private business in light of political, legislative, and economic considerations. Prerequisite: ECO 301 or equivalent.

#### **ECO 467 Policy Analysis (4 Hrs.)**

Survey of how policy questions in business and government can best be analyzed and presented to decision makers. Covers knowledge and theories of decision making revolving around the question: Can better policy analysis lead to better decision making? Each student presents a policy paper. No prior economics or mathematics required.

#### **ECO 474 Environmental Economics (4 Hrs.)**

Basic theoretical tools necessary to examine current environmental problems from an economic standpoint. Covers externalities, cost assignment, and environmental problems associated with economic growth. Prerequisite: ECO 301 or equivalent.

#### **ECO 486 Social Policy (4 Hrs.)**

Survey of government health and welfare policy and programs, with emphasis on cultural and political setting in which social policy is made. Includes historical review of health and welfare policies and examination of economic, sociological, administrative, and political factors.

#### **ECO 487 National Health Policy (4 Hrs.)**

Analytic and descriptive study of national health policy in America in terms of philosophy, history, politics, economics, sociology, and administration of health care. Emphasis on social setting in which health policy is made and complex workings of system by which health care is provided. No prior study of economics required. See HSA 487.

#### **ECO 488 Health Economics (4 Hrs.)**

Application of economic theory and analytical tools to problems in the health care sector. Includes concepts and measures of health; determinants of health; cost of illness; concept of demand for medical care; welfare economics of physicians, dentists, drugs, and hospital markets; financing health care; and policy issues such as cost containment and national health insurance. See HSA 488. Prerequisite: ECO 315 or equivalent.

#### **ECO 561 Advanced Seminar in Industrial Organization (4 Hrs.)**

Detailed analysis of several industries and corporations, with emphasis on data gathering and research techniques. Specific attention to development of multi-national/national corporations and their impact on the nation state. Prerequisite: ECO 461 or equivalent.

*(continued on next page)*

Courses offered by other programs may be included in a major in Economics if approved by the program. *Economics in Career Planning* (avail-

able from program secretary) lists acceptable courses. Questions on prerequisite equivalencies will be answered by the student's adviser.

# Educational Administration

## M.A. (44 Hrs.)

**Faculty** —Mark Heyman, James Nighswander, Merrill Redemer, L.F. Robinson

**Adjunct Faculty** — Stuart A. Anderson, Ronald R. Booth, Eugene M. Daly, Rebecca Douglass, Mary Loken, Ruth Patton, David M. Smith, John G. Wargo

The Educational Administration Program is designed to meet the in-service and professional growth needs of Illinois educators. The curriculum provides an opportunity to obtain the Master of Arts in educational administration, as well as the General Supervisory and the General Administrative certificates.

Because of the generic nature of most courses, the Educational Administration Program is appropriate for classroom teachers, state Department of Education personnel, central administrative staff, and school board members. A wide selection of courses is available to meet varying student needs and interests, while fulfilling degree and/or certification requirements.

### Springfield Educational Consortium

The SSU program in Educational Administration is an integral part of the Springfield Educational Consortium. Comprised of SSU, Western Illinois University, Southern Illinois University-Carbondale, and Illinois State University, the Consortium coordinates course offerings in Educational Administration/Leadership in the Springfield area, thus broadening the range of courses available to students. Students enrolled in the SSU program may complete half of their course work from other universities in the Consortium. Graduate degrees are available at the master's, advanced certificate, and doctoral levels. The Consortium also is developing Springfield-based research and clinical learning opportunities for graduate students in each of the four universities.

### Off-Campus Classes

During the fall and spring semesters, ADE courses are regularly offered in Decatur and Jacksonville. Since 1972, SSU has been a member of the Millikin University Graduate Study Center together with Eastern Illinois University, Illinois State University, and the University of Illinois. Participating institutions coordinate course offerings to avoid duplication and to provide maximum opportunities for students.

### Certification

Individuals interested in obtaining supervisory and/or administrative positions in Illinois public schools must be properly certified. General requirements established by the State Teachers' Certification Board include a master's degree, two years of documented successful teaching experience, 30 semester hours of graduate courses divided over four content areas, and clinical experiences. Both the General Supervisory and General Administrative certificates are available in the Educational Administration Program. Detailed information is included in the ADE student guide, available from the program office.

### Clinical Experiences

Candidates for the General Administrative and/or General Supervisory certificate are required to include clinical experience in their programs.

Students seeking these certificates are required to complete ADE 526, 527 (see course description below). In addition, clinical experiences are included in a number of ADE school management

courses (e.g., Principalship, School Business Management, and Personnel Management).

## Advising

A student enrolled in the Educational Administration Program is expected to select a faculty adviser no later than the second semester of enrollment. This decision should be documented on the University form provided for this purpose. Assistance in selecting an adviser is available from any member of the ADE faculty. The faculty adviser assists the student in planning his/her program of studies and is also available to provide career counseling.

## Grading Policy

Students in Educational Administration may select a pass-fail or letter-grade option. A passing grade in an ADE course is considered "B" or above. A failing grade is given for work below that level. The grade of "C" awarded during the effective period of this catalog will be counted, provided that an equal or greater number of "A's" are earned in ADE courses. However, no more than eight semester hours of "C" grades will be accepted.

## Master's Project

All Educational Administration students are required to complete the cap-

stone course, ADE 529 Case Studies, or submit an approved master's project.

Students interested in advanced graduate training may elect to do a formal thesis project. Credits earned for a thesis are included in the 44 semester hour requirement. Advance approval by the faculty adviser is required.

## Communication and Library Skills

Completion of the required course ADE 505 Introduction to Research satisfies the University communication skills requirement.

## Program Requirements

The master's degree requires completion of 44 semester hours, including a minimum of 32 hours of ADE courses and 12 hours of electives. There are four required courses:

ADE 505 Introduction to Research	4 Hrs.
ADE 509 Organizational Dynamics	4 Hrs.
ADE 511 Curriculum	4 Hrs.
ADE 529 Case Studies in Educational Administration	4 Hrs.

Each student must meet the University requirement of four semester hours of Public Affairs Colloquia as a part of the 44 hours; ADE degree students often enroll in the PAC "Issues in American Education."

## Educational Administration/Course Descriptions

**ADE 500 Thesis (2-8 Hrs.)**  
Credit awarded upon acceptance of thesis.

**ADE 501 Organization and Administration of Public Schools (4 Hrs.)**  
Examination of organizational implications of our federal system, administrative arrangements necessary for local districts, and nature and range of pressures on the schools. Recommended early in student's program.

**ADE 502 School Finance (4 Hrs.)**  
Sources of school revenue, analysis of expenditure policies, intergovernmental relationships, introduction to economics of education, trends and issues, and other aspects of school finance. Clinical experiences included.

**ADE 503 School Law (4 Hrs.)**  
Legal aspects of public education with emphasis on statutory law, the School Code of Illinois, and judicial rulings. Examination of rights and responsibilities of boards, administrators, teachers, and students. Clinical experiences included.

**ADE 504 Politics of Education (4 Hrs.)**  
Examination of political effects on education at federal, state, county, and local levels. Political roles of superintendent, board, and special interest groups. Political activities of principals, teachers, and community groups; effects of court decisions and legislation. Clinical experiences included.

**ADE 505 Introduction to Research (4 Hrs.)**

Survey of basic research methods in educational administration. Topics include basic statistics, hypothesis testing, design of experiments, and use of research tools available from other disciplines. Should be completed early in the student's program.

**ADE 506 Educational Facilities (4 Hrs.)**

Examination of facilities planning: population study, educational goals, educational specifications, architect plans, contractor, financing, referendum, legal considerations, and school board; involvement of community, faculty, students, and administrators; planning site selection, additions, modernizations, and renovation; equipment and maintenance, and energy conservation. Schools are visited. Laboratory and field-based clinical experiences included.

**ADE 507 Energy and the Schools (4 Hrs.)**

Increasing cost of energy as an important issue for school administrators. Examination of major topics in energy as it relates to education, such as heating, lighting, transportation, and energy education. Variety of current efforts to meet energy problems in education surveyed; technical energy background not required. Clinical experiences included.

**ADE 508 School/Community Relations (4 Hrs.)**

Examination of relationships of schools to communities and citizen involvement in educational issues; development of effective ways for educators to deal with new role of the public; changes in school/community relations practices. Emphasis on effective communication processes. Clinical experiences included.

**ADE 509 Organizational Dynamics (4 Hrs.)**

Study of structure and function of an organization as a social system and of individual, group, and leadership processes and behavior within it. Clinical experiences included.

**ADE 511 Curriculum (4 Hrs.)**

Nature of modern curricular theories, practices, and development. Sources of knowledge utilized in formulation of elementary and secondary curricular patterns that have emerged in American education. Approaches to curricular study, revision, and evaluation. Clinical experiences included.

**ADE 512 School Business Management (4 Hrs.)**

Analysis of local school business management. Includes principles and practices of accounting, budgeting, debt service, insurance, investments, lunch programs, maintenance and operations, purchasing, transportation, and other responsibilities of managing school

business affairs. Clinical experiences included.

**ADE 513 Educational Evaluation (4 Hrs.)**

Theory, techniques, and application of evaluation as related to policy formulation and decision making in an educational environment. Recommended completion of ADE 505 prior to enrollment.

**ADE 514 Collective Bargaining (4 Hrs.)**

History and impact of collective bargaining in education. Examination of changing attitudes and problems. Emphasis on bargaining process for the new negotiator. Clinical experiences included.

**ADE 515 Computers in Education (4 Hrs.)**

Administrative uses of data processing and computers. Application areas in attendance, report cards, scheduling, financial reports, personnel, activity accounts, student records, and SPSS.

**ADE 519 The Principalship (4 Hrs.)**

Examination of competencies, role, and responsibilities of the building principal. Elementary, junior-high, and senior-high school principalships studied. Current research, issues, and problems considered. Clinical experiences included.

**ADE 521 Personnel Management (4 Hrs.)**

Personnel function in educational administration, including hypotheses, concepts, and practices for resolving human problems in educational systems. Problems of manpower planning, compensation, collective negotiations, personnel information, and continuity of personnel services. Clinical experiences included.

**ADE 525 Supervision of Instruction (4 Hrs.)**

Application of principles of supervision in the instructional setting. Includes current curricular and instructional practices, K-12. Specific goal is improvement of curricular and instructional practice through the supervisory role.

**ADE 526, 527 Supervised Clinical Experience (2 Hrs. each)**

Sequence of on-site practical experiences provides student with opportunities to work with administrative practitioners in the educational enterprise. These planned and supervised experiences must be worked out among the faculty coordinator, on-site supervisor, and student. Designed to be taken in consecutive semesters; required of students seeking General Supervisory or General Administrative certificates.

**ADE 529 Case Studies in Educational Administration (4 Hrs.)**

Integrative course utilizing case analyses of theoretical and applied aspects of education-

al administration. Student's particular area of interest is the focus of a required project. Prerequisites for master's degree candidates: successful completion of 16 hours of ADE courses plus ADE 505 and ADE 509, or approved equivalents. Must be taken in last portion of the student's program. However, non-degree students or candidates for the General Administrative and/or General Supervisory certificate may elect to take this course without prerequisites. Clinical experiences included.

**ADE 531 The Organization and Administration of Special Education (2 Hrs.)**

Examination of the philosophy, development, legislation, and current status of Illinois special education. Emphasis on cooperatives and their management including budget, personnel, and governing boards.

**ADE 532 Current Issues and Problems in the Administration of Special Education (2 Hrs.)**

Current issues confronted by directors, such as new state and federal legislation, new state policies and regulations, and P.L. 94-142 implementation. Staff recruitment, in-service, and personnel evaluation considered; effec-

tive governing board policies and relations examined.

**ADE 533 The Organization and Administration of Vocational/Technical Education (2 Hrs.)**

Examination of philosophy, development, legislation, and current status of Illinois vocational/technical education. Emphasis on cooperatives and their management, including budget, personnel, and governing boards.

**ADE 534 Current Issues and Problems in the Administration of Vocational/Technical Education (2 Hrs.)**

Current issues confronted by directors, such as new state and federal legislation, new state policies and regulations, and program evaluation. Staff recruitment, in-service, and personnel evaluation considered; effective governing board policies and relations examined.

**ADE 590 Independent Research and Study (1-4 Hrs.)**

Supervised investigation into specific topic or research project selected by student with faculty approval. May include library or field work. Offered fall, spring, and summer.

# Environmental Studies

## M.A. (48 Hrs.)

**Faculty** — Alexander J. Casella, Robert Hanie, Edward L. Hawes, Malcolm P. Levin, Charles Schweighauser, Luther Skelton, William D. Warren

**Associated Faculty** — Craig Brown, Robert Haynes, Mark Heyman, Sumol Padungchai

The goal of the Environmental Studies Program is to enhance society's ability to create an environmentally acceptable future. Program faculty with diverse backgrounds in the social and natural sciences and in the humanities are committed to developing interdisciplinary approaches to environmental problem solving. The primary objective is to educate citizens and professionals who are aware of environmental issues, their origins, causes, effects, and resolutions.

The curriculum is designed so that students gain an understanding of ways to balance social and economic needs with environmental realities, learn how to use resources imaginatively for sustained yields, and become aware of the role of values in issue formulation and policy making. Objectives to be reached are: 1) understanding key environmental problems, 2) enhanced awareness of human dependence on the environment, 3) knowledge of historical roots of environmental problems and impact of human activities over time, 4) skill in stating issues in environmental policies and actions, 5) basic literacy in the natural and social sciences and the humanities as they contribute to an understanding of environmental affairs, and 6) ability to evaluate short- and long-term solutions to environmental problems.

### **Undergraduate Course of Study**

The Environmental Studies Program provides course work for those undergraduates who wish to acquire a basic environmental background. This work is

especially valuable for students who desire to investigate environmental issues and perspectives to complement their major and/or who wish to prepare for graduate work in an environmental or related field. For these students, the program recommends the following courses: *ENS 351* Introduction to Environmental Studies (4 Hrs.); *ENS 446* Concepts of Ecology (4 Hrs.) (Biology majors may substitute BIO 371 Principles of Ecology); *ENS 418* American Environmental History (4 Hrs.); and *ENS 476* Environmental Ethics (4 Hrs.). Additionally, a wide variety of 400-level courses provides suitable educational experiences for students who wish to expand their environmental knowledge and awareness. Program faculty welcome the opportunity to advise undergraduates on environmental careers and on options for graduate studies.

### **Environmental Studies M.A.**

The principal emphasis of the M.A. degree in Environmental Studies is on professional education. There are two concentrations: Environmental Administration and Environmental Planning. In addition, the curriculum permits individualized courses of study for students who wish to develop a graduate specialty. The program is designed for those who intend to enter the job market for the first time, as well as for mid-career professionals.

Faculty believe that decisions affecting human and natural environments require professionals who can understand environmental problems in depth, who



have the technical expertise to explore possible solutions, and who can plan and execute responsive action programs. Program M.A. candidates are asked to compare and evaluate data and concepts, and to synthesize them, using comprehensive systems approaches.

The Administration concentration provides skills required for developing policies and for administering laws and regulations. The Planning concentration focuses on requisite analytical and technical skills for defining land- and resource-use problems, formulating solutions, and selecting and implementing appropriate plans. The individualized course of study permits students to focus on one of the other broad areas that fall within the expertise of program and associate faculty, including environmental education and energy studies.

## Entrance Requirements

Students with a bachelor's degree or the equivalent may enter the graduate Environmental Studies Program. Before students are formally accepted to candidacy for the M.A. degree, they must complete ENS 446 Concepts of Ecology or its equivalent.

## Advising

During the first semester of study, each student selects a faculty adviser who assists the student in defining objectives, in selecting courses within the framework of concentration requirements, and in developing the master's thesis or graduate project and internship.

With guidance from their advisers, students prepare an Educational Plan before completing 12 hours of graduate study. The plan is submitted to the program convener for approval and is then reviewed by the student's Graduate Committee.

## Concentrations

Each student may select one of the following concentrations or the individ-

ualized course of study.

*Environmental Administration.* This concentration prepares people to function effectively in agencies and organizations with environmental mandates and programs. Students learn administration of major federal pollution control laws and their application to specific environmental problems through state and local governments. Students also learn how to work at the interface between environmental policy and its administration on the federal, state, and local levels. The concentration provides training in organizational functions and behavior, and in administrative theory as it relates to institutions with environmental problems.

*Environmental Planning.* This concentration provides training in environmental analysis and planning for preservation and use of land and other resources. Students learn to develop and implement plans and policies that assist in natural and cultural resource management. Several courses provide training in techniques of remote sensing and cartography.

*Individualized Environmental Studies.* Students whose needs are not met by the above concentrations may develop individualized courses of study. After fulfilling core requirements, students develop a plan that fits their career objectives. Environmental interpretation, bio-cultural education, and energy studies are some of the areas which students can consider.

## Program Requirements

The master's degree in Environmental Studies requires 48 hours of graduate-level work, including two integrative core courses, a seminar, and a thesis or graduate project. Entry-level professionals and mid-career professionals changing fields are encouraged to do four-hour internships. Detailed requirements vary according to the concentration selected.

Advising information sheets for the two concentrations and for the individualized course of study are available upon request. These detail required and suggested courses in each concentration including core courses, and distribution and professionally related requirements. Requirements are summarized as follows.

**Integrative Core** 8 Hrs.

All candidates must take two integrative core courses during their first two semesters of study. These are ENS 452 Environmental Natural Sciences, offered in the fall semester, and ENS 453 Environmental Social Sciences and the Humanities, offered in the spring semester.

**Concentration Core** 12 Hrs.

Twelve hours of course work in this category are required; specific concentration requirements are:

- a. Environmental Administration: ENS 581 or 582, ADP 502, ADP 503
- b. Environmental Planning: ENS 401, ENS 402, ENS 501
- c. Individualized Environmental Studies: appropriate Environmental Studies courses are indicated on advising sheets.

**Distribution Requirements** 8 Hrs.

Students select eight hours of course work involving technical training or advanced environmental analysis in their chosen concentration. Courses satisfying the distribution requirements are indicated on advising sheets for particular concentrations.

**Professionally Related Courses** 4 Hrs.

Students select four hours of professionally related courses; examples are listed on the relevant advising sheet.

**Public Affairs Colloquia** 4 Hrs.

**Seminar in Environmental Studies (ENS 502)** 4 Hrs.

**Master's Thesis or Graduate Project and Internship** 8 Hrs.

M.A. candidates, with the assistance of their advisers and Graduate Committees, are required to develop a thesis or major graduate project. For many students, the culminating experience of graduate-level work is a formal thesis.

Other students develop a substantial and carefully designed graduate project, such as an interpretive plan for a nature center or outdoor museum, an exhibit for an indoor museum or visitors' center, a film or multi-media show with supportive materials, or a finished and well-researched draft of environmental legislation or policy. The thesis or project is defended in an oral examination before the Graduate Committee.

Environmental Studies faculty believe that a period of time working in an environmental agency or organization is a vital part of professional training. Entry-level professionals and those planning mid-career changes should plan to do the equivalent of four hours course work in an internship position. Internships are normally carried out in conjunction with a graduate project, but students may arrange to do one in association with a thesis as well.

## Grading Policy

A maximum of eight hours of "C" grades is applicable to a degree, provided they are balanced by equal hours of "A."

## Student's Educational Plan

Development of an Educational Plan in a standard format is a key activity on which student and adviser work closely together. The plan indicates the courses, the internship, and the seminar focus for the chosen concentration or course of study. The plan includes an initial proposal for the thesis or graduate project. Students are expected to demonstrate how the plan is appropriate for their background, aspirations, and needs. The program convener reviews the plan as a first step toward approval.

*The Graduate Committee:* In consultation with the student, the adviser establishes a Graduate Committee, which reviews the plan and gives final approval. Amendments may be made during the course of study with approval of the ad-

viser. In the final semester the Graduate Committee reviews the updated plan, together with the completed thesis or project, prior to the student's oral examination.

*Variations and Waivers:* Courses which the student wishes or needs to take are listed in the Educational Plan; variations sought from requirements must be indi-

cated. Courses in other programs which are not cross-listed or which have been taken at other institutions of higher education must also be listed for consideration by the Graduate Committee. All variations must be approved by both the program convener and the Graduate Committee.

## Environmental Studies/Course Descriptions

### **ENS 351 Introduction to Environmental Studies (4 Hrs.)**

Survey of basic processes and dynamics of ecosystems and of development of societal values pertinent to earth resources. Major environmental questions examined, along with options and implications involved in resolution.

### **Senior/Graduate**

### **ENS 401 Environmental Planning: Land and Resource Use (4 Hrs.)**

Introduction to processes of preparing environmental plans, including environmental analysis, formulation of land-use policies, environmental design, and influences of institutional constraints. Offered every fall semester.

### **ENS 402 Land-Use Planning: Principles and Practices (4 Hrs.)**

Examination of processes and techniques required for preparing land-use plans, including transportation and community facilities. Offered every spring semester.

### **ENS 404 Techniques of Environmental Planning: Applications of Remote Sensing (2 Hrs.)**

Principles of remote sensing with emphasis on use of aerial photography and remote sensing as research tools in environmental planning.

### **ENS 405 Techniques of Environmental Planning: Data Evaluation (2 Hrs.)**

Methods for acquiring environmental information, including graphic and cartographic techniques and their use in presenting environmental data.

### **ENS 406 Alternative Images of the Future (4 Hrs.)**

Possible images of the future as seen in the light of personal vision quests and social processes such as citizen participation. Assumes the future is in human hands and that inquiry into creative processes should uncover sustaining directions.

### **ENS 407 Futures Planning (4 Hrs.)**

Design of future planning processes; the spiritual and intellectual roots of futurism; actual futures planning processes and techniques, with study of existing examples such as Sole-ri's Arcosanti community. Prerequisite: ENS 406.

### **ENS 408 Implementation of Environmental Planning (3 Hrs.)**

Techniques and tools for managing environmental resources, including wet lands, riverine resources, and other sensitive land areas. Focus on land reclamation, transfer of development rights, land conservation practices, site plans, zoning rights, and other legal prerogatives. Environmental planning activities viewed from perspective of both local and regional agencies. Prerequisites: ENS 401 and 402.

### **ENS 409 Transportation Planning and Resource Use (2 Hrs.)**

Transportation policy and its implementation in relation to non-renewable resources and the social context, including alternatives and creative design processes.

### **ENS 411 Midwest Rural Life and Its Roots (4 Hrs.)**

Introduction to Midwest rural culture, as well as contributions of folk and popular cultures of Atlantic seaboard and Europe. Interdisciplinary case studies used to interpret relation of natural environment, buildings, food, and farming to social patterns. Field trips required.

### **ENS 413 Rural Life and Environment (4 Hrs.)**

Study of cultural and environmental relationships in America and Europe using regional thematic approaches to culture preservation and change. Analysis of house forms, foodways, and farming and settlement patterns, and how to represent them in outdoor museums. Prerequisite: ENS 411.

### **ENS 418 American Environmental History (4 Hrs.)**

Thematic and chronological approach to American land and natural resource use since 1600, including interactions of political insti-

tutions, governmental policies, technologies, and beliefs. Focus on conflicts between exploitation and conservation.

**ENS 419 Historic Environmental Preservation (4 Hrs.)**

Consideration of preservation policies and their applications in planning. Survey of history of preservation movements, and of American architecture and landscape. Reviews current preservation technologies. Case studies of politics and economics of preservation; field work. See HIS 405.

**ENS 422 Energy Resource Economics (4 Hrs.)**

Study of production, consumption, and distribution of energy resources both static and dynamic. Examines the problems of economic growth, environmental issues, and energy policy in energy development. Calculation on benefit-cost of conservation investment included.

**ENS 431 Energy and the Environment (4 Hrs.)**

Relation of energy principles to environmental affairs. Energy as the ultimate resource; considerations of its uses as basis for environmental analysis. Systems analysis used for analyzing environmental problems and planning practical applications of energy policy.

**ENS 432 Appropriate Energy Technology: Theory and Applications (4 Hrs.)**

Survey of so-called "appropriate technologies" (such as solar, wind, and biomass) from perspective of technological and economic applicability and social impact. Detailed analysis of hard versus soft energy paths and their consequences.

**ENS 433 Energy Resources and Technology (4 Hrs.)**

Basic concepts of technological energy systems, historical use, current practices, future potential, and ultimate limitations, including economic and energy efficiency considerations. Comparison of centralized (hard) and decentralized (soft) technologies.

**ENS 434 Solar Energy: Principles and Applications (4 Hrs.)**

Topics include physics of solar radiation; applications of solar energy in heating, cooling, electric power generation; economics of solar energy technology; environmental factors; and survey of present commercial applications. Emphasis on active rather than passive solar designs.

**ENS 435 Advanced Solar Energy Design (4 Hrs.)**

Research on practical applications of solar energy design. Students pursue individual projects involving design and/or construction

of passive, active, and hybrid solar systems. Prerequisite: solar energy course or equivalent experience.

**ENS 436 Energy Conservation Technology: Buildings (4 Hrs.)**

Theory and practice of reducing building energy consumption with emphasis on residences, including heat principles, solar gain, heat radiation, building structure, insulation, infiltration, heating systems, renovation practices and economics, solar retrofitting, and energy auditing.

**ENS 437 Solar Architecture (4 Hrs.)**

Investigation into influence of solar energy on design and construction of homes and buildings. Conservation; passive and active solar; hybrid systems; design consequences of solar geometry; siting, microclimate, sunspaces and greenhouses, Trombe walls, and flat plate collectors.

**ENS 438 Photovoltaics: Electricity from the Sun (2 Hrs.)**

Photovoltaics, the generation of electrical energy from light, in both a technical and a policy context. Actual operating system used to study potential, as well as technology and policy considerations.

**ENS 441 Heredity and Evolution: Implications for Ecological Management (4 Hrs.)**

Genetics and evolution as unifying principles of biology; their application to human problems, including biological and ethical issues in agriculture, environmental hazards, populations, social structure, and human behavior.

**ENS 445 Biology of Water Pollution (4 Hrs.)**

Effects of organic wastes, industrial chemicals, and thermal discharges on river fauna and flora; waterborne diseases; detection and measurement of water pollution. Several Saturdays or weekend field trip required. Offered spring semester.

**ENS 446 Concepts of Ecology (4 Hrs.)**

Structure and function of ecological systems, including basic ecological principles and concepts, habitat analysis with focus on populations in terrestrial and aquatic ecosystems, and collection and analysis of biological data. Laboratory work required.

**ENS 447 Biology of Aquatic Systems (4 Hrs.)**

Study of microscopic and macroscopic aquatic animals and plants, including ecology, functional morphology, and some taxonomy. Field experience integral; ENS graduate students only.

**ENS 452 Environmental Natural Sciences (4 Hrs.)**

Scientific knowledge required to understand and solve environmental problems. Basic con-

cepts of geology, physics, chemistry, biology, and ecology explored to bring the biological and physical world into perspective as an integrated continuum of structures, processes, and functions.

**ENS 453 Environmental Social Science and the Humanities** (4 Hrs.)

Concepts and methods of anthropology, history, economics, political science, psychology, geography, and literature explored in integrative fashion. Focus on understanding processes, patterns, and alternatives of relationships of society to bio-physical world.

**ENS 461 Urban Geography** (4 Hrs.)

Urban land use, structure, and planning, with theories relative to function, growth, and quality of urban environments. Special attention given to problems and advantages of the middle-sized city.

**ENS 462 Environmental Physical Geography** (4 Hrs.)

Physical elements of the landscape with attention to climate and weather, water balance, landforms, soils, and vegetation. Interrelationships between environmental elements and influence on changing natural landscape; environmental problems.

**ENS 464 North America** (4 Hrs.)

Cultural, economic, and physical patterns of North America with evaluation of regional characteristics and problems. Selected applications of regional planning techniques.

**ENS 465 Europe: Its Geography, Planning, and Resources** (4 Hrs.)

Regional and urban development relative to the continent's physical and cultural conditions with attention to physical geography. Land- and resource-use practices carefully evaluated in selected countries.

**ENS 467 Environmental Oceanography** (4 Hrs.)

Environmental aspects of oceans, including their origins; ocean floor geology; properties of sea water; tides, currents, and waves; beaches; estuaries; basic aspects of marine ecosystems; and resources of marine environments. Environmental problems stressed.

**ENS 468 Environmental Geology and Natural History** (4 Hrs.)

Study of relationships between humans and the geological environment, utilizing examples from Midwestern natural history as case studies. Topics include fundamental geologic principles; hazardous earth processes; minerals, energy, and the future; land use; and decision-making processes.

**ENS 471 Biocultural Education and Interpretation** (4 Hrs.)

Bioculturalism as holistic education in tradi-

tional and non-traditional settings, including links between natural and cultural world, and reductive and intuitive concepts. Focus on education for the future; case studies and field work.

**ENS 472 Mornings at Clayville** (2 Hrs.)

Practicum in historical and environmental interpretation at Clayville Rural Life Center. Students take part in a program for fifth-graders, working with children in cooking, gardening, and other activities of the 1850s. Written work required.

**ENS 474 Environmental Perception** (4 Hrs.)

Study of perception of and responses to natural environments. Analysis of the eye and other senses as perceptual systems; landscape interpretation; concepts of aesthetics; and environmental metaphors, images, and symbols.

**ENS 476 Environmental Ethics** (4 Hrs.)

Consideration of evolution of human ethical systems and the resulting lived-in environment, advent of a uniquely American ethical system, contemporary ecological consciousness, emergent life-affirmative ethic, and utopian or dystopian planetary realities.

**ENS 477 Expressions of American Naturalism: From Colonial Days to**

**Wendell Berry** (4 Hrs.)

Study of historical and literary sources, with artistic representations, in chronological order, to uncover growth and change of American attitudes toward the natural environment. Selections from Jefferson, Cooper, Audubon, Emerson, Thoreau, Whitman, Cather, Sandburg, Frost, and others.

**ENS 479 Dignity and the Wasteland: Nature in the Political Tradition** (4 Hrs.)

Study of important political thinkers in order to clarify how environmental ethics bear on civic action. Is the good environmentalist a good citizen? Course conducted as a seminar.

**ENS 481 Water Resource Policy and Administration** (4 Hrs.)

Water needs; water hazards such as flooding, erosion, and drought; water in ecosystem maintenance; and water/energy relationship with regard to present and potential policies.

**ENS 482 Environmental Policies: Solid Waste** (2 Hrs.)

Solid waste handling, recovery, recycling, and conservation in light of Federal Resource Conservation and Recovery Act.

**ENS 483 Environmental Policies: National Environmental Policy Act** (2 Hrs.)

In-depth study of the Environmental Impact Statement (EIS) process in the National Environmental Policy Act. Case studies ana-

lyzed; EIS on new projects researched and written.

**ENS 484 Environmental Policies: Air Quality (2 Hrs.)**  
Clean Air Act of 1977 and amendments; their effect on improving air quality. Analysis of administrative procedures, standards, and regulations, as well as case studies.

**ENS 485 Environmental Policies: Water Quality (2 Hrs.)**  
Clean Water Act of 1977 and amendments; their effect on water quality. Analysis of administrative procedures, standards, and regulations, as well as case studies.

**ENS 486 Environmental Policies: Toxic Substances (2 Hrs.)**  
New Toxic Substances Control Act, with attention to understanding control of toxic substances in the environment.

**ENS 487 Practicum in Environmental Action (4 Hrs.)**  
Consideration of mechanisms by which citizens might influence governance and planning processes in relation to environmental affairs, including design of short, intermediate, and long-range response mechanisms and implementation of promising models.

**ENS 488 Environmental Law and the Citizen (4 Hrs.)**  
Examination of citizen participation in legal processes directed toward resolution of environmental issues, including citizen roles in public hearings, litigation, class-action suits, and appeals processes.

**Graduate Courses**

**ENS 501 The Development of Planning Theory (4 Hrs.)**  
Development of a paradigm where planning theory is examined from an evolutionary perspective, with focus on conceptual elements that have influenced formulation of goals and objectives in city and regional planning. Seminar method used. Prerequisite: 8 hours in planning courses.

**ENS 502 Seminar in Environmental Studies (4 Hrs.)**  
Experience in advanced research methodologies and design using case studies. Students pursue work on their thesis or project including a formal presentation.

**ENS 511 Environmental History, a Problems Approach (4 Hrs.)**  
Examination of technology, values, institutions and their relation to environment, including past societies and communities and their "lessons" for today. Case studies used.

**ENS 531 Community Energy Systems (4 Hrs.)**  
Decentralized energy systems appropriate for a community, with analysis of comprehensive community energy planning methodologies and selected applications. Students work on a case study involving a local energy system planning problem.

**ENS 532 The Solar Hydrogen Economy (4 Hrs.)**  
Generation of energy from light, and storage and transportation of energy as hydrogen. Technical compatibility and potential of processes with regard to economic ramifications and constraints, as well as public policy considerations.

**ENS 544 Agroecosystems: An Ecological Analysis (4 Hrs.)**  
Research-oriented exploration of past, present, and future agricultural practices interpreted through application of current ecological concepts. Prerequisite: ecology course or consent of instructor.

**ENS 581 Environmental Policy and Administration (4 Hrs.)**  
Environmental policy development and implementation utilizing in-depth integrative approaches. Seminar method used.

**ENS 582 Energy Policy and Planning (4 Hrs.)**  
Planning methodology and theory with regard to technological imperatives and policy potential. Energy systems examined in administrative and public policy context, including effect on natural and human-made environment.

**Research**

**ENS 500 Graduate Research (1-4 Hrs.)**  
Advanced investigation of specific interaction between people and environment. Student must have permission of the Environmental Studies Program faculty member under whom the work will be done. Substantial research paper required for credit; maximum of 8 hours may be applied toward M.A. degree.

**ENS 510 Thesis (1-8 Hrs.)**

**ENS 520 Graduate Project (1-8 Hrs.)**

**ENS 530 Internship (1-4 Hrs.)**

The following courses are accepted for the program major:

- ADP 564 Seminar in Urban Administration and Planning
- ECO 474 Environmental Economics
- HIS 511 Museum/Historic Sites Methods



# Gerontology

## M.A. (40 Hrs.)

**Faculty** — Jeffrey A. Chesky

**Associated Faculty** — Harry Berman, Cullom Davis, Mark Erenburg, Karen Fuchs-Beauchamp, Proshanta Nandi, John Poertner, Sue Povse

**Adjunct Faculty** — James N. Kvale, Josephine Oblinger, David Spencer

Gerontology is the study of aging — the specific changes that occur in older individuals as well as the broader psychosocial and health issues confronting them.

One out of every nine Americans is age 65 or older; the age group 75 and over is the fastest growing segment of society. These demographic facts raise important questions about health care, social services, Social Security, education and employment opportunities, and the quality of life of the older population. Gerontology brings together a number of disciplines — anthropology, biology, economics, history, medicine, nursing, psychology, and sociology — all of which are involved in issues of aging.

Gerontology is, therefore, multidisciplinary: biology investigates the physiological processes of aging, the gradual growth and decline of body functions, and the increasing probability of disease and eventual death; psychology explores emotional stability and changes in intellectual and emotional processes, coping and adaptive behavior, and self-concept — personality traits through which people express themselves as they age; sociology studies roles and responsibilities in situations where older persons interact with others, such as family, education, politics, community, occupation, religion, and leisure. Students are provided a generic background which builds upon undergraduate disciplines and permits latitude in developing specific career interests.

Graduates of the program are involved in a variety of activities, including teach-

ing gerontology to university, secondary, and elementary students; teaching older adults or others preparing for later life or retirement; providing direct services to senior centers, nursing homes, and other facilities; planning, administering, and evaluating services and service-delivery systems for the elderly; transmitting information about aging through writing, speaking, or the media, and serving as advocates for the elderly; consulting with older persons and/or their families; and assisting in legislative bodies and public or private organizations which serve older persons.

Such graduate-level education prepares professionals to become skilled administrators, planners, supervisors, consultants, instructors, and practitioners. Internships provide opportunities to put classroom learning into practical operation.

Preparation of students focuses on three major areas:

*Policies and Programs for the Elderly:* leading to positions in state and federal agencies, consumer protection agencies, and law centers.

*Educational Gerontology:* leading to positions in recreation and leisure centers, pre-retirement programs, schools, community colleges, and universities.

*Direct Services Management:* leading to positions in long-term care facilities, residential facilities, public housing projects, hospitals, and social service centers.

### Entrance Requirements

1. Gain admission to Sangamon State University with graduate status.



2. Apply to the Gerontology Program for admission to the M.A. degree program.

Applications for admission to the program are reviewed by the Gerontology Program Admissions Committee. Applicants are expected to have undergraduate preparation in the natural and social sciences. Experience in health or social services is also desirable.

### Advising

Advising in the Gerontology Program provides an individual approach to the academic and professional development of each student. Upon admission to the program, each student is assigned a temporary adviser for assistance with academic planning; thereafter, students choose an adviser from the Gerontology Program or associate faculty. Among other things, the adviser serves as the chairperson of the student's master's project committee.

### Grading

Students are expected to maintain an overall grade average of 3.0, with no more than one grade below "B-" in a Gerontology course.

### Program Requirements

The master's degree in Gerontology requires successful completion of 40 semester hours of course work plus a master's project. Of the total, 20 hours are required core courses, 12 hours electives, 4 hours Internship, and 4 hours Public Affairs Colloquia. Course substitutions are possible based upon previous course work and/or experience; students should consult their adviser.

### Gerontology/Course Descriptions

**GER 402 Perspectives on Aging (4 Hrs.)**  
Overview of disciplines related to the field of aging, including perspectives of biology, psychology, economics, and sociology, as well as newly developing areas of gerontology.

**GER 410 Workshop in Oral History (4 Hrs.)**  
Research technique rather than study of his-

Course requirements are as follows:

<b>Multidisciplinary Core Courses</b>	
GER402 Perspectives on Aging	4 Hrs.
GER501 Biology of Aging	4 Hrs.
GER502 Psychology of Aging	4 Hrs.
GER482 Aging and the Social Services or	
GER551 Policies and Programs for the Elderly	4 Hrs.
GER587 Professional Seminar	4 Hrs.
<i>Total Core</i>	<u>20 Hrs.</u>

<b>Other Requirements</b>	
GER580 Gerontology Internship	4 Hrs.
Electives	12 Hrs.
Public Affairs Colloquia	4 Hrs.
<i>Total Other</i>	<u>20 Hrs.</u>
<i>Total</i>	<u>40 Hrs.</u>

### Electives

Twelve hours of electives may be used to develop a particular specialization within Gerontology, such as administrative service, counseling, education, health service, long-term care, program planning, and program evaluation. Students choose specialization electives with the assistance of the adviser and in consultation with faculty from relevant programs. Four hours of electives may be earned by a second registration in GER 580 Gerontology Internship.

### Master's Project

In addition to completing required course work, all M.A. candidates must complete a master's project developed jointly with the adviser and M.A. project committee. Following specific guidelines, the project may be a workshop thesis, problem-solving exercise, or similar closure experience.

torical data, including oral history through tape recording, transcribing, and editing personal reminiscences. Projects added to the University's Oral History Collection. See HIS 410.

**GER 411 Aging and the Family (4 Hrs.)**  
Examination of the changing family, with

special emphasis on the older family member. Emphasis on exploration of the adult child/aged parent relationship; changes in family structure, demographic trends, and emerging role of adult women.

**GER 412 Retirement (4 Hrs.)**

Examination of major sociological and social policy issues relating to retirement, including mandatory versus flexible retirement policies, early retirement trends, and economics of aging. See CFC 483.

**GER 421 Life-Span Education (4 Hrs.)**

Issues include second careers, delayed-start educational opportunities, retirement planning, and education for leisure.

**GER 422 Long-Term Care Administration (4 Hrs.)**

Theory, philosophy, and behavior of administration and management of long-term care facilities. Role of administrators relative to management, community activities, public relations, ethical practices, licensure, and state and federal agency requirements. See HSA 422.

**GER 431 Work and Aging (4 Hrs.)**

Investigation of problems of Americans older than 45. Emphasis on present and possible future psychological and socio-economic status of older workers; includes problems such as unemployment, job search, and job training and seeks to develop policies for problem areas. See LST 431.

**GER 456 Aging, Nutrition, and Health (4 Hrs.)**

Relationship between nutrition and health in the elderly; nutritional requirements in aging; nutrition and longevity; nutrition in disease (e.g., cardiovascular disease, cancer, diabetes).

**GER 462 Health Care of the Elderly (4 Hrs.)**

Examination of health care delivery systems for older persons. Focus on multidisciplinary nature of such health care.

**GER 469 Biomedical Problems in Aging (4 Hrs.)**

Introduction to etiology and treatment of medical problems of the aged, such as cardiovascular disease, metabolic diseases (osteoporosis, diabetes, Parkinson's disease), and neurobiologic diseases (dementia and depression). Topics include nutrition, exercise, sleep disorders, alcoholism, and pharmacology.

**GER 482 Aging and the Social Services (4 Hrs.)**

Examination of process and condition of being aged, along with social services that operate to lessen problems of aging. Evaluation of services, attitudes, and policies that inhibit or promote service delivery. See CFC 482.

**GER 489 Managing the Community Organization (4 Hrs.)**

Overview of management field as it pertains to community organizations, including communications, development of professional and non-professional staff, budgeting, and marketing not-for-profit organizations. Focus orients participants to managerial environments of organizations and provides experimental opportunities to develop managerial skills. See MGT 489.

**GER 501 Biology of Aging (4 Hrs.)**

Comparative view of biological changes and aging, with emphasis on humans and other mammals; theories of aging; genetic and environmental factors in longevity and aging; age-related changes in human organ systems (e.g., cardiovascular, nervous, respiratory); and pathobiology of aging.

**GER 502 Psychology of Aging (4 Hrs.)**

Foundation in psychology of adult development and aging, with emphasis on theories, methodologies, and research findings. Focus on cognitive, social, psychological, and mental health aspects of aging. See PSY 557 and CFC 568.

**GER 503 Sociology of Aging (4 Hrs.)**

Investigation of social forces shaping lives of older persons, including role issues such as age norms and adjustment to old age.

**GER 504 Philosophy of Aging (4 Hrs.)**

Examination of how ancient attitudes transmitted through myth, ritual, religion, and folklore have affected present-day concepts of aging and the older person. Analysis of concepts of aging in current literature and in ancient and modern philosophies.

**GER 511 Cross-Cultural Studies in Gerontology (4 Hrs.)**

Study of concepts of aging in various cultures, including cultural responses to aging and various support services for older persons.

**GER 532 Counseling the Adult/Aged (4 Hrs.)**

Focus on counseling techniques and related problem-solving strategies for helping adults in society. Variety of solutions proposed to alleviate problems troubling adults. See HDC 532.

**GER 533 Facing Death (4 Hrs.)**

Focus on ways of minimizing discomfort, loneliness, and fears of patients facing death. Special attention paid to those individuals who are on intimate terms with death: the elderly, the terminally ill, and those reliant on life-support systems.

**GER 551 Policies and Programs for the Elderly (4 Hrs.)**

Review of local, state, and national policies with respect to allocation of monies and de-

velopment of programs for older persons. Policies and programs analyzed in relation to current needs and projected future service requirements.

**GER 565 Experimental Gerontology (4 Hrs.)**

Laboratory projects dealing with age-related changes in biological systems.

**GER 571 Biobehavioral Aspects of Aging (4 Hrs.)**

Study of behavioral effects of age-related changes in the nervous and endocrine systems, including cognitive processes, sleep patterns, and affective responses.

**GER 572 Legal Advocacy for the Elderly (4 Hrs.)**

Study of laws and legal problems having greatest impact on the elderly; analysis of tools and techniques available to the advocate.

**GER 580 Gerontology Internship (4 Hrs.)**

Internship in a setting providing services for older persons. Experience is related to career interests of student. May be repeated once.

**GER 587 Professional Seminar (4 Hrs.)**

Guest speakers from various agencies giving overviews on gerontology from professional and service perspectives. Includes grant writing, research design, evaluation, and basic statistics.

**GER 588 M.A. Project (1-4 Hrs.)**

Developed jointly with adviser and master's project committee. Following specific guidelines, the project may be a workshop, thesis, problem-solving exercise, or similar closure experience. *May not be used to fulfill the 40 hours required for the M.A.*

**GER 589 Research Methods in Gerontology (4 Hrs.)**

Basic information on statistics and research methods used in biological, psychological, and social aspects of gerontology.

**GER 599 Independent Study: Tutorial (1-4 Hrs.)**

Opportunity for individualized learning. Topics may not duplicate courses currently offered in Gerontology or other programs in the University.

# Health Services Administration

## B.A. (60 Hrs.) M.A. (48 Hrs.)

**Faculty** — Ashim Basu, Charles Begley, Frank Sabor, Henry Smorynski, Carolyn Steel

**Associated Faculty** — Roy Wehrle

**Adjunct Faculty** — Howard Barrows, Ted Druhot, Michael Grobsmith, Ted LeBlang, Arthur Pittman, Ken Sauer

The Health Services Administration Program is designed to prepare students for direct entry into positions in administration, policy analysis, program development, and service coordination in health services organizations. The program also broadens, updates, and sharpens administrative knowledge and skills for individuals currently employed in the health services field.

### ***The Bachelor's Degree***

The health field in the United States today encompasses more organizations, spends more dollars, and employs more people than any field except construction. With expenditures for health currently approaching 10 percent of our Gross National Product, new emphasis is being placed on the need for coordination and competent management of health system resources. The Health Services Administration Program at Sangamon State University focuses on this need for skilled health system managers. The B.A. degree particularly emphasizes the development of job entry managerial skills.

Competent and knowledgeable persons are needed in public and private health service organizations, financing organizations, health planning organizations, governmental regulatory agencies, professional groups, funding organizations, voluntary health organizations, trade associations, and public health agencies.

### **Entrance Requirements**

Health Services Administration faculty must have an opportunity to advise and counsel all new students prior to initial registration at Sangamon State University. Students wishing to enter the program at the undergraduate level should consult with a member of the HSA faculty well in advance of anticipated enrollment.

In addition to admittance to the University, new students must be admitted to the program. The application procedure includes: 1) two letters of recommendation from employers, peers, or educators; 2) a personal interview regarding professional goals; and 3) a professional goal statement on file with the Program Committee.

### **Advising**

Students in Health Services Administration should select an adviser early in their educational experience. The advising relationship involves frequent and full discussions of career goals, role expectations, and competency development.

Students who are employed full time are strongly urged to take no more than eight hours of course work per semester.

### **Program Requirements**

Program requirements\* for the B.A. degree are distributed as follows.

#### **Required HSA Courses**

HSA 301 Introduction to Health Services Administration	4 Hrs.
HSA 305 Financing Health Care	4 Hrs.

HSA 325 Social Dimensions of Illness	4 Hrs.
HSA 335 Modern Hospital and Administrative Process	4 Hrs.
HSA 401 Organizational Behavior in Health Care Institutions	4 Hrs.
HSA 451 Health Planning	<u>4 Hrs.</u>
<i>Total HSA</i>	<i>24 Hrs.</i>

**Required Generic Courses**

Accounting (HSA 412, ACC 412)	4 Hrs.
Economics (ECO 315)	4 Hrs.
Statistics (HSA 309, ECO 313, MSU 401)	<u>4 Hrs.</u>
<i>Total Generic</i>	<i>12 Hrs.</i>

**University Requirements**

Applied Study Term	8 Hrs.
Public Affairs Colloquia	6 Hrs.
Electives (300- or 400-level courses approved by adviser)	<u>10 Hrs.</u>
<i>Total University</i>	<i><u>24 Hrs.</u></i>
<i>Total</i>	<i>60 Hrs.</i>

\*Upon formal petition to the HSA Program Committee through the student's adviser, any of these required courses may be waived as justified either by previous academic course work or by work experience which demonstrates competence in the subject matter. A waiver request is considered only in terms of substitution of other course work and not for waiver of hour requirements.

**Generic Waiver Rules**

Accounting, economics, and statistics requirements are only waived by the program when an individual has achieved a "B" grade or better in a previous principles course at the lower-division or community college level. A grade of "C" is insufficient for waiver unless earned at the junior/senior level.

**International Health Series**

The Health Services Administration Program offers a series of courses in international health in conjunction with faculty from other programs. Although

this series is intended primarily to meet educational and career needs of international students, it is also available to American students as an area of undergraduate specialization or as graduate elective credit. The series focuses on public health, primary care, and health development problems of Third World countries. This series of courses replaces HSA 301, HSA 305, and HSA 451 in the program's core requirements for foreign nationals.

**Applied Study**

The University requirement of an applied study term (AST) offers an excellent opportunity for students to gain experience related to the HSA degree. Students currently pursuing careers in the health field can consider the career AST option, which encourages self-assessment of career goals and the skills and knowledge necessary for professional growth.

International students are required to register for HSA 351 and HSA 352 to satisfy the AST requirement.

**Communication Skills Assessment**

Certification of communication skills in Health Services Administration is accomplished through completing required writing assignments in HSA 301 Introduction to Health Services Administration. This course must be taken within the first year of study. Students should consult with the HSA convener or their adviser for further information.

**Library Skills Assessment**

Every HSA major must participate in an instructional series on library usage and library skills as a part of HSA 301. Exemption from this certification requirement is available only through adequate demonstration of equivalent competencies, such as completion of a previous library skill or research course.

## Graduation Requirements

Undergraduate students must satisfy University graduation requirements, including completion of the Graduation Contract and the Illinois and U.S. constitution exams. Students are required to contact their faculty advisers prior to the last semester of study so that all University requirements can be met on a timely basis.

## The Master's Degree

The Health Services Administration master's degree is especially targeted to the needs of mid-level management and rural health administration. Specializations are possible in areas such as financial management, long-term care, and international health. The program permits specialization for the well-prepared undergraduate in management or administration.

Competent and knowledgeable administrators are needed in public and private health service organizations such as hospitals, ambulatory centers, mental health facilities, and long-term care facilities; financing agencies such as health maintenance organizations; medical practice groups; voluntary associations as diverse as professional groups, trade associations, and fundraising organizations; and public health agencies.

## Entrance Requirements

Program admission is based on: 1) admission to the University as a graduate student, and 2) acceptance of an application specifying professional goals and identifying past academic/work experiences related to those goals. Students are urged to take a nationally recognized entrance exam, such as the Graduate Record Exam (GRE) or the Graduate Management Admissions Test (GMAT). For those with traditional college preparation, an overall grade-point average of 2.5 on a 4-point scale is considered minimal for admission. Two letters of recommendation from employ-

ers, peers, or educators must be on file with the Program Admission Committee before a final decision of admission will be made.

Because of the time required to complete the pre-admission advising process, prospective students should contact the Health Services Administration Program well in advance of their intended date of registration. Students entering the fall semester normally apply no later than April 15; students entering the spring semester normally apply by Oct. 15.

Curricular entry requirements consist of a basic principles course in each of the following areas: accounting, economics, and statistics. Professional experience equivalency will be considered. Entry requirements may be fulfilled by taking introductory courses in these areas at Sangamon State. However, these three prerequisites must be completed by the end of the first year of enrollment in the Health Services Administration Program or before more than 16 credit hours are earned toward the degree, whichever comes first. A "B" grade must be earned in these prerequisite courses if they are taken at the lower-division or community college level. Prerequisite courses do not count toward the 48 hours required for the M.A. degree.

## Advising

Students in Health Services Administration should select an adviser in their first semester of study. Advising involves frequent and full discussions of the student's career goals, role expectations, and competency development.

Students who are employed full time are strongly urged not to enroll in more than eight hours of course work per semester.

## Grading

A maximum of eight credit hours of "C" grades is applicable to the degree, provided each "C" is balanced by an

equal number of hours of "A." No more than four credit hours of "C" grades are permitted in HSA required courses.

## **Communication Skills Assessment**

M.A. degree candidates are expected to demonstrate competency in communication skills. These skills are developed and measured in the laboratory and research work included in HSA 401, HSA 557, and HSA 579. Completion of these courses satisfies the University communication skills requirement.

## **Program Requirements**

Program requirements for the M.A. degree are distributed as follows:

### **Required HSA courses\*\***

HSA 401* Organizational Behavior in Health Care Institutions	4 Hrs.
HSA 409 Quantitative Analysis for Health Managers	4 Hrs.
HSA 515 Financial Management	4 Hrs.
HSA 545 Medical Sociology	4 Hrs.
HSA 556 Leadership and Human Resource Management	4 Hrs.
HSA 557 Program Evaluation for Health Managers	4 Hrs.
HSA 579 Application of Administrative Concepts	<u>4 Hrs.</u>
<i>Total</i>	<i>28 Hrs.</i>

\*Graduate students who have taken the equivalent of HSA 401 are required to substitute four semester hours of appropriate graduate course work acceptable to the student's adviser and the program convener.

\*\*One core course may be waived for qualified students, although the waiver cannot be for HSA 409, HSA 515, or HSA 545 without full Program Committee approval.

*PAC and Other Requirements:* The University requires that all graduate stu-

dents complete four hours of Public Affairs Colloquia in addition to requirements established by the program. The remaining 16 program hours must come from elective courses which can be taken from any program at the graduate level. At least eight elective hours must be completed at the 500 level. Electives must be approved by the adviser; the selection must justify a particular emphasis or expertise in the student's course of study.

Students without any sustained practical experience or employment in the health industry must complete at least four credit hours of experiential learning. This credit is developed through HSA 511 Behavioral Research in Organizations and should be completed early in the academic program, before more than 12 credit hours are completed. The adviser should be consulted regarding a timetable.

Graduate students may earn no more than eight credit hours in 400-level courses outside HSA 401 and HSA 409. In all HSA 400-level courses, graduate students are expected to meet more rigorous requirements and are evaluated according to higher standards than undergraduates in the same course.

## **Graduation Requirements**

Graduate students must satisfy University graduation requirements, including a master's closure requirement through HSA 579, in which candidates complete a thesis, project, or residency and defend their efforts in an oral examination that focuses on management principles and concepts. Students are required to contact their advisers early in the semester before expected graduation to ensure that all University requirements can be met on a timely basis. Students are not permitted to enroll in HSA 579 unless they have an approved curricular focus.

## Health Services Administration/Course Descriptions

### **HSA 301 Introduction to Health Services Administration (4 Hrs.)**

Examination of current institutional and social forces in health care. Identification of key actors shaping and re-shaping the delivery system. Examination of scientific, educational, professional, governmental, and economic interests that affect administrative efforts to ensure quality, availability, and access to health care while limiting cost factors.

### **HSA 302 Health Services Administration Applied Study Term (4 Hrs.)**

Appropriate experiential learning. Monitored and evaluated by AST Office consistent with HSA Program expectations. Should not be taken before completing at least two substantive HSA courses.

### **HSA 305 Financing Health Care: Institutional Practices (4 Hrs.)**

Basic exploration of sources for financing health care and current financial practices in typical health care institutions such as hospitals, long-term care facilities, and clinics. Application of financial theory to finance problems.

### **HSA 309 Biostatistics (4 Hrs.)**

Applied statistics and concepts of measurement in health care settings. Descriptive and inferential methods. Emphasis on decisions that are appropriate and commonly made by health care managers using statistical analyses.

### **HSA 325 Social Dimensions of Illness (4 Hrs.)**

Nonclinical background to the nature of illness and disease. Understanding and application of epidemiological terminology, biostatistics of disease, and epidemiological factors relating to major acute and chronic disease categories. Changing social character and distribution of disease in contemporary America, especially rural-urban differences.

### **HSA 335 Modern Hospital and Administrative Process (4 Hrs.)**

Study of structure and function of health care organizations as a socio-technical system and the administrative processes of planning, controlling, directing, staffing, and coordinating. Basic organization of the general acute hospital operation including functions of board of directors, medical staff organizations, and the hospital administrator. Current methods and techniques used to administer hospitals.

### **HSA 351 Exploration in a High Technology Health Care System (4 Hrs.)**

Examination of the American health care delivery system through lectures/field visits with

practitioners. Review of current management practices and technical requirements for health care service delivery for specific group of health consumers. Evaluation of effectiveness and limitations of present practitioner strategies of care delivery and management. Guest lecturers, demonstrations, field trips, institutional literature review, and case discussions relating to hospitals, nursing homes, clinics, public health agencies, mental health agencies, and other health care providers (AST requirement for foreign nationals, in lieu of HSA 302).

### **HSA 352 Third World Assessment: A Managerial Viewpoint (4 Hrs.)**

Builds upon HSA 351. Use of library and embassy materials to integrate those aspects of the American health care delivery system that are applicable to enhancing the health status of Third World countries. Examines the health planning, organizational features, financing strategies, evaluation techniques, and control methods of practicing American health care. Country or regional field report on current health status and managerial methods of improving that status required. (AST requirement for foreign nationals, in lieu of HSA 302.)

### **HSA 401 Organizational Behavior in Health Care Institutions (4 Hrs.)**

Understanding interpersonal relations and group dynamics as they affect managerial decision making and organizational effectiveness within health services organizations. Provides a working understanding of forces which influence individual, interpersonal, and group behavior; develops diagnostic skills in identifying causes of human problems in group and interpersonal work settings; and enhances judgmental skills in taking actions to improve effectiveness and satisfaction of groups and individuals. Particular attention given to understanding and managing primary work groups (such as departments) and interpersonal (boss-subordinate) relationships. Also deals with conflict resolution, ineffective performance, giving and receiving feedback, effective communication, motivation, and influence. Cases, films, exercises, readings, and conceptual notes used.

### **HSA 409 Quantitative Analysis for Health Managers (4 Hrs.)**

Integration of disparate quantitative techniques into a managerial problem-solving framework. Areas covered include management sciences; systems analyses; cost-benefit techniques; game theory; risk theory; advanced regression modelling; and quality assurance measures. Stress on industry practices and levels of precision. Prerequisite: HSA 309 (formerly 407) or equivalent.



**HSA 412 Accounting for Health  
Care Institutions (4 Hrs.)**

Introduction to basic principles of accounting and finance and their applications in the hospital/health care environment. Basic accounting procedures along with various financial and managerial accounting topics examined, along with current attempts to resolve financing problems in health care facilities. See ACC 412.

**HSA 415 Medical Terminology for Health  
Services Managers (1 Hr.)**

Study of professional vocabulary. Uses student-paced audio tape cassettes in conjunction with a workbook. Not open to students with previous professional training which included medical terminology.

**HSA 421 Community Health  
Organizations (4 Hrs.)**

Examination of the multiplicity of community health organizations at national, state, and local levels in relation to health problems and needs; their organization and functions; their governance; and the role of the consumer-citizen.

**HSA 422 Long-Term Care  
Administration (4 Hrs.)**

Theory, philosophy, and behavior of administration and management of long-term care facilities. Role of administrators relative to management, community activities, public relations, ethical practices, licensure, and state and federal agency requirements. See GER 422.

**HSA 425 Public Health  
Administration (4 Hrs.)**

Definition of public health administration and consideration of community health needs and resources; analysis of role of health teams and public health administration on national, state, and local levels; development and functions of officials and voluntary health agencies.

**HSA 427 Seminar: Managing Health Care  
in the Third World (4 Hrs.)**

Overview of health and health care problems in Asia, the Middle East, Africa, and Latin America focusing on issues in policy management and implementation. Central issues include ecologic and environmental factors; organizational structure (including administration, bureaucracy, organization, evaluation, and direction); utilization of health resources including manpower and relation of health to development; and importance of health in national planning priorities.

**HSA 437 Health, Economic Development,  
and Social Change in Third World/  
Developing Countries (4 Hrs.)**

Examination of theories and strategies used

by industrialized and developing nations in their search for continuing development in methods of health care delivery. Analysis of specific private and public sector approaches and rationales used by different geographic regions to accomplish delivery aims for equality and social justice. National economy and planning, role of the entrepreneur, land reform, education, foreign aid, and population policies and their effect on health care delivery.

**HSA 447 Organizational and Administrative  
Aspects of Primary Health Care Delivery  
in Third World/Developing Countries(4 Hrs.)**

Seminar in philosophy, planning, and delivery of primary health care in developing countries. Examination of major health problems of mothers and children, stressing causation, management, and prevention. Nutrition programs and policies also considered along with problems and priorities in nutrition education. New concepts in primary health care services, mass media, communication, governmental intervention, and role of rural development explored. Stress upon adapting programs to limited resources.

**HSA 451 Health Planning (4 Hrs.)**

Introduction to history of health planning and interpretation of its relevance to health services administration; overview of health planning theory, definitions, methodology, and sites; in-depth examination of current health planning structures, processes, and products.

**HSA 452 Health Planning  
Implementation (4 Hrs.)**

Examination of steps required to develop action programs to meet health needs identified by the health planning process: program identification and development, legislation and the legislative process, resource requirements and grantsmanship, project review and evaluation, and understanding the regulatory process.

**HSA 453 Labor-Management Relations in  
Health Organizations (4 Hrs.)**

Examination of behavioral, economic, social, and institutional forces which affect quality of union-management relations and objectives in health organizations. Analysis of relationships at individual work-unit level as they influence negotiations, grievances, and administration of collective-bargaining agreements.

**HSA 458 Health Law (3 Hrs.)**

Examination of historical and current legal status in physician and hospital liability; confidentiality of medical records; labor law in health organizations; medical ethics and the law; recent legal developments in utilization review, rate review, planning, and other legal-medical areas.

**HSA 465 Medical Anthropology (4 Hrs.)**

Examination of relationships between health and human culture, including health of prehistoric humanity, traditional and non-Western medical systems and how they heal, and problems faced by health care professionals as they provide care to cultural and ethnic groups from various healing traditions. See SOA 445.

**HSA 472 Information and Decision Making (4 Hrs.)**

Examination of how computers are affecting managerial decision making in profit and nonprofit organizations of varying size and complexity. Case studies focus on successes and failures in implementing information systems in hospitals, clinics, and organizations outside the health field. The design and specification of a health care information system related to one work setting is a key feature of the course. Experience with computing systems is *not* a prerequisite.

**HSA 477 Cases in Health Planning and Budgeting in Developing Countries (4 Hrs.)**

Case studies of national and local planning. Limitations on health planning due to budgetary processes and administrative conflicts. Methods of health care budgeting. Administrative problems and challenges in the implementation of regional and national health care plans and budgets.

**HSA 480 Learning Modules in Health Services Administration (2 Hrs.)**

Integration of community and University resources in an individual option mode. Students package readings, films, professional meetings, interviews, and other resources to gain depth and experience in working in one area of administrative interest. Areas available include hospital management, public health, health care research/statistics, community health, planning/policy, long-term care, clinics, and management/operations. May be repeated for a maximum of four hours.

**HSA 481 Grants Acquisition and Management (2 Hrs.)**

Strategy for grant location, development and application. Examines features of successful grant applications, along with strategies and managerial activities necessary to make grants work for institution building both during and after initial funding.

**HSA 485 Health Services Administration Research Analyses/Review (2 Hrs.)**

Critical examination of methods and products of health services research. Students critique pieces of research and develop design improvements. Overall focus upon the ethic of integrating research in daily managerial be-

havior and philosophy of administrators. Prerequisite: HSA 309 (formerly 407) or equivalent.

**HSA 486 Budgeting for Health Care Facilities (4 Hrs.)**

Examination of theory and process of budgeting as applied to health care facilities. Creation of functional and program budgets and integration into a master budget. Development of revenue, expense, statistical cash, and capital budgets.

**HSA 487 National Health Policy (4 Hrs.)**

Analytic and descriptive study of national health policy in America in terms of philosophy, history, politics, economics, sociology, and administration of health care. Emphasis on social setting in which health policy is made and complex workings of system by which health care is provided. No prior study of economics required. See ECO 487.

**HSA 488 Health Economics (4 Hrs.)**

Application of economic theory and analytical tools to problems in the health care sector. Includes concepts and measures of health; determinants of health; cost of illness; concept of demand for medical care; welfare economics of physicians, dentists, drugs, and hospital markets; financing health care; and policy issues such as cost containment and national health insurance. See ECO 488.

**HSA 489 Topics in Comparative National Health Care Systems (2 or 4 Hrs.)**

Examination of one crucial area of public policy — health care — and the similarities and differences in organizational structure, policy, and planning in developed and Third World countries.

**HSA 490 Current Topics in Health Administration (2 or 4 Hrs.)**

Special topics announced when offered. May be repeated for a maximum of four hours.

**HSA 499 Tutorial in Health Administration (1-4 Hrs.)**

Individual study directed by a faculty member. Tutorials are offered to meet special course work needs not otherwise available.

**HSA 511 Behavioral Research in Organizations (4 Hrs.)**

Application of research in analyses of behavioral problems within organizations. Design and execution of a research project, analysis of data, and information of conclusions and recommendations based on empirical results of study.

**HSA 515 Financial Management of Health Care Organizations (4 Hrs.)**

Examination of internal and external financial environments of health care institutions.

Covers areas of working-capital management, decision criteria for investment, and long- and short-term financing. Prerequisite: ACC 421 or HSA 412.

**HSA 545 Medical Sociology (4 Hrs.)**

Medical sociological framework for analyzing and understanding the health status of American society; social structure and social value; special issues in health and medical care; various models of health; life-styles and impact on health.

**HSA 548 Modern Techniques in Institutional Health Services Planning (4 Hrs.)**

Concepts and techniques used in intra-institutional planning for health care services, facilities, and manpower. Methods of determining market demand and resource requirements for health services development discussed, along with methods to obtain necessary data for complex and long-term planning decisions. Interrelationships with community health planning and with health regulatory programs are explored.

**HSA 552 Contemporary Practices and Problems in Hospital Administration (4 Hrs.)**

Case studies covering the contemporary hospital and its multifaceted problems. Examination of objectives, authority, management, resources, and controls in the administrator-physician-staff triad. Organizational research paper required. Prerequisite: HSA 401.

**HSA 556 Leadership and Human Resource Management in Health Care Institutions (4 Hrs.)**

Dilemmas health care managers encounter in managing large numbers of professional people, beginning with personnel policy and organizational strategy. Forces the student to struggle in a practical way with personnel and leadership issues which top management staff face in health care organizations. Concepts and techniques useful for managers in improving effectiveness of human resources through leadership skills, job design, job analysis, selection, job evaluation, compensation, supervision, communication, training,

and development examined as management tools. Based on the premise that every manager is dependent on his/her people and their competence, spirit, and support and that a manager bears responsibility for the well-being of those people.

**HSA 557 Program Evaluation for Health Managers (4 Hrs.)**

General and specific grounds for evaluating health care programs, including concept of a program, analysis of evaluation models, program measurement, causality in program evaluation, internal and external evaluation, process and outcome evaluation, and evaluation implementation strategies. Use of experimental design, quasi-designs, and case studies. Prerequisite: HSA 409.

**HSA 559 Strategies for Financial Management of Hospitals (4 Hrs.)**

In-depth examination of cost analysis and cost funding in health care institutions, mergers, acquisitions, rate setting, and capital financing. Techniques to maximize revenues to health care institutions through strategic financial planning.

**HSA 565 Gaming/Simulation in Health Care Management (4 Hrs.)**

Small group decision-making processes. Participants play administrators and key health facility staff personnel. Problems deal with staffing, financing, public relations, marketing, planning, and change management. Development of a cooperative decision-making style in an environment of status and professional differences highlighted.

**HSA 579 Application of Administrative Concepts (4 Hrs.)**

Capstone for graduate students in the HSA Program. Students must complete one of three course options: a thesis, a project, or a residency. Students are encouraged to consult with their advisers to establish the best option.

**HSA 590 Topics in Health Services Administration (2 or 4 Hrs.)**

Selected topics announced when offered. May be repeated for a maximum of four hours.

# History

## B.A. (60 Hrs.) M.A. (40 Hrs.)

**Faculty** — Nina S. Adams, Christopher N. Breiseth, G. Cullom Davis, J. Richard Johnston, Ralph A. Stone, Charles B. Strozier

**Associated Faculty** — Edward L. Hawes, Larry Shiner

**Adjunct Faculty** — Daniel Holt, John Squibb

### *The History B.A.*

By emphasizing the link between the past and the contemporary world, the History Program seeks to help students understand themselves and the times in which they live. The program encourages students to compare their own culture with elements of other cultures from other time periods. Students of history gain a sense of what is unique in, as well as generally characteristic of, individuals, groups, and national cultures in the present as well as the past.

The baccalaureate program is organized for citizen-students who hope to place their world in historical perspective as a means of living rich and intelligent lives. Through understanding change as well as continuity in human institutions, students can grasp the forces shaping their present and future. Education in history at Sangamon State University is broad-based, humanistic training, providing students with research capabilities, analytical methods, and communication skills that are useful in many fields. The program curriculum prepares people for careers in history, politics, government, law, journalism, writing, and administration. Through the applied study experience students test possible career areas where the research and analytical skills of the historian are appropriate.

### Advising

After completing History 301, each student selects a faculty adviser to assist in planning an individual program of study responsive to the student's inter-

ests and designed to demonstrate the competencies required by the History Program. The student and adviser select a committee that reviews and approves the student's plan. Comprised of three faculty members, including the adviser, the committee certifies the student's competencies by means of two closure assessments described below. At the student's choice, the committee may include one or two fellow students.

### B.A. Competencies and Assessments

After completing their plans of study, undergraduate students should be able to: read and think critically and communicate clearly verbally and in writing; analyze key forces shaping the contemporary world through comparison of their own nation and that of another nation or region seen in historical perspective; demonstrate self-understanding by describing and analyzing another self or selves in historical perspective and in relation to their own historical pasts; and locate, analyze, and evaluate primary and secondary historical materials.

To demonstrate these competencies, students must complete History 301 The Roots of Contemporary History, and complete two closure assessments: 1) analyzing in historical perspective a major force shaping the contemporary world as seen in the United States and in one other region of the world; 2) analyzing the historical shaping of an individual or group as a means of understanding one's self in historical perspective.

## Program Requirements

For the B.A. degree in History, the student must:

1) Complete a total of 60 upper-division credit hours, including History 301 The Roots of Contemporary History, plus an additional 20 hours in History, eight hours of Applied Study, and six hours of Public Affairs Colloquia;

2) Meet the program's enabling skills requirements;

3) Demonstrate competence through the two closure assessments certified by the student's committee; and

4) Pass the required United States and Illinois constitution exam (needs to be done only once at the college level).

## Learning Experiences

Learning experiences available to History majors include regular classroom courses; self-paced courses organized in competency-based modules or syllabi; independent study and tutorials; and applied study internships at libraries, archives, historic sites, and other institutions, particularly in state government. The History curriculum includes a series of four period courses covering America from colonial days to the present; thematic courses, both national and multi-national or cross-cultural, emphasizing historic forces shaping the contemporary world; regional and local history courses focusing on the Midwest and Illinois in general and on Central Illinois and Sangamon County in particular; and several special courses in psychohistory, oral history, women's history, and museum methods and theory.

### **The History M.A.**

The master of arts in History emphasizes the field of public history, that is, the blending of academic and applied history with intent to broaden public awareness of the value of studying the past. The public history curriculum is designed to serve students with a variety of goals, including those who seek employment

in historical agencies, museums, societies, or archives; those interested in becoming teachers; those pursuing careers with business, labor, or community organizations; and those desiring the intellectual stimulation of a challenging discipline. Public history embraces such skills and subjects as historical editing, sponsored research, community history, historic preservation, oral history, and media production. Courses and field experiences in these areas are available. Through timely advising and careful course selection, the graduate student may pursue any of these avenues of interest. Whatever the objective, degree candidates should expect to acquire critical and analytical abilities and intellectual breadth appropriate to graduate-level study.

Preparation for the M.A. degree emphasizes comparative historical analysis of key themes in America and other national cultures, as well as skill development in historical methodology. The closure assessment requires students to select a major theme or themes in United States history and in the history of one other national culture for comparative analysis over a period of approximately one century. Students agree on the proposed comparison with their advisers and present it to their graduate committees for approval. Where the student's degree objectives are best served by assessment of a theme or themes between two national cultures not including the United States, an exception may be granted by the committee. Students choosing such a focus must draw on cross-cultural thematic courses, but may also need to plan tutorials with faculty members qualified to guide study in the chosen culture or cultures.

### **The Master's Project**

All students must complete a written master's project or thesis. In most cases, students develop project topics related to their internship experiences.

The master's project or thesis requirement is designed to encourage students to utilize the rich resources available in the Springfield area, including the University's own Archives, Illinois Regional Archival Depository collections, Oral History Office, and Clayville Rural Life Center and Museum. There are also primary and secondary sources available in the Illinois State Library, the State Archives, the State Museum, the State Historical Library, the Sangamon Valley Collection of Springfield's Lincoln Library, and several historic sites in the area.

## Entrance Requirements and Advising

Candidates for admission into the master's program in History must satisfy the following entrance requirements: 1) A baccalaureate degree with an undergraduate major in history, economics, literature, or sociology; OR 2) Demonstration of sufficient undergraduate course work in the social sciences and/or the humanities to provide preparation for graduate-level study in history, or the equivalent in experience and achievement. Matriculation to official M.A. degree candidacy will be approved only after successful completion of HIS 501 The Graduate History Colloquium, which provides students the opportunity to develop and demonstrate skills in historical research and to identify a topic for the master's project. Upon completion of HIS 501, the student's M.A. degree plan should be sufficiently developed to permit selection of the student's graduate committee, comprised of the student's faculty adviser, one or two other faculty members, and, optionally, one or two other students. At appropriate intervals the committee reviews the M.A. degree plan, the Internship Project or Thesis Proposal, and the Comparative Culture Final Assessment Topic. The committee also approves the final results of the student's work.

## M.A. Competencies

After completing their plans of study, graduate students should be able to: 1) Locate, organize, and analyze primary and secondary historical source materials; 2) Communicate hypotheses and findings in written and other formats appropriate to public history contexts; and 3) Demonstrate an understanding of different cultures through a comparative analysis of a major theme or themes in the historical development of the United States and one other national culture.

## Grading Policy

Students must earn a grade of "B" or better in all required History courses. For other courses they may select the pass/fail option and/or count a "C." Students may petition the program for exceptions to this policy. History majors may repeat program courses for grade improvement only once without seeking program approval.

## Graduate Requirements

Master's degree candidates in History must complete 40 semester hours distributed as follows.

### The Public History Core

HIS 501 Graduate History Colloquium (Required for matriculation as an M.A. candidate; satisfies the University communication skills requirement.)	4 Hrs.
HIS 502 Public History Colloquium	4 Hrs.
HIS 570 Public History Internship and Project, or,	
HIS 580 Thesis	<u>8 Hrs.</u>
<i>Total Core</i>	<i>16 Hrs.</i>

### Other Requirements

Public History courses emphasizing methods and applications (consult faculty adviser for details). 8 Hrs.

History courses emphasizing key themes and perspectives in

analyzing the history of American and other cultures (leads to the final assessment comparing two national cultures.)*	12 Hrs.
Public Affairs Colloquia	4 Hrs.
<i>Total Other</i>	<u>24 Hrs.</u>
<i>Total</i>	40 Hrs.

\*Courses from other programs may be approved wherever supportive of the student's degree plan.

The Graduate Colloquium (HIS 501) provides an orientation to the M.A. degree program in History and assistance in preliminary planning for individual graduate study plans. Guidelines for the Public History Internship and Project or the Thesis, and for the Comparative Culture Final Assessment are available from the History Program Office.

## History/Course Descriptions

### HIS 301 Roots of Contemporary

**History (4 Hrs.)**  
Introduction to the History Program, exploring significant themes in contemporary history, defined and traced to their emergence in the past. Readings include monographs on specific topics and the Sunday *New York Times*.

### The Public History Core

#### HIS 501 The Graduate History Colloquium

**(4 Hrs.)**  
Introduction to the graduate program, assisting students in diagnosing skills, designing a degree plan, learning research methods, utilizing various bibliographical resources, examining professional conflicts among historians. Research project. Successful completion constitutes matriculation into graduate program and satisfies communication skills requirements.

#### HIS 502 Public History Colloquium (4 Hrs.)

Concepts of public history including subject areas, techniques, and ethical issues. The application of historical knowledge and methods to the administration, preservation, and interpretation of historical materials as well as historical analysis of public policy issues. Required for all History majors. Formerly HIS 551.

#### HIS 570 Public History Internship and Project (4 to 8 Hrs.)

Supervised applied study in public history; used to develop a project to meet History M.A.

In accord with University policy, students must complete the Illinois and United States constitution examinations if not previously completed at the undergraduate level.

## Expectations of Graduate Students in 400-Level Courses

Graduate students enrolled in 400-level courses are expected to perform at a higher level than undergraduates and to complete extra work as defined by the instructor. Examples of such work include meeting separately with the instructor to research a specified topic, reading and reporting on material in addition to that contained in the course syllabus, and completion of an annotated bibliography in the professional literature of the field.

requirements. Up to eight hours of History credit. Formerly HIS 510.

#### HIS 580 Thesis (4 to 8 Hrs.)

Historical research for the required master's research essay. May be repeated for a maximum of eight credit hours. Formerly History 502.

### Elective History Courses

#### HIS 402 Illinois History (4 Hrs.)

Analysis of the people, economy, government, and culture of Illinois from statehood to the present; designed to help students understand the national experience through the study of this pivotal Midwestern state.

#### HIS 403 Material Culture and American Life (4 Hrs.)

Relations of objects and production processes with patterns of life in different periods. Studies how artifacts, including tools and furniture, photographs, maps, and historic structures can be used in historical writing, teaching, and museum and historic site work.

#### HIS 404 The American Midwest: A Cultural and Historical View (4 Hrs.)

Multidisciplinary examination of country and city life in middle America; how historians, sociologists, novelists, artists, and others have viewed the Midwestern experience and culture.

#### HIS 405 Historic Environmental Preservation (4 Hrs.)

Consideration of preservation policies and their applications in planning. Survey of his-

tory of preservation movements and of American architecture and landscape. Reviews current preservation technologies. Case studies of politics and economics of preservation; field work. See ENS 419.

**HIS 407 Museum and Society (2 Hrs.)**

Examination of the ways museums have been used since the 1870s and the functions they serve today. Consideration of indoor and outdoor history, art, folklife, and science museums. Focus on use of learning resources with analysis of problems in communicating realities.

**HIS 408 Archives and Community History: Issues, Techniques, and Outreach (4 Hrs.)**

Concepts and methods of community history and archival management. Considers issues in acquiring, preserving, evaluating, and making archival resources accessible. Focus on creative research and developing means to reach broad publics. Co-taught by historian and archivist.

**HIS 409 Frank Lloyd Wright: Modern Architect (2 or 4 Hrs.)**

Study of Wright's influence on modern architecture and the cultural context from which modern architecture emerged.

**HIS 410 Workshop in Oral History (2-4 Hrs.)**

Research technique rather than study of historical data, including oral history through tape recording, transcribing, and editing personal reminiscences. Projects added to the University's Oral History Collection. Course may be repeated for credit. See GER 410.

**HIS 421 The Melting Pot Reconsidered (4 Hrs.)**

Experience of minorities in American history, including European immigrants, Afro-Americans, Asian-Americans, Spanish-speaking Americans, and native Americans: their origins, opportunities, and cultural distinctiveness in contrast to the American majority.

**HIS 425 History of Afro-Americans (4 Hrs.)**

Survey of the Afro-American experience. Colonial American slavery and the Civil War/ Reconstruction black experience, through the 20th century urbanization of blacks and the emergence of the civil rights protests.

**HIS 427 American Worker in the 20th Century (4 Hrs.)**

Historical analysis of changing views and nature of work; cause and effect of workers' organizations; and culture of workers through songs and novels of and about ordinary people. See LST 427.

**HIS 428 Presidential Biographies (4 Hrs.)**

Study of individual Presidents of the United States in terms of the forces shaping their

personalities and of the match between the men and the political demands during their presidencies. Includes some of the enduring issues affecting the republic and how presidents have dealt with them.

**HIS 429 The American Left: Ideology and Politics (4 Hrs.)**

Examination of ideologies and politics of some major leftist parties, organizations, and individuals since the late 19th century, including the socialist movement in the 20th century; conflicts within the left; split between organized labor and the left; and class consciousness in U.S.

**HIS 432 Colonial America and Early United States to 1815 (4 Hrs.)**

History of major developments in America during the period 1620 to 1815, including topics in social, intellectual, economic, and political history.

**HIS 433 United States, 1815 to 1877 (4 Hrs.)**

History of the United States from westward expansion to Civil War and Reconstruction. Emphasis on manifest destiny and the Indians; slavery and sectionalism; abolitionism and women's rights; and careers of Jackson, Stephen Douglas, Frederick Douglass, Elizabeth Cady Stanton, Lincoln, Johnson, and Grant.

**HIS 436 United States, 1877 to 1929 (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, the 1920s; with interpretive readings and various exercises in politics, diplomacy, economics, society, thought, and literature.

**HIS 437 United States, 1929 to the Present (4 Hrs.)**

Examination of domestic problems from 1929 to the present from perspective of their own time and how they affect today's world; the Depression as economic-social-cultural watershed; domestic consequences of the Cold War; protest movements of the 1960s.

**HIS 438 Lincoln from Kentucky to Illinois (4 Hrs.)**

Lincoln's story followed through three states; traces the way his remarkable life links up with important themes in American history.

**HIS 439 American Foreign Policy in the Twentieth Century (4 Hrs.)**

Study of how, why, and toward what end the U.S. has grown from a minor power in 1898 to the world's most powerful nation in the 1970s. Major themes include isolationism, collective security, internationalism, and imperialism,



with coverage of World Wars I and II, the Cold War, and Vietnam. Offered as a self-paced module when not scheduled as a regular course.

**HIS 445 Perspectives on Nazi Germany** (4 Hrs.)

Multiple perspectives on the mass irrationality and peculiar distortion of German culture by the Nazis. Approaches the Nazi period (1933-1945) from social, intellectual, and psychological points of views.

**HIS 447 Democracy in Crisis: France since 1870** (4 Hrs.)

Examination of the struggle by "the mother of democratic revolutions" to maintain democracy during a period of violent upheavals: the Commune, Boulangism, the Dreyfus Affair, facism, world wars, and wars of colonial liberation.

**HIS 452 History of American Law** (4 Hrs.)

Historical examination of the professional and constitutional development of law in the United States. Topics include the common-law legacy; substantive and procedural aspects of legal history; jurisprudence; the American lawyer; and interaction of law with American society, thought, and politics. See LES 452.

**HIS 453 Introduction to Psychohistory** (4 Hrs.)

Study of diverse ways that psychology is currently being used to understand history, including study of individuals; the family (and childhood); and the meaning of political, social, and cultural change.

**HIS 454 The History of the Family** (4 Hrs.)

Investigation of modern family in comparative and historical perspective. Selected themes — changing patterns of sexuality, high rate of divorce, shifting kinship relationships — are explored historically to understand their present importance. See CFC 454.

**HIS 455 Feminist History: The U.S. Then and Now** (2 to 4 Hrs.)

Issues and themes (production, reproduction, socialization, and women's movements) from colonial times to the present. Self-paced course emphasizing thinking and writing skills as well as content. Can be used with HIS 475 to focus on particular themes. See WMS 455.

**HIS 456 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") people, 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. See PHI 456.

**HIS 457 Women's History: Alternative Perspectives on the Past** (4 Hrs.)

Exploration of women's history in England, Russia, China, Vietnam, and the U.S., with survey of areas in which conventional historical insights and methods need reinterpretation. See WMS 457.

**HIS 458 Utopian Settlements/ Midwest** (4 Hrs.)

Dreams which moved various groups of settlers to found experimental communities in the Midwest during the 19th and 20th centuries. Study of the theory, history, and practice of intentional communities in Tennessee, Kentucky, and Indiana.

**HIS 459 Experimental Communities in the Midwest** (4 Hrs.)

History, theory, and practice of intentional communities with emphasis on Midwestern examples — New Harmony, Amana, Bishop Hill, and Nauvoo — including field trips to some sites. Survey of utopian communes and experimental group marriages and drug cults.

**HIS 461 Between Two Worlds: Social Change in England, 1890-1920** (4 Hrs.)

Social change in England, the United Kingdom, and industrialized countries of Europe from a British point of view. Primary sources are materials from the period studied, a time of profound change from "modern" industrial society to the "post-industrial" contemporary world.

**HIS 463 Europe in the Twentieth Century** (2-4 Hrs.)

Comparative rather than national history; effects of modernization, national educational systems, and consumer societies on lives of ordinary people; development of new forms of protest, emergence of secularism and rationalism in popular culture, lifestyles, value systems, and aspirations.

**HIS 466 Imperialism** (4 Hrs.)

Emergence and growth of Western European, American colonialism, and imperialism. Emphasis on 19th and 20th centuries, including theories of imperialism advanced by Lenin, Hobson, others; assessing the impact of classical and contemporary imperialism on the third world; analysis of its manifestations today.

**HIS 475 Women's Revolution in China** (4 Hrs.)

Examination of past and present roles and status of women in urban and rural society, including 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. Offered as a

self-paced module when not scheduled as a regular course. See WMS 475.

**HIS 477 Long Revolution in China and Vietnam (4 Hrs.)**

Comparison and contrast of two societies confronting Western power and developing revolutionary nationalism, including impact and legacy of feudalism, colonialism, patriarchy, and military struggle from 1898 to the present. Readings in conservative nationalism, radical socialism, conservative/radical feminism, and varieties of communism.

**HIS 511 Museum/Historic Sites Methods (4 Hrs.)**

Introduction to collection development and conservation, artifact research and registration, interpretive and educational programming and administration, and exhibit preparation. Utilizes indoor and outdoor museums.

**HIS 521 Community History Seminar (4 Hrs.)**

Research and writing seminar employing pri-

mary materials on Springfield or nearby communities. Includes critical examination of local history literature and requires an advanced research paper. Formerly HIS 401.

**HIS 599 Independent Study: Special Topics in History (2 to 8 Hrs.)**

Independent and directed readings on an individual topic for graduate students in history. Students should make arrangements with an appropriate faculty member.

The following courses have been approved for the program major. Students may petition the program for credit for courses not listed.

ENS 411 Midwest Rural Life and Its Roots

ENS 413 Rural Life and Environment

ENS 472 Mornings at Clayville

ENS 511 Environmental History:

A Problems Approach



# Human Development Counseling

## M.A. (50 Hrs.)

**Faculty** — James Ansley, Marilou Burnett-Dixon, Robert Crowley, Gerald Curl, Jack Jackensow, Barbara A. Hartman, James E. Lanier, James Pancrazio

**Adjunct Faculty** — Sarah Dauphinais, Glen Davidson, Ugo Formigoni, Darlene Hoffman, Mary Loken

The basic educational goal of the Human Development Counseling Program centers around the identification and academic development of students who hold promise for enriching the lives of others through helping relationships or counseling. The attainment of that goal involves the specification not only of a body of knowledge related to the helping professions that students should acquire, but also of the competencies needed in order to apply that knowledge effectively.

Graduates of the program are able to provide counseling and consulting services at a professional level in a wide range of environments. Career options for graduates include counseling in mental health, correctional, educational, social welfare, rehabilitative, and human relations agencies and institutions. Opportunities for employment within each category vary; prospective students should consult HDC faculty responsible for an area of study prior to choosing a career option. Presently, the program offers qualified candidates a career pathway leading to elementary or secondary school counselor certification which has Illinois State Board of Education approval. Certified teachers who wish to pursue this course of study should contact their adviser immediately after acceptance into the program. The Rehabilitation counseling emphasis has Preliminary Accreditation status with the Council on Rehabilitation Education (CORE).

The following areas of study are offered: 1) life-span counseling with em-

phasis on facilitating counseling services for families and various age groups and minorities; 2) educational processes with emphasis on providing educators and/or pupil-personnel workers with human relations skills related to enhancing learning; and 3) rehabilitation counseling with emphasis on developing skills and sufficient understanding to deal with clients requiring special services.

### Entrance Requirements

Graduate students admitted to the University should request admission to degree candidacy through the Human Development Counseling Program. Applications are available at the HDC program office. Prior to acceptance into the program, candidates must complete entry-level course work or the equivalent in abnormal, developmental, and social psychology. Courses which appear on a valid transcript from an accredited institution of higher education can serve as evidence of meeting these prerequisites. Prerequisite courses can also be taken at the University, in addition to the full 50-semester-hours program. Equivalent experience which is to be evaluated as meeting a prerequisite must be described in writing to the HDC program for approval prior to admission to the program.

### Admission Process

The admission process involves: 1) submission of an HDC program application; 2) three references on forms provided with the application; and 3) an interview with an HDC student and faculty

member. Admission is based upon academic competence, interest, and/or prior experience in the helping professions, and evidence of personal characteristics associated with success in counseling relationships. Inability to meet any of the criteria does not negate reapplication; however, the program will delay formal acceptance until all pre-admission requirements are met.

Students applying for acceptance into HDC should contact their advisers or the program convener regarding current requirements.

## Advising

The advising relationship within the program is important. If students have not already chosen a faculty adviser, an initial adviser assignment will be made by the program. If students decide at a later date to change advisers, they may complete a "Selection of Adviser" form and return it to the Advising and Counseling Office. Adviser selection forms are available at the program office, the Office of Admissions and Records, or in the Advising and Counseling Center.

## Grading Policy

HDC Program students must obtain grades of "B" or better in core courses. In other courses, a maximum of eight hours of "C" is allowed, if balanced by an equal number of hours of "A."

## Expected Professional Competencies

Prior to graduation, students accepted into Human Development Counseling must demonstrate competencies related to: a) personal development, such as ability to communicate effectively with others; b) professional development, such as ability to conceptualize client concerns and to provide appropriate intervention through an individual or group relationship; and c) social development, such as ability to participate as a team member.

Each program course may contain an applied or experiential component in addition to the didactic component; however, core courses such as micro-counseling and practicum specifically emphasize experiential learning. These courses require application of professional skills in simulated and/or real settings, and students should expect to demonstrate understanding of ethical behavior in the helping professions as well as evidence interaction with clients. All master's candidates must be familiar with the HDC program's policy on professional experience, and should consult their adviser about satisfying its provisions. Information regarding all competency requirements may be obtained from the HDC program office.

## Program Requirements

After completion of the HDC generic core (26 semester hours), the candidate, in consultation with the adviser, designs a course of study in one of three areas of study (20 semester hours), selects appropriate Public Affairs Colloquia (four semester hours), and completes a thesis or master's project. Students who wish to design a personalized program across rather than within areas should petition the HDC program through their adviser for approval prior to implementing the individual plan of study. A student who plans a tutorial from an HDC faculty member should, with concurrence of the adviser and the faculty member concerned, submit a proposal for the approval of the faculty member designated to review tutorials. Students wishing to participate in an experience which they believe is equivalent to any HDC course may petition the Program Committee through their adviser to determine if equivalent credit may be earned.

Since HDC is a graduate program, 400-level course requirements are determined at the graduate level; undergraduate students from other degree programs in HDC 400-level courses may

have reduced requirements, e.g., fewer written reports or oral presentations.

## Master's Project

This requirement coincides with the University master's degree requirement and supersedes program policy which appears in former catalogs. Specific details on completing this requirement are available from the HDC program office. All students admitted to the program after Aug. 15, 1981, must meet this requirement. Successful completion of the master's project or thesis, along with a grade of "B" or better in HDC 501, constitutes satisfaction of the University's communication skills requirement.

## Generic Core

HDC 475 Psychological Tests and Measurements	4 Hrs.
HDC 501 Fundamental Issues in Helping (This is the foundations course and should be completed as early as possible.)	4 Hrs.
HDC 502 Theories of Counseling and Psychotherapy	4 Hrs.
HDC 503 Group Counseling and Psychotherapy	4 Hrs.
HDC 504 Microcounseling (also see HDC 549)	4 Hrs.
HDC 587 Professional Experience: Practicum	6 Hrs.
<i>Total</i>	<i>26 Hrs.</i>

## Areas of Study

*Life-Span Counseling.* This area introduces the student to techniques of

counseling for all ages, across settings, and within systems and classifications, such as family units or minorities.

Suggested courses: HDC 434, 529, 531, 532, 535, 536, 539, 559, 580, 589.

*Educational Processes.* This area focuses on educational processes, including communication, human relationships, and learning. The student examines both how he or she teaches and interacts with others and what strategies of learning are optimal for human development and learning.

Suggested courses: HDC 411, 412, 413, 529, 531, 541, 545, 549, 580, 589.

Requirements for the certification of school guidance personnel:

1. School guidance specialists must hold or be qualified for a standard teaching certificate.

2. In addition to the HDC core courses, graduates are required to have: a) a course in career or vocational psychology; b) a course in mental hygiene and/or personality dynamics (can be met by the abnormal psychology prerequisite); c) a practicum in a school setting with both elementary and secondary students.

*Rehabilitation Counseling.* This area constitutes a professional specialty that provides counseling to persons with physical and/or mental disabilities. Emphasis falls on those practices which assist such individuals in coping with their problems.

Suggested courses: HDC 451, 453, 454, 533, 551, 552, 553, 554, 555, 556, 580, 589.

## Human Development Counseling/Course Descriptions

### HDC 411 Introduction to Interpersonal Communications (4 Hrs.)

Topics include nature of communication, barriers to interpersonal communication, motivation and change, small-group processes, and communication skills development. Emphasis on both research and theory, with opportunity for laboratory experience.

### HDC 412 Interpersonal Relations (4 Hrs.)

Major focus includes psychosocial views of relationships. Emphasis on both research and

theory. Theories range from Sullivan to Laing, topics from attitude change to interpersonal attraction.

### HDC 413 Behavior Management (4 Hrs.)

First of two courses which relate principles of learning to problematic human behavior. Objective is to develop skill at changing dysfunctional client behavior and facilitating effective behavior. See HDC 513.

### HDC 423 Counseling Women (4 Hrs.)

Examination of specialized biological, psy-

chological, and social issues which affect women. Exploration of theoretical assumptions, counseling practices, and process variables which may apply differently to or affect women in counseling therapy. Identification of skills facilitative to women in general and to particular subgroups of women. See CFC 423 and WMS 423. Prerequisite: CFC 302.

**HDC 434 Introduction to Family Therapy** (4 Hrs.)

Survey of major techniques of family therapy. Emphasis on integration of theoretical constructs with therapeutic skills. Lecture, demonstration, and laboratory learning approaches are used. Students analyze a family system or present a project demonstrating comprehension.

**HDC 446 Family Law** (4 Hrs.)

Law that affects the family. Topics include divorce, domestic violence, illegitimacy, adoption, child support and custody, parental control, abuse and neglect laws, issues affecting the elderly, domestic law reform, and the impact of the women's rights movement. See LES 446, SOA 454, CFC 446, WMS 446.

**HDC 448 Mental Health** (4 Hrs.)

Study of theories, models, and research related to psychological health.

**HDC 449 Preventing and Coping with Burnout** (4 Hrs.)

Study of burnout (definition, causes, research), along with strategies for prevention and coping (individual, interpersonal, and organizational).

**HDC 451 Issues in Severe Disability** (2 Hrs.)

Definition and analysis of issues related to rehabilitation of the severely disabled. Examples may include accessibility, structural barriers, social attitudes, job restructuring, and sexuality.

**HDC 452 Developing Self-Concept** (4 Hrs.)

Study of self-concept and self-esteem. Research and various theories and approaches to enhancement emphasized.

**HDC 453 Independent Living Skills Rehabilitation** (2 Hrs.)

Description and analysis of independent living skills for severely disabled persons as support to vocational rehabilitation. Emphasizes nature, need, overview, and applications of current programs in independent living skills.

**HDC 454 Occupational Analysis and Placement** (2 Hrs.)

Development of skills in job finding, job retention, and techniques of placement with regard to severely disabled clients. Examines issues of affirmative action, employer attitudes, job

readiness, workmen's compensation, and public employment services.

**HDC 456 Human Sexuality** (4 Hrs.)

Exploration of knowledge and values toward issues of human sexuality with emphasis on sociological content, personal growth, and professional development. Format includes lectures, film presentations, and small-group discussions. See CFC 456, WMS 456, and SOA 456.

**HDC 461 Employee Assistance** (4 Hrs.)

Introduction to remedial, preventive, and developmental programming and services delivery in workplace. Approaches to helping employees whose performance is impaired by alcohol or substance abuse, emotional problems, or family difficulties discussed. Strategies for addressing debilitating stress, burnout, and life crisis in employee population explored. Appropriate for students in human services and management curricula.

**HDC 475 Psychological Tests and Measurements** (4 Hrs.)

Exploration of strengths and weaknesses of evaluation instruments. Includes principles, construction, and interpretation of representative psychological tests and measures. Required core course. See PSY 475.

**HDC 476 Psychotherapy East and West** (4 Hrs.)

Examination of similarities and contrasts between Western psychotherapy and Eastern esoteric disciplines of the mind in terms of definitions of the self, notions of mental/emotional health, and personal goals.

**HDC 501 Fundamental Issues in Helping** (4 Hrs.)

Examination of academic, ethical, and vocational issues in the helping professions, with relation to student's values and objectives. Required core course (recommended as introductory course).

**HDC 502 Theories of Counseling and Psychotherapy** (4 Hrs.)

Systematic exposure to major counseling and psychotherapeutic theories and techniques essential to human relationships and helping processes. Required core course. See PSY 502.

**HDC 503 Group Counseling and Psychotherapy** (4 Hrs.)

Study of major theories and techniques in group counseling and psychotherapy. Required core course. See PSY 503.

**HDC 504 Microcounseling** (4 Hrs.)

Presentation format in which helping relationship process can be analyzed and skills known in the helping professions can be ac-

quired. Final grade is partially based on competencies. Required core course. Prerequisites: HDC 501 & 502 or equivalent.

**HDC 511 Gestalt Therapy (2 or 4 Hrs.)**

Study of theoretical bases of Gestalt approaches to growth. Participants experience a variety of techniques and explore application of Gestalt therapy to individual or group settings. Current Gestalt literature examined critically. Experiential foci include body work and dream work as well as experiment, figure/ground, contact cycle, and polarities.

**HDC 512 Rational Emotive Therapy (2 Hrs.)**

Basic principles and essentials of rational emotive psychotherapy, their derivation and empirical support. Emphasis on application to individual and group therapy.

**HDC 513 Behavior Therapy (2 Hrs.)**

Second of two courses which present methods employed by professional helpers in therapeutic settings. Emphasis on cognitive-behavioral approaches. Prerequisite: HDC 413 or equivalent.

**HDC 515 Client-Centered Therapy (2 Hrs.)**

Theory and practice of client-centered therapy examined from perspective of major constructs as developed by Carl Rogers.

**HDC 516 Advanced Group Process (4 Hrs.)**

Awareness expansion of basic group dynamics through leadership experiences focusing on integration of affective with cognitive process. Learning experiences contribute to development of facilitator skills. Prerequisite: HDC 503 or equivalent.

**HDC 517 Crisis Intervention and Short-Term Therapy (2 Hrs.)**

Analysis of present techniques for coping with community mental health problems and survey of a range of new proposals.

**HDC 525 Preventive Programming (2 Hrs.)**

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

**HDC 529 Issues in Counseling Minorities (4 Hrs.)**

Survey of literature and research on provision of counseling services to minorities, focusing on applicability of traditional psychological theories and interventions to mental-health needs of minority clients.

**HDC 531 Counseling the Child/Adolescent (4 Hrs.)**

Description of major problems faced by children and adolescents in society and exploration of a variety of solutions proposed to ameliorate them.

**HDC 532 Counseling the Adult/Aged (4 Hrs.)**

Focus on counseling techniques and related problem-solving strategies for helping adults in society. Variety of solutions proposed to alleviate problems troubling adults. See GER 532.

**HDC 533 Counseling the Chronic Pain Patient (2 Hrs.)**

Designed for the helper who interacts with chronic pain patients. Most emphasis placed on patients with minimal organic findings. Prerequisite: HDC 502 or equivalent.

**HDC 535 Couple Counseling (2 or 4 Hrs.)**

For advanced students specializing in family counseling. Students develop treatment plans for dysfunctions occurring in marital relations. Prerequisite: HDC 434 or equivalent.

**HDC 536 Divorce Counseling (2 or 4 Hrs.)**

For advanced students specializing in family counseling. Students develop and implement treatment to ameliorate problems of persons separated from spouses. Prerequisite: HDC 434 or equivalent.

**HDC 539 Counseling at the College Level (4 Hrs.)**

Examination of various counseling career options available in higher education (community colleges, colleges, and universities), concentrating on such areas as psychological advising, financial aids, and career placement. Discussion of counseling problems concerning college students.

**HDC 541 Designing Effective Learning Experiences (4 Hrs.)**

Exploration of questions "What is teaching/learning?" and "How do I teach effectively?" Students examine and experience a variety of teaching methods with concentration on classroom applications. Major focus is enhancement of self-esteem in the classroom.

**HDC 544 Staff Development and Supervision (4 Hrs.)**

Training in and background understanding of personnel issues, staff development models, and principles of direct supervision. See CFC 544 and ADP 513.

**HDC 545 The Gifted Child (4 Hrs.)**

Definition of talent areas and methods of identification. Deals with research in the field of giftedness, assessment of special needs, and development of unique programs for the gifted.

**HDC 549 Microskills: Teaching (4 Hrs.)**

Examination of teaching process with increased meaning and rigor. Systematic way to teach and learn skills most useful in the helping professions. Open only to practicing teachers and designed to improve teaching skills. May be substituted for HDC 504. Prerequisite: 16 hours in educational processes.



**HDC 551 Rehabilitation: Philosophy, History, and Structure (2 Hrs.)**

Processes by which certain human conditions may be ameliorated by vocational rehabilitation services, in particular, counseling and evaluation. Strong emphasis on historical survey, philosophy and concepts of rehabilitation, and case service techniques to assist individuals with physical, mental, and/or social handicaps.

**HDC 552 Medical Aspects of Disabilities (2 Hrs.)**

Review of disease and trauma impact on the human system, with special attention to effects of physical limitations on human functioning and rehabilitation process, including effects of severe handicapping conditions and treatment.

**HDC 553 Psychosocial Aspects of Disabilities (2 Hrs.)**

Review of psychosocial problems, principles, and practice with disabled, including psychological assessment; counseling and psychotherapy; attitudes, motivations, and emotions; and psychological rehabilitation and adjustment.

**HDC 554 Job Development and Placement (2 Hrs.)**

Examination of need, function, and approaches used with the disabled in job development, restructuring, placement, and follow-up industry, with emphasis on role of counselor in these processes. Actual contact with employers in job finding, job analysis, and placement of clients.

**HDC 555 Research Aspects of Rehabilitation (2 Hrs.)**

Introduction to current research literature in rehabilitation, and to research methods, techniques, tools, designs and resources for the rehabilitation worker.

**HDC 556 Career Counseling (4 Hrs.)**

Utilization of Holland's work on vocational choice as framework for developing techniques useful in career counseling.

**HDC 559 Family Therapy (4 Hrs.)**

For advanced students interested in specializing in family counseling techniques. Students develop and implement family treatment plans in actual and/or simulated family systems, and must be able to articulate at least two major family counseling approaches. See CFC 559 and PSY 559. Prerequisite: HDC 434 or equivalent

**HDC 560 Clinical Education in Psychosocial Care (12 Hrs./6 per Sem.)**

Interdisciplinary, clinically oriented course in which the student attempts to help people while working under supervision. Verbatim

write-ups of visits, learning incidents, case conferences, and weekly resumes required. One-hour weekly interpersonal growth group; discussion topics presented by various professionals. Course covers two semesters; admission by application and interview only. Tuesdays, 8 a.m. to 1 p.m., plus eight additional hours weekly. (For additional information, contact HDC program office.)

**HDC 563 Counselor as Consultant (2 Hrs.)**

Survey of role of counselor as consultant. Covers a variety of strategies currently in use, as well as techniques useful in implementation. Prerequisite: HDC 502 or equivalent.

**HDC 567 Sexual Counseling (4 Hrs.)**

Exploration of problems in sexual functioning and some therapeutic methods available for change. Prerequisite: college-level course in human sexuality or permission of instructor. See CFC 567.

**HDC 575 Tests in Counseling: Vocational/ Personality (2 or 4 Hrs.)**

Practitioner-oriented, emphasizing use of tests in counseling. Provides experiences beyond those acquired in basic measurement courses. Includes study of interpretation and practical applications of psychological tests and assessments with individuals or groups.

**HDC 576 Behavioral Assessment (2 Hrs.)**

Designed to familiarize advanced students in helping relations with techniques for assessing motor, physiological, and cognitive behavior.

**HDC 580 Research Methods in Human Development Counseling (2 or 4 Hrs.)**

Training for research in counseling. Includes sources of information and types, strategies, design, methods, and techniques of research. May be repeated for a maximum of eight semester hours.

**HDC 581 Assessment for Counselors (4 Hrs.)**

Examination of factors involved in collecting from various sources information needed for helping clients. Relation of this information to decisions about intervention, and survey of means of monitoring and evaluating progress. Prerequisites: HDC 475 and HDC 502.

**HDC 587 Professional Experience: Practicum (6 Hrs.)**

Professional experience in helping relationships within institutions and agencies that promote human welfare. Admission by application to professional experience coordinator. Applicants should familiarize themselves with HDC program policy on professional experience and consult with adviser in advance of electing this course. Registration limited and waiting list maintained. Offered fall and spring. Final grade partially based on com-

petencies. Required core course. Prerequisites: HDC 475, 501, 502, 503, and 504.

**HDC 588 Professional Experience: Internship (4-12 Hrs.)**

Supervised learning experience which allows students to implement acquired skills in actual work settings. Focus on intern's professional competencies. Admission by application to professional experience coordinator and permission of appropriate HDC faculty. Prerequisite: HDC 587.

**HDC 589 Research Colloquium: Master's Project (2-6 Hrs.)**

Completion of intensive project as culmination to student's progress in the program. Project may be experimental or applied. May be elected to satisfy one of general program re-

quirements. Prerequisite: HDC core or equivalent.

**HDC 590 Issues in Counseling and Helping (2 or 4 Hrs.)**

Seminar for advanced HDC students focusing on specific issues in the field. Topics announced prior to registration. May be repeated without limit, but topics must vary.

**HDC 599 Independent Study: Tutorial (1-4 Hrs.)**

Opportunity for individualized learning for students who can demonstrate skill in accomplishment of self-initiated activities. Topics studied may not duplicate courses offered in this or other programs within the University. Prerequisite: approval of appropriate HDC faculty.



# Individual Option

## B.A. (60 Hrs.) M.A. (42 Hrs.)

**Faculty** — Ronald Ettinger, David Hilligoss, Terry Peters

**Associated Faculty** — Ed Cell

Sangamon State University is one of the few institutions in the country offering undergraduate and graduate study within a self-designed curriculum. Individual Option offers opportunity for students to design degree programs consistent with their own educational goals and with available institutional and area resources. The program's major purpose is to serve students whose needs and objectives are best met by combinations of courses or mixes of learning formats not available through established University curricula.

Given the accelerating rate of change characterizing modern society, program faculty believe that self-directed, lifelong learning skills are essential to future success. Learning *how to learn* is a prerequisite to solving the problems we have yet to confront.

In designing an individualized curriculum, students develop skills that promote critical thinking and facilitate lifelong learning. Individual option students assume responsibility for integrating their own learning activities and for evaluating and revising their own curricular design. Program staff, faculty, and curriculum seek to facilitate this learning process and to promote the growth in personal autonomy that necessarily ensues.

Individual Option students prepare a degree proposal which outlines particular educational needs and objectives, available learning resources, and appropriate learning activities. In addition to conventional course work, students are encouraged to use internships, independent study, symposia, foreign study, and exchange with other educational institutions. *The student, however, is largely*

*responsible for contacting resources and arranging these experiences.*

### Entrance Requirements and Advising

Since their educational programs must be self-designed, prospective students should contact the Individual Option Program *as soon as they are admitted to the University*. Program faculty provide additional advising materials, orient students to the program and to relevant University resources, and outline the process for selecting a degree committee.

Each student's degree committee consists of at least three faculty and two peers, all chosen for their interest and expertise in the chosen area of study. The committee approves and monitors the student's degree proposal.

During the initial term of study, each student normally establishes a close mentor relationship with one program faculty member who serves as the faculty adviser. Students write their degree proposal (with assistance from the adviser and other program faculty) during enrollment in the program's introductory course sequence (INO 301 Self-Directed Learning and INO 311 Individual Option Colloquium). When the proposal is approved by the degree committee and the program faculty, the student is officially admitted to the program.

### Communication Skills

All competencies necessary to attain the student's goals, including communication skills, are addressed in the degree proposal. Assessment of written communication skills occurs in two phases:

1) students perform a self-assessment in preparing their proposals, and 2) the degree committee assesses the student's written communication skills as documented by the proposal. When necessary, in consultation with the degree committee, the student plans appropriate learning experiences to acquire any needed skills; these learning experiences are included as part of the degree proposal. Completion of the proposal constitutes certification of communication skills as required by the University.

## Applied Study and Experiential Learning

The Individual Option Program is based on the assumption that experiential learning is essential to significant learning. The University requires that undergraduate students complete eight hours of credit in Applied Study; students may register for as many as 16 hours of Applied Study Term (AST) credit. Each AST is an individually designed, field-based learning project with variable credit. While many students arrange their AST projects in organizational or agency settings, the possibilities for location and type of experiential learning are virtually unlimited, including apprenticeships, independent research and writing, travel, studio work in the arts, laboratory experimentation, or a combination of these and other formats.

As part of the emphasis on experiential learning, Individual Option requires all undergraduate majors to complete INO 461 Learning from Experience, and offers INO 462 Freedom, Experience, and the Person, as an elective. These courses examine fundamental issues related to the nature of the self, autonomy, personal change, and lifelong learning from philosophical and psychological perspectives. The program strongly recommends that majors complete INO 461 before (or simultaneous with) enrollment in the Applied Study Term, in order to make optimal use of the course in

conducting the field experience.

Students should consult with the AST office early in the first term of study and begin to explore general possibilities for experiential learning. In early consultations with a member of the INO faculty, students will discuss the role that experiential learning can play in meeting their particular needs and objectives, as well as examine ways that the Applied Study Term may be integrated into their degree plans.

## Grading Policy

University policy allows students to choose a traditional grading scale or a Credit/No Credit option for each course. The Individual Option Program conforms with this policy in all courses except INO 301 and INO 311, which are offered *only* on a credit/no credit basis.

At the graduate level, a maximum of eight hours of "C" grades is applicable to the degree, provided that each hour of "C" is balanced by an hour of "A" and provided the "C" grade is approved by the student's degree committee.

## Graduate-Level Study

The graduate Individual Option Program is based on the assumption that degree candidates have the fundamental knowledge and skills of the baccalaureate degree and that they are prepared to apply these competencies in a graduate curricular framework. Such advanced study is typified by the ability to pursue and generate complex levels of knowledge, to engage in self-directed and original inquiry, and to merge rigorous analysis with creative synthesis. This integration of convergent and divergent thinking, complemented by mature judgment, should characterize work within individual courses, as well as in the overall conduct of the graduate degree. Graduate students registering in 400-level program courses should expect to perform at a higher level than undergraduates in the same course. Although individual instructors in 400-level courses specify the

criteria for awarding graduate-level credit, these may be qualitative (increased standards in written work and contributions to group discussion) and/or quantitative (additional work).

### Program Requirements

In response to the demands of self-directed learning, Individual Option requires a sequence of colloquia and courses that focus on the learning process and on the skills and understanding needed for autonomous learning. The purposes of these course requirements are both to guarantee a continuing dialog among student, adviser, and degree committee and to provide opportunity for the student to engage in activities essential to autonomy, namely, integration of learning and assessment of the learning process.

Students normally may count a maximum of 16 semester hours in courses taken prior to contracting their INO degree proposal with the degree committee. With program approval, this restriction may be modified to 30 credits for undergraduate students (20 credits for graduate students) who transfer from another program.

Course requirements for the Individual Option B.A. are as follows.

#### INO Process Requirements

##### 1st semester

INO 301 Self-Directed Learning	2 Hrs.
INO 311 Individual Option Colloquium	2 Hrs.

##### Prior to final semester

INO 321 Liberal and Integrative Studies	2 Hrs.
INO 461 Learning from Experience	<u>2 Hrs.</u>
<i>Total Process</i>	<i>8 Hrs.</i>

#### INO Elective Courses

INO 380 Exploration of Learning Resources	2-12 Hrs.
INO 462 Freedom, Experience, and the Person	2 Hrs.
INO 480 Readings and	

Problems in Experimental Studies	<u>2-12 Hrs.</u>
<i>Minimum</i>	<i>2 Hrs.</i>

#### Other Requirements

INO 471 Final Demonstration of Achievement	2 Hrs.
Public Affairs Colloquia	6 Hrs.
Applied Study Term	8 Hrs.
Additional Courses	<u>34 Hrs.</u>
<i>Total Other</i>	<u><i>50 Hrs.</i></u>
<i>Total</i>	<i>60 Hrs.</i>

Course requirements for the Individual Option M.A. are as follows.

#### INO Process Requirements

##### 1st semester

INO 501 Self-Directed Learning	2 Hrs.
INO 511 Individual Option Colloquium	2 Hrs.

##### Prior to final semester

INO 521 Liberal and Integrative Studies	<u>2 Hrs.</u>
<i>Total Process</i>	<i>6 Hrs.</i>

#### INO Elective Courses

INO 461 Learning from Experience	2 Hrs.
INO 462 Freedom, Experience, and the Person	2 Hrs.
INO 480 Readings and Problems in Experimental Studies	2-12 Hrs.
INO 580 Independent Field Project	<u>2-12 Hrs.</u>
<i>Minimum</i>	<i>2 Hrs.</i>

#### Graduate Closure Project

INO 550 Master's Project or	4-12 Hrs.
INO 599 Thesis	<u>2-12 Hrs.</u>
<i>Minimum</i>	<i>4 Hrs.</i>

#### Other Requirements

Public Affairs Colloquia	4 Hrs.
Additional Courses (at least 12 hours must be at the 500-level)	<u>26 Hrs.</u>
<i>Total Other</i>	<u><i>30 Hrs.</i></u>
<i>Total</i>	<i>42 Hrs.</i>

In some instances, the interdisciplinary nature of the student's learning needs will suggest education experi-

ences that total more than the required minimum number of credit hours. The final number of credit hours for the degree must be negotiated between the student and the degree committee at the time the degree proposal is contracted.

## Closure Project and Graduation Procedure

Near the midpoint of their course work, upon completing INO 321 or INO 521, students reconvene their degree committees to review progress toward contracted goals, engage in reflective dialog, and finalize plans for the closure project (INO 471 for undergraduates, INO 550 or 599 for graduates). At this time, for M.A. candidates, the Associate Dean for Innovative and Experimental Studies appoints a representative faculty member who participates in approving the closure project. For B.A. candidates, the Associate Dean's representative joins the committee only at its final meeting.

The closure project serves as a means to integrate and complement the student's work in the chosen field of inquiry.

Although the project may involve a variety of media, all closure projects must have a written component, copies of which must be provided to all committee members before the closure meeting (see below). One copy must be submitted to the University Archives, in accordance with University policy.

For master's candidates the closure project typically functions as a central component around which the self-designed curriculum is structured. Varying according to the student's goals, the project is a major scholarly and/or creative effort demonstrating the student's accomplishment and mastery of the chosen study area.

Students convene the graduation committee (degree committee plus Associate Dean's representative) near the conclusion of their final term of study, in order to review the closure project and to assess the quality of their learning experiences. With completion of the closure project and other contracted components of the degree proposal, the committee certifies the student for graduation.

## Individual Option/Course Descriptions

### **INO 301 Self-Directed Learning (2 Hrs.)**

Examination of concepts and skills of self-directed learning for INO and other students. Topics include clarifying values, setting educational goals, assessing personal learning history, defining learning needs, designing effective learning experiences, evaluating learning outcomes, and designing a learning proposal. Offered first 8 weeks.

### **INO 311 Individual Option Colloquium (2 Hrs.)**

Study of designing effective learning experiences, documenting and evaluating independent learning, organizing learning resources, and designing a curriculum. Students design a major learning project. Offered second 8 weeks. Prerequisite: INO 301.

### **INO 321 Liberal and Integrative Studies Project (2 Hrs.)**

Symposium for three to five students on applying principles of integration and autonomy explored in INO 301 and 311 to the learning experiences of the degree program. Students present a paper to their degree committees, relating at least two of these learning exper-

ences to a common theme or issue. Prerequisites: INO 301, INO 311.

### **INO 380 Exploration of Learning Resources (2-12 Hrs.)**

Independent study, primarily experiential, exploring a topic directly related to the student's degree plan. Journal of exploration process, comprehensive resources inventory, and demonstration of learning (a major product) are required. May be repeated for a maximum of 12 hours.

### **INO 421 Learning from Experience (2 Hrs.)**

Exploration of how we learn from experience and of conditions that encourage functional and dysfunctional learning. Special attention to resistance to change, the task of maintaining identity, and personal knowledge of others. Provides perspective on lifelong, informal learning. See PHI 421.

### **INO 422 Freedom, Experience, and the Person (2 Hrs.)**

Exploration of the nature of autonomy, obstacles to it, and the use of experiential learning to enhance it. Special attention to games and scripting, personal power and powerless-

ness, humanistic paths to autonomy, and behavioral paths to self-control. See PHI 422.

**INO 471 Final Demonstration of Achievement (2 Hrs.)**

Closure project required of all B.A. candidates. Demonstration must be approved by the degree committee and INO faculty. Must be completed during term of expected graduation.

**INO 480 Readings and Problems in Experimental Studies (2-12 Hrs.)**

Readings or research on trends and current issues in the student's self-designed, experimental discipline. In consultation with faculty, students define topics integral to satisfaction of their self-assessed learning needs. May be repeated for a maximum of 12 hours.

**INO 501 Self-Directed Learning (2 Hrs.)**

Examination of concepts and skills of self-directed learning for INO and other graduate students. Topics include clarifying values, setting educational goals, assessing personal learning history, defining learning needs, designing effective learning experiences, evaluating learning outcomes, and designing a learning proposal. Offered first 8 weeks.

**INO 511 Individual Option Colloquium (2 Hrs.)**

Advanced study of designing effective learning experiences, documenting and evaluating

independent learning, organizing learning resources, and designing a curriculum. Students design a major learning project. Offered second 8 weeks. Prerequisite: INO 501.

**INO 521 Liberal and Integrative Studies Project (2-6 Hrs.)**

Application of the principles of integration and autonomy explored in INO 501 and 511. Students present a paper relating at least three learning experiences to a common theme or issue. Prerequisites: INO 501, INO 511.

**INO 550 Master's Project (4-12 Hrs.)**

Closure project required of all M.A. candidates. This University requirement may also be satisfied by INO 599. May be repeated for a maximum of 12 hours.

**INO 580 Independent Field Project (2-12 Hrs.)**

Experiential learning project must be directly applicable to the student's degree proposal. Field experience journal and formal presentation of project results required. May be repeated for a maximum of 12 hours.

**INO 599 Thesis (2-12 Hrs.)**

Major research and writing project. Topic must be approved by the degree committee prior to registration. Thesis normally satisfies the University Master's Project requirement. May be repeated for a maximum of 12 hours.





# Labor Studies

## B.A. (60 Hrs.)

**Faculty** — Michael Ayers, Mark Erenburg, Hugh Harris, Robert Sipe

**Associated Faculty** — Anne Draznin, Ron Sakolsky, Ralph Stone

The Labor Studies Program is designed to develop an understanding of the environment in which both employees and managers find themselves in contemporary American society. The curriculum offers a broadening experience for a variety of academic backgrounds and preparations, including students with an A.A. or A.S. degree and a focus on labor studies, or students with two years' study at a college or university and a major in business administration, public administration, or social-science-related fields. Building upon these backgrounds, the program curriculum provides a framework in which contemporary labor and work-related issues in the economy's public and private sectors are addressed.

The Labor Studies curriculum focuses on a variety of areas related to work relations and work environments, including: a) the nature of work in our society; b) the politics and economics of the workplace; c) the various schemes of work design and compensation; and d) the consequences of present and possible alternative forms of work and/or work relations. Work itself is viewed as a major factor influencing the lives of individuals and institutions. The program's emphasis on the workplace includes particular attention to the relationship between working life and "nonworking" or leisure life.

The general approach of the program is critical inquiry designed to facilitate self-education. Critical inquiry skills are fostered by: a) studying the values associated with currently held beliefs; b) examining alternative frameworks for analyzing problems and prospects associated with labor environments; c) investi-

gating the nature of myths and ideologies that surround and shape work relations; d) studying legislative and organizational politics which affect work and work relations; and e) examining various reform alternatives and strategies.

The program's overall emphasis is on the integration of theory and practice. Theories must be grounded in reality and serve as realistic guides for action if they are to be useful in assisting people who participate in the labor force. Application of theory to problem solving is important and integral, and involves both systematic study of theory application and actual practice through supervised projects.

### Entrance Requirements

There are no entrance requirements beyond those needed for admission to the University.

### Advising

All students must select and meet with an academic adviser from the Labor Studies Program during their first semester. Students are encouraged to consult regularly with their advisers for program information, program planning assistance, and general advice. Upon entry, students are required to enroll in the program's introductory seminar, LST 301 Work in Capitalism. Because students may enter the program from a variety of backgrounds and for a variety of reasons, this seminar, when coupled with personal academic advising, provides means for monitoring, adjusting, and assessing individual skill levels and patterns of study. Should students have skill deficiencies — e.g., in communica-

tion or analytical skills — means for eliminating those deficiencies must be determined by the student and adviser.

## Program Requirements

To accomplish the objectives of the program, the LST curriculum is divided into three separate categories:

*Foundations Courses.* Courses address general theoretical conceptions and historical background of work and labor relations in America.

*Contemporary Issues.* Courses focus on specific issues currently confronting labor. For LST electives.

*Applications and Alternatives.* Courses concern application of theories to reality and development of skills necessary for facilitating and understanding change in the work arena. For LST electives.

Program requirements for the B.A. degree are distributed as follows:

### Foundations Courses

LST 301 Work in Capitalism	4 Hrs.
LST 423 Labor Relations	4 Hrs.

## Labor Studies/Course Descriptions

**LST 301 Work in Capitalism (4 Hrs.)**  
Investigation of problems of people at work with a variety of literary and social approaches. Emphasis on developing a critical-studies method for problem solving.

**LST 303 Institutional Theory (4 Hrs.)**  
Analysis of impact of recent developments in philosophy, logic, anthropology, and other social sciences on conventional economic theory. See ECO 303.

**LST 419 Marxism and Critical Theory (4 Hrs.)**  
Introduction to basic ideas and concepts in recent European Marxist philosophy and critical theory. Emphasis on dialectic method and its use in analyzing Western capitalism. See SOA 409.

**LST 423 Labor Relations (4 Hrs.)**  
Examination of behavioral, economic, social, political, and institutional forces affecting character and quality of employer-union-management relationships and objectives in both public and private employment. See MGT 423.

**LST 424 Introduction to Social and Political Theories (4 Hrs.)**  
Critical examination of political and social

LST 424 Introduction to Social and Political Theories	4 Hrs.
LST 425 Labor Economics	4 Hrs.
LST 427 American Worker in the 20th Century	4 Hrs.
LST 429 Labor Studies Seminar	4 Hrs.
<i>Total Foundation</i>	<u>24 Hrs.</u>

### Other Requirements

LST Electives	8 Hrs.
Public Affairs Colloquia	6 Hrs.
General Electives	14 Hrs.
Applied Study Term	<u>8 Hrs.</u>
<i>Total</i>	<u>60 Hrs.</u>

Students must fulfill University requirements relating to Public Affairs Colloquia, Applied Study Term (AST), constitution examination, and Graduation Contract. Satisfactory completion of the AST requires approval of adviser before beginning the experience. AST assignments are designed to involve students with some aspect of labor relations in a public agency or union organization.

theories of pluralism, democratic elitism, corporatism, Marxism, liberalism, conservatism, and institutionalism affecting dynamics of conflict and cooperation between employees and management.

**LST 425 Labor Economics (4 Hrs.)**  
Application of economic principles to problems in American labor, including employment, unemployment, and manpower policies; wage determination and wage policy; development and organization of trade unions in private and public sectors; social legislation; and policy for the labor market as these relate to contemporary social and economic problems. See ECO 425.

**LST 427 American Worker in the 20th Century (4 Hrs.)**  
Historical analysis of changing views and nature of work; cause and effect of workers' organizations; and culture of workers through songs and novels of and about ordinary people. See HIS 427.

**LST 428 The American Left: Ideology and Politics (4 Hrs.)**  
Examination of ideologies and politics of some major leftist parties, organizations, individuals since the late 19th century, includ-

ing the socialist movement in the 20th century; conflicts within the left; split between organized labor and the left; class consciousness in U.S. See HIS 429.

**LST 429 Labor Studies Seminar (4 Hrs.)**

Integration of Labor Studies course work in the form of policy proposals on various labor-related issues. Prerequisite: LST 301.

**Contemporary Issues**

**LST 431 Work and Aging (4 Hrs.)**

Investigation of problems of Americans older than 45. Emphasis on present and possible future psychological and socio-economic status of older workers; includes problems such as unemployment, job search, and job training and seeks to develop policies for problem areas. See GER 431.

**LST 433 Quality of Work (4 Hrs.)**

Investigation of relationships among and between: work satisfaction; elements of job; work place; and career notions such as autonomy, responsibility, and security. Analysis emphasizes organizational hierarchies, division of labor, concepts of efficiency, and social behavior.

**LST 434 Women and Work (4 Hrs.)**

Analysis of the role of women workers participating in the American labor force, their status and roles, their satisfaction and alienation, and their part in the labor movement. See WMS 434.

**LST 436 Work and the Future (4 Hrs.)**

Examines the future of work and work of the future. Emphasizes implications of both technological and social innovations, and changes from sequential life stages to intermingling of education, work, sabbaticals, and retirement.

**LST 438 Work and Health (4 Hrs.)**

Investigation of relationship between work environments and workers' health. Emphasis on mental, physical, and sexual maladies attributable to work environments of white- and blue-collar workers. Includes examination of possible reform, preventative medicine approaches, and government involvement.

**LST 441 Radical Social and Political Theory (4 Hrs.)**

Examination of ideas and prophetic visions of Herbert Marcuse, Wilhelm Reich, and Marshall McLuhan as critics of the technocratic state. Examines validity of critiques and alternative proposals for a radical reconstruction of social life.

**LST 445 Demystifying Professionalism (4 Hrs.)**

Consideration of definition of professionalism as an ideological question. Conservatives defend traditional model of professionalism;

liberals allude to "new professionalism"; radicals call for de-professionalization of society. These differences are explored. See ADP 412.

**LST 446 American Labor and U.S. Foreign Policy (4 Hrs.)**

Examination of organized labor's role in the formulation and implementation of past and present U.S. foreign policy.

**LST 447 Organized Labor and American Politics (4 Hrs.)**

Organized labor in national, state, and local electoral politics. Examines strategies of lobbying, mass mobilization, and political ideology.

**LST 448 Social Legislation (4 Hrs.)**

Examination of role of organized labor in the promotion of past and present U.S. social legislation.

**LST 451 Consumerism in America (4 Hrs.)**

Examination of current relationship between buyer and seller. Review of corporate marketing and selling practices; government legislation, regulatory practices, and consumer-organizing activities. Readings and student activities focus on development of policies for dealing with problems in the public and private sectors.

**LST 452 State and Local Public Sector Labor Relations (4 Hrs.)**

Examination of behavioral, legal, social, political, and institutional forces that affect dynamics of labor relations in public employment.

**Applications and Alternatives**

**LST 461 Labor Union Organizing (4 Hrs.)**

Critical analysis of trends in labor union membership, including legal procedures, theories, strategies, and techniques of organizing in the public and private sectors.

**LST 462 Workplace Democracy (4 Hrs.)**

Analysis of origins and recent developments in theory and practice of workplace democracy, both in the United States and in other capitalist as well as communist countries. Exploration of such concepts as worker control, worker self-management, and economic democracy. See ADP 441.

**LST 463 Labor Law (4 Hrs.)**

Practical study of national and state laws governing collective bargaining in both private and public sectors. Includes a thorough discussion of bargaining units, election procedures, unfair labor practices, and good faith bargaining.

**LST 464 Contract Administration (4 Hrs.)**

Examination of contract administration with emphasis on interpretation, application, and

impasse resolution techniques of grievance procedures, mediation, and arbitration. See ADP 411.

**LST 470 Special Project (4 Hrs.)**  
Application of critical theory to a specific,

timely problem area announced each time course is offered. May be repeated for indefinite number of credit hours, but same topic may not be repeated for credit.

# Legal Studies

## B.A. (60 Hrs.) M.A. (48 Hrs.)

**Faculty** — Anne Draznin, Nancy Ford, Frank Kopecky, Pat Langley, Carolyn Watkins Marsh

**Associated Faculty** — Steve Daniels, Cullom Davis, Larry Golden, Barbara Hayler, Peter Wenz

**Adjunct Faculty** — James Lestikow, Theodis Lewis, Charles Northrup

### ***The Baccalaureate Degree***

The primary focus of the Legal Studies Program is the study of law as a system of justice, with emphasis on public aspects of the law and on government as a law-making institution. Program objectives are to: 1) generate the analytical skills necessary to perceive law as a social phenomenon; 2) develop an understanding of how law is created; 3) impart knowledge in substantive areas of the law; 4) provide clinical educational experience; and 5) perfect skills in legal analysis, research, and writing.

The Legal Studies undergraduate program focuses on law and law-making institutions within the framework of the liberal arts. Students consider law-making institutions and the manner in which these institutions resolve often-conflicting policy considerations underlying the law. Foundation courses provide the student with a general and broad perspective of law and serve as bases for specialized courses.

The program also offers courses in technical skills, such as legal research and civil practice, as well as courses in substantive areas of law. These specialized courses are designed to enhance the student's ability to apply knowledge to future career experience.

In addition to traditional classroom work, the program emphasizes extensive use of clinical and experiential education. Students visit legal institutions; engage in legal problem-solving exercises; speak with judges, lawyers, and

legal assistants; and work for credit in law-related placements.

### **Entrance Requirements**

The student seeking admission into the Legal Studies Program must meet the University entrance requirement of 60 undergraduate hours or its equivalent. The program requires no additional application for admission and expects no particular background from the student. Indeed, program faculty anticipate that students will come from a variety of educational backgrounds and work experiences. Applicants should be skilled in oral and written communication, should be interested in some aspect of the legal profession, and should expect to engage in a vigorous educational experience.

### **Advising**

Because the Legal Studies Program recommends that required courses be taken in a sequential manner, students should consult with an adviser prior to registration. New students should contact the Legal Studies Program convener by calling the program office; the convener will assign an adviser. Students may select a different adviser at a later date. Students should consult advisers regularly to ensure that studies meet individual educational objectives. To this end, the Legal Studies curriculum is designed to provide maximum flexibility.

Students are expected to satisfy all program requirements. Required courses are waived only under rare circumstan-

ces, and while a student's adviser may be helpful in identifying situations in which a waiver is appropriate, only the Legal Studies Waiver Committee has authority to grant waivers. To make such a request, the student must obtain a University Student Petition form and submit it to the Waiver Committee well in advance of the semester in which he or she intends to graduate.

Advisers are responsible for helping students meet closure requirements for graduation.

### Grading

The Legal Studies Program follows University policy in regard to grades, although the clinical education course and tutorials are graded only on a credit/no credit basis.

### Bachelor's Degree Requirements

Students should be aware that required courses are not offered every semester. The Program recommends that courses be taken in the semester and year indicated.

#### Core Courses

LES 301 Introduction to Law (fall, 1st year)	4 Hrs.
LES 302 Seminar on Legal Environment (fall, 1st year)	2 Hrs.
LES 303 Seminar on Legal Work Experience <i>or</i> AST 301 Colloquium	2 Hrs.
LES 401 Legal Research and Writing (spring, 1st year)	4 Hrs.
LES 404 Law and Social Order (fall, 2nd year)	4 Hrs.
LES 405 Law and Decision Making (spring, 1st year)	4 Hrs.
POS 416 The American Constitution (fall, 1st year)	4 Hrs.
LES 452 History of American Law (spring, 1st or 2nd year)	
<i>or</i>	
LES 456 Law and Literature (fall, 1st or 2nd year)	
<i>or</i>	

PHI 467 Philosophy of Law (spring, 1st or 2nd year)	4 Hrs.
<i>Total Core</i>	<u>28 Hrs.</u>

#### University Requirements

Applied Study Term	8 Hrs.
Public Affairs Colloquia Electives*	6-8 Hrs. <u>16-18 Hrs.</u>
<i>Total University</i>	<u>30-34 Hrs.</u>
<i>Total Requirements</i>	<u>60 Hrs.</u>

\*In deciding on electives, a student must complete four credit hours from the following: LES 402, 421, 441, 445-449, 463, 465, 466, 468, 469, 471-477, or a related course acceptable to the student's adviser.

*Clinical Education/Applied Study Term.* Under supervision of the Legal Studies faculty, students gain on-the-job experience in law-related placements. A two-hour seminar, LES 303 or AST 301 Colloquium, is required in conjunction with the clinical education experience. The experience fulfills the University's Applied Study Term requirement. With special permission a student may take up to 12 hours of applied study; the Career Applied Study Term (CAST) option is available for those already employed in law-related fields.

*Communication Skills Requirements.* The University requires that students demonstrate proficiency in communication skills before obtaining a degree. To satisfy this requirement, each student's writing skills are initially assessed by instructors in Legal Studies courses during the student's first semester. Students identified as having writing difficulties work out a plan for improvement with their advisers.

Actual certification of communication skills occurs in LES 401 Legal Research and Writing. Students are required to pass the writing portion of the course, and those who do not demonstrate adequate communication skills receive an incomplete until sufficient skill is demonstrated. In some cases, the instructor may require a formal remediation program.

*Closure Requirements.* Students must complete at least 60 upper-division hours and take required program courses. In addition, degree candidates must satisfy the U.S. and Illinois constitution requirement and must complete the graduation contract.

## **The Master's Degree**

Since the study of law as a social system of justice is the primary focus of the Legal Studies graduate program, the curriculum places the study of law and law-making institutions in a broader social context than is generally the case in traditional legal education. Program courses and faculty emphasize law as a human activity rather than as a technical body of language. At the same time the program introduces students to specialized areas of study and seeks to develop analytical thinking, research and writing, and other professional skills needed to pursue a career in a law-related field or to pursue education beyond the master's level. Graduate program objectives are to: 1) enhance analytical thinking, legal research and writing, and advocacy skills; 2) generate a sense of law as a value-laden social institution; 3) perfect a thorough understanding of the law-making processes of a particular branch of government; 4) apply skills to substantive and administrative problems which occur in law-related fields; 5) develop the ability to approach and resolve fundamental value, policy, and practice issues in law-related fields; and 6) provide opportunities to develop on-the-job experience.

The curriculum is specifically structured to meet the needs of a diverse student body. Required core courses provide students with the opportunity to learn essential concepts and to develop needed skills. Electives give students the opportunity to focus their program to meet individual career goals. The following are four exemplary study areas:

*Social Services.* This area of study is designed for students currently working

in or toward a career in social work, social welfare, counseling, or other human service profession. Students may select from a wide range of courses covering legal problems and processes important to development of social policy and delivery of social services.

*Public Law/Public Employment.* This course of study seeks to equip students with the administrative and legal knowledge and skills needed to pursue careers in a variety of governmental agencies. Students may choose from various substantive law and public management courses in order to understand the legal and bureaucratic dynamics of public service leadership.

*Civil Rights/Liberties.* Students enroll in a variety of Legal Studies and non-Legal Studies courses that focus on questions of fairness, equality, and individual rights; courses in substantive areas that focus on the interests of the poor, racial minorities, and women; and courses that provide advocacy, lobbying, and/or paralegal skills needed to work in alternative law practices, public interest organizations, neighborhood justice centers, and offices which provide legal services to the poor.

*Legal Theory.* For students interested in theories of law and government, this area of study provides opportunity to examine ethical questions concerning the individual's relationship to the state, the legitimacy of the state, the source and role of law in society, and the relationship of law to social change. Legal systems may be studied both historically and comparatively. This area is particularly helpful to those planning to pursue degrees beyond the master's level.

Because many state and federal law-making institutions are located in Springfield, a wide variety of paid internships, fellowships, and graduate assistantships are available to Legal Studies graduate students. Students are also encouraged to take advantage of supervised, on-the-job placements available for graduate credit (see LES 554 Clinical Education).



## Entrance Requirements

Students must have a baccalaureate degree to be admitted into the program. No particular undergraduate major is required, and it is anticipated that students will come from a variety of educational and experiential backgrounds. Students seeking admission into the graduate program must meet the University's admission requirements.

Legal Studies is a difficult degree program. Students are expected to analyze and comprehend complex legal materials; written and oral communication skills are vital. To ensure that all master's candidates are capable of completing the program, faculty require students to apply for admission to the program as well as to the University. Information on admission requirements and application forms may be obtained from the program convener.

All graduate students, as part of their undergraduate education, must have taken for credit LES 404 Law and Social Order and POS 416 American Constitution and Constitutional Law or comparable courses, or take both courses as early as possible in their graduate studies. Students will be provisionally admitted until these deficiencies are overcome. Credit earned for these courses may not be applied toward degree requirements.

## Advising

Because the Legal Studies program recommends that required courses be taken in a sequential manner, students should consult with an adviser prior to registration. New students should consult the Legal Studies program convener by calling the program office; the convener will assign an adviser. Students may select a different adviser at a later date.

An educational plan consistent with program requirements and individual career goals should be developed with assistance of the adviser at the earliest possible date.

Students are expected to satisfy all program curricular requirements: required courses are rarely waived. While a student's adviser may help identify situations in which a waiver is appropriate, only the Legal Studies Waiver Committee has authority to grant waiver requests. To make such a request, a student must submit a University Student Petition form (available from the adviser) to the Waiver Committee well in advance of the semester in which he or she intends to graduate.

The adviser is responsible for helping the student meet closure requirements.

## Grading

A maximum of four hours of "C" is allowed in LES course work, and students must have a "B" or higher average within the program. To encourage students in choosing electives, an additional four hours of "C" are permitted if an overall "B" average is attained.

Clinical education courses and tutorials are graded on a credit/no credit basis.

## Clinical Education

While not required, graduate students are encouraged to participate in a clinical education experience. Experiential education in a legal setting helps the student develop work skills and can enhance opportunities for future employment.

Since many state and federal governmental offices and courts are located in Springfield, Legal Studies students enjoy a unique opportunity to gain legal experience in the public arena. Clinical placements include appellate courts, administrative agencies, state and federal attorney generals' offices, legal aid, and a variety of public-interest citizen groups.

Graduate students may earn up to eight hours of credit by enrolling in LES 554 Clinical Education. In addition, the student must participate in a seminar (or prepare a major paper) related to the work experience.

## Master's Degree Requirements

Students should be aware that required courses are not offered every semester. The program recommends that courses be taken in the semester and year of graduate study indicated.

### Core Courses

LES 401 Legal Research and Writing (spring, 2nd year)	4 Hrs.
LES 501 Legal Studies Colloquium (fall, 1st year)	4 Hrs.
LES 587 Public Advocacy (spring, 2nd year)	4 Hrs.
LES 411 Judicial Process (spring, 1st or 2nd year) or	
LES 551 Administrative Law (fall or spring, 1st or 2nd year) or	
POS 402 Legislative Politics (fall or spring, 1st or 2nd year)	4 Hrs.
LES 500 Thesis (spring, 2nd year)	4-8 Hrs.
<i>Total Core</i>	<i>20 Hrs.</i>

### Electives

In deciding on electives, students must complete four credit hours from the following sub-

stantive law courses: LES 402, 411, 441, 445-449, 463, 466, 468, 469, 471-477, 551-552, 578, 579, or a related course which is acceptable to the student's adviser.

Students must also focus eight hours of electives according to career goals in one of several areas of studies; a list of recommended courses is available from the adviser. Students can satisfy the substantive law requirement by completing a course which also satisfies the study area requirement.

<i>Total Electives</i>	<i>24 Hrs.</i>
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### University Requirements

Public Affairs Colloquia	4 Hrs.
<i>Total Requirements</i>	<i>48 Hrs.</i>

## Closure Requirement

In addition to completing course requirements, each graduate student must complete University requirements for the degree, including the master's project/thesis and the United States and Illinois constitution exams. Students should submit a Graduation Contract to their adviser prior to registering for the last semester of study.

## Legal Studies/Course Descriptions

*Both undergraduate and graduate students may enroll in 400-level courses. In most instances, however, graduate students are held to a higher standard of academic performance and additional requirements may be imposed.*

### Undergraduate Courses

**LES 301 Introduction to Law (4 Hrs.)**  
Introduction to legal reasoning and legal institutions. Survey of law-making institutions and various substantive areas of the law. Basic legal terminology and concepts stressed.

**LES 302 Seminar on Legal Environment (2 Hrs.)**  
Introduction to daily workings of the legal system. Trips conducted to courts, administrative hearings, and law offices. Persons employed in the legal system participate in se-

minars. Readings about law and the legal system discussed.

**LES 303 Seminar on Legal Work Experience (2 Hrs.)**  
Required of students in the LES undergraduate program taking their first semester of work experience. Provides practical information necessary for working in legal setting, and the opportunity to discuss problems and concerns in an organized manner.

**LES 399 Tutorial in Legal Studies (4 Hrs.)**  
Independent study, structured readings, or research in fields of legal studies and administration of justice. (Maximum of 8 hours may be earned.)

### Undergraduate and Graduate Courses

**LES 401 Legal Research and Writing (4 Hrs.)**  
Methods of legal research into case and statutory materials. Use of public documents

stressed, as well as traditional legal sources such as digests, encyclopedias, and legal periodicals. Student demonstrates skills by performing research exercises and by preparing legal memoranda.

**LES 402 Practice Skills: Illinois Civil Procedure for Legal Assistants (4 Hrs.)**

Legal skill-building including exposure to interviewing and counseling, legal drafting, and legal ethics. Civil trial practice covers pleadings, motions, discovery, pre-trial conference, jury selection, trial protocol, and appellate strategies. Learning techniques involve role playing and media demonstrations.

**LES 404 Law and Social Order (4 Hrs.)**

Focus on law as a social control mechanism. Explores conflict of individual freedom and social responsibility; changing nature of law as reflection of social changes; and concepts such as social welfare state, police power, social engineering, and individual's relationship to government. Surveys basic areas of law. See POS 421, SOA 425, and WMS 445.

**LES 405 Law and Decision Making (4 Hrs.)**

Exploration of law making in executive, legislative, and judicial branches of government and the relationship between branches. Concepts such as separation of powers, judicial review, and precedent analyzed.

**LES 411 Judicial Process (4 Hrs.)**

Survey of social science literature on judicial process in the United States, with emphasis on Illinois. Major topics include legal culture, court structure, litigation, legal profession, trial and appellate courts, impact and compliance, and criticisms of the process. See POS 417.

**LES 421 Judicial Administration (4 Hrs.)**

Introduction to basic concepts and critical issues in judicial administration. Emphasis on Illinois court system structure and functions in comparison with national standards and other court systems. Topics include case-flow management, jury management, records management, personnel administration, judicial rule making, budgeting, planning, and research. See ADP 451.

**LES 423 Dispute Resolution (4 Hrs.)**

Introduction to alternative methods of settling disputes, including arbitration, conciliation, and mediation. Emphasis on understanding the processes and the when and how of using alternative techniques. Incorporates hearing simulations and practice skills training. Covers commercial construction, labor, accident claims, and international and family disputes.

**LES 441 Welfare Law: Law 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, with the goal of building a model system.

**LES 445 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. Includes direct observation and study of landlord and tenant laws and relationships; some direct work with public housing projects and programs.

**LES 446 Family Law (4 Hrs.)**

Law that affects the family. Topics include divorce, domestic violence, illegitimacy, adoption, child support and custody, parental control, abuse and neglect laws, issues affecting the elderly, domestic law reform, and the impact of the women's rights movement. See SOA 454, HDC 446, CFC 446, WMS 446.

**LES 447 Sex-Based Discrimination (4 Hrs.)**

Substantive law course including constitutional standards, impact of ERA on these standards, the family, employment, the criminal justice system, credit, education, athletics, and public accommodations.

**LES 448 Juvenile Law (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, institutional practices, and laws governing these. Direct observation of systems and practices involving children and youth, both nonoffenders and offenders of the law.

**LES 449 Nondiscrimination Laws in Employment (4 Hrs.)**

Development and implementation of nondiscrimination laws in employment, including hiring, firing, promotion, terms and conditions, benefits, and pay. Focus on protective labor laws, veteran preference, harassment, and due process requirements in employment. See WMS 449 and ADP 452.

**LES 452 History of American Law (4 Hrs.)**

Historical examination of the professional and constitutional development of law in the United States. Topics include the common-law legacy; substantive and procedural aspects of legal history; jurisprudence; the American lawyer; and interaction of law with American society, thought, and politics. See HIS 452.

**LES 456 Law and Literature (4 Hrs.)**

Study of the trial as metaphor, human nature and the state, the idea of property, and the nature of justice, using novels, drama, and other literature. See WMS 448.

**LES 463 Labor Law (4 Hrs.)**

Practical study of national and state laws governing collective bargaining in both private and public sectors. Includes a thorough discussion of bargaining units, elections procedures, unfair labor practices, and good faith bargaining. See LST 463.

**LES 465 Corrections Law and Advocacy (4 Hrs.)**

Exploration of emerging law affecting the accused, the prisoner, and responsible institutions. Study includes examination of related constitutional issues surrounding pretrial, plea agreement, sentencing, incarceration, parole and probation revocation, and other post-conviction remedies. Emphasis also given to public policy issues surrounding reform and alternatives.

**LES 466 Prisoner's Rights (2 Hrs.)**

Study of historical and current cases on prisoner's rights. Includes summary of LES 465, but focuses on the institutionalized inmate; inmate's rights; duties of the institution, with special attention to Illinois Department of Corrections, and advocacy of institutional reform.

**LES 468 Small Business Law (1 Hr.)**

Common forms of small business organization, including sole proprietorship, partnership, and corporation. Liability, tax, management, and formation issues also discussed.

**LES 469 Real Estate Law (1 Hr.)**

Practical, basic introduction to legal matters which routinely occur in transfer of real estate in Illinois, focusing on residential real estate.

**LES 471 Probate Law (1 Hr.)**

Practical, basic introduction to transfer of property between generations as regulated by Illinois law.

**LES 472 Street Law: Criminal Rights (1 Hr.)**

Legal protections in the criminal area compared to actual practices. Rights in the street, house, and car; search and seizure; police visits, arrests, and interrogation; jail and bail; traffic, gun, and drug violations; court procedures and expungement.

**LES 473 Consumer Credit Law (1 Hr.)**

Basic, practical look at consumer credit issues in Illinois. Special areas include liens, attachment of property, garnishment of wages, truth in lending, equal credit opportunity, credit reporting, and various debtor rights.

**LES 474 Law of Evidence (2 Hrs.)**

Basic study of rules of evidence for non-lawyers working in lawyer-support or investigatory situations which require basic evidentiary knowledge. Provides practical knowledge of problems faced in investigations with a

view toward evidentiary sufficiency and possible admissibility in hearings or trials.

**LES 475 Marital Dissolution Law (1 Hr.)**

Basic analysis of marital dissolution practice in Illinois, with focus on divorce, custody, support, and related issues.

**LES 476 Legal Ethics (1 or 2 Hrs.)**

Overview of legal assistants and their functions in relation to authorized practice of law. Other topics include legal education and licensing requirements, ethical and unethical conduct by lawyers and nonlawyers, the Code of Professional Responsibility, and disciplinary proceedings.

**LES 477 Criminal Law and Procedure (4 Hrs.)**

Criminal law and criminal procedure at the state and federal level, through case law and policy studies. Includes consideration of constitutional requirements and statutory procedures throughout the criminal justice system. See SJP 417.

**LES 480 Special Topics Seminar (2 or 4 Hrs.)**

Intensive examination of selected issues important to study of the legal system. Topics announced each time course is offered. May be repeated for an indefinite number of hours, but particular topic may not be repeated.

**LES 486 Legal Aspects of Arts Administration (2 or 4 Hrs.)**

Introduction to law and its applications in arts administration. Geared to graduate-level students, experienced professionals, or community agency volunteers with little or no formal training in law. Learning strategies include case study, group work, and individual investigation. See CAM 486.

**LES 488 Legal Reporting (4 Hrs.)**

Methods and techniques of reporting on activities of courts and other legal institutions. Students analyze substantive issues in law. Several feature-length articles on law or legal institutions required; articles reviewed for publication through the Illinois Bar Association. See COM 402.

**Graduate Courses****LES 500 Thesis (4-8 Hrs.)**

**LES 501 Legal Studies Colloquium (4 Hrs.)**  
Provides a common framework for graduate students in legal studies, focusing on such topics as history and philosophy of justice, law, and legal institutions.

**LES 551 Administrative Law (4 Hrs.)**

Legal foundation of administrative powers and limitations; study of delegation of administrative power, administrative discretion, legislative and executive controls, and legal restraints; types of administrative action and

enforcement, administrative remedies, and judicial review of administrative action. See ADP 551.

**LES 554 Clinical Education (4-8 Hrs.)**

Work experience in a legal setting. Placement arranged and supervised by student's adviser or program's clinical educational instructor. Credit/No Credit only.

**LES 578 Advanced Legal Research and Writing (2 or 4 Hrs.)**

As a class, students select and research in-depth current legal problems and issues. Increased emphasis placed on analytical thinking and writing skills. Students may write legal memoranda, law-related articles, and/or draft legislation. Prerequisite: LES 401 or equivalent experience. See ADP 552.

**LES 579 Legal Drafting (2 or 4 Hrs.)**

Students build upon legal research and writing skills by learning to read, analyze, and draft legislation and administrative rules and regulations. Students also learn to draft pleadings and legal instruments. Prerequisite: LES 401 or equivalent experience.

**LES 587 Public Advocacy (4 Hrs.)**

Review of how new ideas or reform concepts become part of the legislative and administrative agency/regulatory process, and how they flow through each system with able advocacy assistance. Students learn institutional advocacy skills, methods, and strategies. Students become advocates on topics of current inter-

est. Prerequisite: LES 401 or equivalent experience.

**LES 599 Tutorial in Legal Studies (4 Hrs.)**

Independent study, structured readings, or research in fields of legal studies and administration of justice. Maximum of 8 hours may be earned. Credit/No Credit.

The following courses are recommended to Legal Studies students.

ACC 424 Commercial Law	(4 Hrs.)
ADE 503 School Law	(4 Hrs.)
CFC 438 Children and the Law	(2 Hrs.)
COM 404/PAR 404 Media Law	(4 Hrs.)
ENS 488 Environmental Law and the Citizen	(4 Hrs.)
GER 572 Legal Advocacy for the Elderly	(4 Hrs.)
HSA 458 Health Law	(3 Hrs.)
MSY 465 Legal Issues in Computing	(4 Hrs.)
PHI 461 Law, Justice, and Power	(2 Hrs.)
PHI 465 Moral Issues in the Law: Economic Justice	(2 Hrs.)
PHI 467 Philosophy of Law	(4 Hrs.)
POS 418 Rights in Theory and Practice	(4 Hrs.)
POS 419 Profession of Law and Public Affairs	(4 Hrs.)

# Literature

## B.A. (60 Hrs.) M.A. (36-44 Hrs.)

**Faculty** — Dennis Camp, Judith Everson, Norman Hinton, Jacqueline Jackson, John Knoepfle, Michael Lennon, Richard Shereikis

**Associated Faculty** — Charles Schweighauser

Degree candidates in the Literature Program may develop one of several concentrations, selecting courses which suit individual needs and interests. A Literature major may pursue a conventional degree in English or American literature, or may develop a personalized and less traditional course of study. The program regularly offers classes which cover specific literary periods, genres, figures, and themes; but other options are available. For example, students may wish to select courses especially helpful to classroom teachers. Students interested in careers in writing and editing may take specific writing courses offered by the Literature Program and by other University programs. Courses in expository writing, journalism, feature writing, and creative writing (novel, poetry, short story) are offered on a regular basis, along with classes on layout and publication design. Students who focus on writing and editing may also wish to take basic courses in other programs in order to study current issues and problems in fields which generate publications of various kinds (e.g., environmental studies, political studies, and economics). Students interested in teaching English at the secondary level may seek Illinois state teacher certification. Students may obtain information on requirements for this certificate from their adviser or from the Teacher Education Program.

### Literature B.A.

#### Entrance Requirements

The B.A. program is open to any stu-

dent who qualifies for admission to the University.

#### Advising

Because the Literature Program offers a wide range of courses with relative freedom from requirements and prerequisites, undergraduate majors are encouraged to select advisers as soon as possible. Chosen from among program faculty, advisers assist students in developing appropriate and individualized courses of study. If an adviser is not chosen, one will be assigned. *All students should consult their adviser before enrolling for their last semester of study.*

#### Program Requirements

The undergraduate student must complete 30 semester hours of Literature Program courses. LIT 311 Introduction to Literary Study is required of all undergraduate program majors and is offered each year. Students are urged to take this course early in their study at Sangamon State. A student wishing to waive LIT 311 must petition the program committee for waiver approval. While juniors are normally expected to enroll in courses at the 300- or 400-level, seniors may petition individual instructors for admission into select 500-level Literature courses.

In addition to satisfying general University requirements for the B.A. degree, candidates in Literature are expected to develop research, writing, analytical, and interpretive skills. All Literature courses provide opportunities for acquiring and refining these skills. Students judged deficient in written communication skills may be asked to complete certain design-

nated writing courses, such as LIT 375 Expository Writing. Completion of LIT 311 satisfies the University's communication skills requirement.

**Program Requirements**

LIT 311 Introduction to Literary Study	4 Hrs.
At least one course ending in 00-29	4 Hrs.
At least one course ending in 30-49	4 Hrs.
At least one course ending in 50-89	4 Hrs.
LIT electives	<u>14 Hrs.</u>
<i>Total LIT hours</i>	<i>30 Hrs.</i>

**University Requirements**

Public Affairs Colloquia	6 Hrs.
Applied Study Term	8 Hrs.
General electives (8 hours of which must be in areas distinctly outside Literature)	<u>16 Hrs.</u>
<i>Total</i>	<i>60 Hrs.</i>

**Applied Study**

In consultation with their advisers, Literature majors may select from a variety of challenging Applied Study Term (AST) experiences. Students who wish to become English teachers at the elementary, middle-school, or secondary level should enroll in the University's Teacher Preparation sequence and take student teaching as an AST. Students interested in writing and editing careers may work with local agencies and publications and gain firsthand experience with various phases of production. Students who wish to engage in an extended creative writing project may offer evidence of such writing in satisfaction of AST requirements. Students may also prepare for positions in literary site preservation at such locations as the Vachel Lindsay home in Springfield and the Edgar Lee Masters home in Petersburg. Students who choose to work as librarians upon graduation may design AST experiences at an area library. Under certain circumstances, and with approval of the adviser and the AST committee, the AST may be waived.

**Literature M.A.**

**Entrance Requirements**

Students with baccalaureate degrees in English from an accredited college or university are normally accepted into the M.A. program after an examination of their transcripts by the Literature Graduate Committee. If the committee requires further evidence of competency, the student may be admitted on a probationary basis, pending an interview with the committee and/or successful completion of eight hours of course work at the graduate (400-500) level in the Literature Program at Sangamon State.

Applicants with undergraduate degrees in fields other than English must take at least eight hours of program course work prior to matriculation at the graduate level, unless a waiver petition is approved by the Literature Graduate Committee. Students must gain the endorsement of the two full-time faculty who taught the completed courses. Those faculty members report their estimates of the student's potential for success in the program, and the Graduate Committee then makes a decision regarding matriculation into the Literature Program.

**Advising**

Because the Literature Program offers a wide range of courses, the graduate major is encouraged to select an adviser as soon as possible. Chosen from among program faculty, advisers assist students in developing appropriate and individualized courses of study. If an adviser is not chosen, one will be assigned. *All students should consult their adviser before enrolling for their last semester of study.*

**Grading Policy**

Courses in which Literature students have earned a grade of "C" or below are not accepted toward the M.A. degree in Literature.



## Course Numbering

Graduate students are required to complete approximately half of their courses at the 500-level in the Literature Program. When graduate students enroll in 400-level courses, which may also be taken by undergraduates, graduates must earn a grade of "B" or better. In addition, graduate students are asked to do extra work, such as a critical paper, oral reports, or additional reading in primary and secondary sources.

## Communication Skills

Completion of the Graduate Colloquium (LIT 572) satisfies University communication skills requirements. In exceptional cases where the Program Committee waives LIT 572, students must make alternate arrangements with the committee in order to fulfill the communication skills requirement.

## Program Requirements

LIT 572	4 Hrs.
LIT electives (see below) (at least 12 Hrs. must be at the 500-level)	28-36 Hrs.
Public Affairs Colloquia	4 Hrs.
<i>Total</i>	<i>36-44 Hrs.</i>

Students should work closely with their advisers to insure that graduate course work does not duplicate undergraduate work. All M.A. candidates are required to take the Graduate Colloquium (LIT 572) and should do so as early as possible in their academic careers. The Colloquium introduces the master's candidate to graduate study in Literature, as well as to the program and its

faculty, to University and community facilities, to basic literary concepts and terminology, and to opportunities in the profession. LIT 572 may be waived only by a majority vote of the Program Committee.

All M.A. candidates in Literature must complete at least four 500-level courses, including LIT 572. In addition, students must take: 1) at least one course which covers a major literary period in English or American literature; 2) at least one course that focuses on a major literary figure in English or American literature; and 3) at least one course that deals with a major literary type (novel, short story, poetry, drama).

As a closure requirement, students may write a traditional master's thesis. In lieu of the thesis, students may choose to write an extended paper in conjunction with a 500-level course. The subject of the paper must be agreed upon by the student, the adviser, the instructor of the course, and the program Graduate Committee, which will read and approve the final product. Creative writing students may substitute original work, again with the approval of the adviser, the instructor of the course, and the Graduate Committee.

All non-thesis students must also complete the closure examination, a three-hour examination covering an important literary work and the significant critical and bibliographical information related to that work. Each academic year, the program Graduate Committee selects three literary works as the basis for this closure examination.

## Literature/Course Descriptions

### LIT 311 Introduction to Literary Study (4 Hrs.)

For undergraduate majors early in their study. Introduction to basic bibliographical tools and critical perspectives on the study of literature, and to major issues and controversies in the profession. Offered once each year; various members of the Literature faculty may contribute.

### LIT 375 Expository Writing (4 Hrs.)

Individualized instruction in writing nonfiction for beginning and advanced writers.

### LIT 400 Major Figures in English Literature to 1700 (4 Hrs.)

Study of major authors such as Chaucer, Shakespeare, Donne, and Milton. Students may earn credit in several sections of 400, but



they must study different figures in each section.

**LIT 401 The Canterbury Tales (4 Hrs.)**

Study of the *Canterbury Tales*, 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.)**

Study of major types and themes of literature which form the strengths of medieval English literary culture.

**LIT 404 Elizabethan-Jacobean Drama (4 Hrs.)**

Survey of Shakespeare's contemporaries, including plays by Marlowe, Jonson, Dekker, Webster, and Ford.

**LIT 408 Renaissance Literature (4 Hrs.)**

Survey of nondramatic literature of England in the 1500s. Works of various important continental writers are read in translation.

**LIT 409 17th-Century English Literature (4 Hrs.)**

Survey of prose and poetry of England in the 1600s, including Donne, Bacon, Milton, Bunyan, and Dryden.

**LIT 410 Major Figures in English Literature: 1700 to 1900 (4 Hrs.)**

Study of major authors such as Pope, Blake, Wordsworth, and Dickens. Students may earn credit in several sections of 410, but they must study different figures in each section.

**LIT 411 The English Novel from Defoe to Austen (4 Hrs.)**

Examination of major novelists of the 18th and early 19th centuries, including Defoe, Richardson, Fielding, Sterne, Smollett, and Austen.

**LIT 412 18th-Century English Literature (4 Hrs.)**

Survey of prose and poetry of England in the 1700s, including Pope, Swift, Johnson, and Goldsmith.

**LIT 413 The English Romantics (4 Hrs.)**

Study of major figures from the English Romantic period (1789-1832), including Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

**LIT 414 Poetry and Prose of the Victorian Age (4 Hrs.)**

Examination of major poets and prose writers of 19th-century England, including Carlyle, Tennyson, Browning, Arnold, and Mill.

**LIT 415 The English Novel from Dickens to Hardy (4 Hrs.)**

Examination of major novelists of 19th-century England, including Dickens, Thackeray, Eliot, Meredith, and Hardy.

**LIT 420 Major Figures in English Literature since 1900 (4 Hrs.)**

Study of major authors such as Conrad, Lawrence, and Joyce. Students may earn credit in several sections of 420, but they must study different figures in each section.

**LIT 421 Modern British Literature (4 Hrs.)**

Study of English literature from the end of the 19th century to 1950, including Shaw, Wells, Lawrence, Joyce, Auden, and Greene.

**LIT 422 Contemporary British Literature (4 Hrs.)**

Study of English literature from 1950 to present, including Amis, Thomas, Larkin, Wain, Beckett, and Hughes.

**LIT 430 Major Figures in American Literature to 1900 (4 Hrs.)**

Study of major authors such as Whitman, Twain, Melville, and Hawthorne. Students may earn credit in several sections of 430, but they must study different figures in each section.

**LIT 431 The American Novel from Brockden Brown to Henry James (4 Hrs.)**

Examination of major American novelists of the 19th century, including Brown, Cooper, Hawthorne, Melville, Crane, and James.

**LIT 435 American Renaissance (4 Hrs.)**

Survey of American literature from 1835 to about 1870, including works by Emerson, Thoreau, Hawthorne, Melville, Poe, and Whitman.

**LIT 440 Major Figures in American Literature since 1900 (4 Hrs.)**

Study of major authors such as Frost, Hemingway, Faulkner, and Mailer. Students may earn credit in several sections of 440, but they must study different figures in each section.

**LIT 441 Literature Between the Wars (4 Hrs.)**

Study of fiction of major American writers from 1919 to 1939, including Anderson, Lewis, Wolfe, Fitzgerald, Hemingway, Steinbeck, Dos Passos, and Faulkner.

**LIT 442 Modern American Novel (4 Hrs.)**

Survey of major post-war novelists, including Updike, Mailer, Oates, Bellow, Ellison, O'Connor, Roth, and Malamud.

**LIT 443 Contemporary American Poetry (4 Hrs.)**

Survey of present scene in American poetry, including works by John Logan, James Wright, Robert Lowell, Robert Creeley, Allen Ginsberg, and John Ashberry.

**LIT 445 The Midwestern Novel (4 Hrs.)**

Examination of selected novels which illuminate rural, town, and urban experience in the Middle West, including works by Howe, Cather, Lewis, Anderson, Farrell, and Bellow.

**LIT 455 Literature and the Bible (4 Hrs.)**

Study of biblical literature and its influence on English and American writers.

**LIT 459 Greek Mythology and Literature (4 Hrs.)**

Study of Greek mythology in Greek and Roman literature, and also its use by modern writers.

**LIT 460 Themes in Literature (4 Hrs.)**

Examinations of 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 they must study different themes in each section.

**LIT 461 Major Women Writers (4 Hrs.)**

Study of novels by such major female authors as Austen, Bronte, Eliot, Woolf, and Lessing.

**LIT 465 History of the English Language (4 Hrs.)**

Study of development of the sounds, vocabulary, and structure of English from earliest time to the present. Special attention given to American English and to dialects of Illinois.

**LIT 470 Creative Writing (4 Hrs.)**

Instruction in writing original poetry, novels, and short stories. Students may earn credit in several sections of 470, but the focus of each section must be distinct.

**LIT 471 Perceptual Writing (4 Hrs.)**

Creative writing to increase personal awareness of worlds within and without, and to stimulate expression of this awareness in words. A central concern is what encourages creativity, making the course valuable for those who live or work with children.

**LIT 472 The Personal Journal (4 Hrs.)**

Creative writing course with a reading component of personal journals, including works by Pepys, Boswell, Emerson, Anais Nin, Anne Frank, and Maggie Owen. Students keep their own personal journals.

**LIT 474 Writing Autobiography (4 Hrs.)**

Students shape the materials of their own lives into full or partial autobiographies. Writing is primary, but published autobiographies are also read.

**LIT 480 Literary Genres (4 Hrs.)**

Examinations of such genres as science fiction, film, drama, and lyric poetry. Students may earn credit in several sections of 480, but they must study a different genre in each section.

**LIT 481 Fantasy (4 Hrs.)**

Study of reality and fantasy in such authors as Lewis Carroll, George MacDonald, C. S. Lewis, J. R. R. Tolkien, Charles Williams, and Ursula LeGuin.

**LIT 482 The New Journalism and Nonfiction Novel (4 Hrs.)**

Survey of best contemporary works of nonfiction, including narratives of Mailer, Capote, Didion, Doctorow, Haley, Hunter Thompson, and Tom Wolfe. Selected examples of the New Journalism also discussed. See PAR 407.

**LIT 483 Women and the Mystery Novel (4 Hrs.)**

Survey of the popular fiction genre, with special emphasis on women writers, including Sayers, Christie, Marsh, Cross, and James.

**LIT 485 Classics of Children's Literature (4 Hrs.)**

Study of books children read from times when there was no "children's literature," up to modern books written with children in mind. Course encompasses both literature and a social history of children and the family. See CFC 485.

**LIT 500 Seminar: Major Figures in English Literature to 1700 (4 Hrs.)**

Study of one or two major authors, including significant scholarly research. Students may earn credit in more than one section of 500 but they must study different figures in each section.

**LIT 510 Seminar: Major Figures in English Literature: 1700-1900 (4 Hrs.)**

Study of works of one or two major authors, including significant scholarly research. Students may earn credit in more than one section of 510, but they must study different figures in each section.

**LIT 520 Seminar: Major Figures in English Literature to 1900 (4 Hrs.)**

Study of one or two major authors, including significant scholarly research. Students may earn credit in more than one section of 520, but they must study different figures in each section.

**LIT 530 Seminar: Major Figures in English Literature since 1900 (4 Hrs.)**

Study of one or two major authors, including significant scholarly research. Students may earn credit in more than one section of 530, but they must study different figures in each section.

**LIT 540 Seminar: Major Figures in American Literature since 1900 (4 Hrs.)**

Study of one or two major authors, including significant scholarly research. Students may earn credit in more than one section of 540, but they must study different figures in each section.

**LIT 572 The Graduate Colloquium (4 Hrs.)**

Introduction to graduate study in literature, as well as to the program and its faculty, to

University and community facilities, to basic literary concepts and terminology, and to opportunities in the profession.

**LIT 580 Seminar: Literary Genres (4 Hrs.)**

Examination of such genres as creative non-fiction, science fiction, film, drama, and lyric poetry, with special emphasis on significant scholarly research. Students may earn credit in more than one section of 580, but they must study a different genre in each section.

The following courses are accepted

for the program major. Normally, no more than two may apply to the Literature concentration requirement.

- COM 415 Psycholinguistics
- ENS 477 Expressions of American Naturalism: From Colonial Days to Wendell Berry
- HIS 404 The American Midwest: A Cultural and Historical View
- LES 456 Law and Literature

# Management

## B.A. (60 Hrs.)

**Faculty** — Alfred S. Arkley, Ralph Davenport, Donald R. Escarraz, William T. Greenwood, George Gruendel, Richard J. Judd, Ardeshir Lohrasbi, Robert Maple, Anna May Smith, Donald Vanover, Joseph Wilkins

**Adjunct Faculty** — Robert Cronson, George Hatmaker, James C. Worthy

The Management Program is designed to prepare students for careers in management in both public and private sectors, and/or for graduate study. The program is based on the premise that managers of business, government, and nonprofit organizations, for the most part, face similar management problems and thus need a common (generic) core of managerial skills and knowledge to be effective. Specific management careers may be explored both in course work and in the Practicum/Internship. Various internship opportunities in business and government are available to Management majors.

The Management curriculum is multidisciplinary and includes concepts developed in the behavioral sciences, social sciences, humanities, and mathematical sciences.

The Management Program serves the needs of both full-time and part-time students with career interests in business administration or public administration.

### Entrance Requirements

Although there are no specific requirements for beginning the program, fundamental competencies in areas of economics, accounting, and quantitative methods must be demonstrated before the student can enroll in MGT 315. Fundamental competencies must be demonstrated in one of the following ways: 1) approved course work completed at a community college or other university: (a) prior to enrollment at Sangamon State University, or (b) while enrolled at

Sangamon State University; 2) competency-based exam: meeting criteria determined by the program; or 3) successful completion of ACC 421, ECO 315, and ECO 313 at Sangamon State University (will not count toward requirements for graduation).

Incoming students are required to participate in diagnostic communication tests. Students who demonstrate deficiencies in oral and written communication will be assisted by their advisers and the Learning Center to develop competencies.

### Advising

Initial information concerning courses can be obtained from any faculty member prior to or during registration. After completing MGT 301, students must select a permanent adviser from the faculty of the Management Program. This selection must be agreed to by the faculty member involved.

### Recognition of Excellence

Each spring, at a special Management Honors Convocation following the University commencement ceremonies, Certificates of Merit are awarded to those students demonstrating high academic achievement.

In addition, the following awards are presented; names of students receiving these awards are engraved on plaques located in the Management office: 1) the James C. Worthy Award for the best senior paper; 2) the First National Bank of Springfield Award for highest academic achievement; 3) the Lincoln Land Chap-

ter of American Production and Inventory Control Society Award for the best student in the field of production; 4) Springfield Marine Bank Award for the best student in the field of finance; 5) Illinois National Bank of Springfield Award for the best student in the field of marketing; and 6) the Wall Street Journal Award for the student who best exemplifies management competence.

## Generic Management Curriculum

The Generic Management Curriculum seeks to integrate, utilize, and emphasize the following characteristics:

*Generic approach.* The program prepares students for careers in business, health care, public, and educational administration, and/or for graduate study. Materials introduced deal with the four subsystems operating in any organization (human resources, finance, marketing, production), and are viewed in terms of similarities in both public and private sector activities.

*Skills development.* Focus is on three skills categories: communications (written, oral, and listening); methodologies (quantitative and qualitative); and concepts (e.g., power, culture, leadership). Communications ability is particularly important in the practice of management. Students who evidence weak writing skills are required to develop a program for improvement. This plan must be approved by the student's adviser. Grading practices in all core courses include consideration of communication skills and their development.

*Synthesis of theory and practice.* Material deals with value change, interacting subsystems, and general systems and is theoretical and abstract in nature. Through lectures of visiting practitioners and via field studies, the student understands the relationship between theory and practice.

*Systems approach.* Goal of the program is to develop the student's ability to

think, plan, and operate on the basis of systems perception. Management faculty deem it important for the student to understand how the pieces fit together regarding decision making.

*Focus on humanism.* The main concern of the program is people, their personal growth within organizations, and their potential contribution to the organization.

*Future orientation.* The curriculum is designed to develop the student's awareness of the rapidity of technological change and shifting values.

## Management Core

**Fundamental Competencies** (not counted toward graduation) — See Entrance Requirements above.

MGT 301 The Foundation of Management	8 Hrs.
MGT 306 Computer Applications	2 Hrs.
MGT 315 Quantitative Methods for Managerial Decision Making	4 Hrs.
<i>prerequisite:</i> fundamental competencies	
MGT 321 Human Resource Management	4 Hrs.
<i>prerequisite:</i> MGT 301	
MGT 331 Marketing Systems	4 Hrs.
<i>prerequisites:</i> MGT 301, MGT 315	
MGT 341 Financial Systems	4 Hrs.
<i>prerequisites:</i> MGT 301, MGT 315	
MGT 351 Production and Operations Management	4 Hrs.
<i>prerequisites:</i> MGT 301, MGT 315	
<b>The Capstone</b>	
MGT 487 Management Policy	4 Hrs.
<i>prerequisites:</i> MGT 301, MGT 321, MGT 331, MGT 341, MGT 351	

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*Total Core Requirements* 34 Hrs.

**University Requirements**

Public Affairs Colloquia (MGT 301 counts toward 2 of the 6 hours of University PAC requirements)	4 Hrs.
Electives (must have adviser's approval and must be in at least two dif-	14 Hrs.

ferent fields of study) AST requirement (to be taken after the Core) With the approval of the adviser, the student may take the Practi- cum Internship, which meets the 8-hour AST requirement.	8 Hrs.
<i>Total Requirements</i>	<i>60 Hrs.</i>

**Management/Course Descriptions****Generic Management Core****MGT 301 The Foundation of Management (8 Hrs.)**

The first eight-hour segment of the core orients students to professional management skills, stressing the importance of management in modern society, communications skills, and values (where and how originated, and how reflected in relations between people, organizations, and events). Students are given overviews of classical, behavioral, and management science schools of management theory.

**MGT 306 Computer Applications (2 Hrs.)**

Survey of major components of input, storage, manipulation and output, as well as introduction to programming. Major emphasis on the capabilities and limitations of the computer as a management tool.

**MGT 315 Quantitative Methods for Managerial Decision-making (4 Hrs.)**

Emphasis on development of the ability to employ the languages of mathematics and statistics so that quantitative information may be used in managerial decision-making processes. Topics may include applications of algebra, computer programming, accounting, statistics, and economics.

**MGT 321 Human Resource Management (4 Hrs.)**

Principles and practices in the field of management of human resources in industry, and nonprofit and public organizations. Topics include human resource planning, recruitment and selection, training and development, personnel-related laws, compensation, performance appraisal, and collective bargaining in the public and private sector. Prerequisite: MGT 301 or permission of instructor.

**MGT 331 Marketing Systems (4 Hrs.)**

Consumer choice behavior, channels of distribution, advertising, pricing, and adaptation of products and services to markets in private and public sectors. Includes use of case studies. Prerequisites: MGT 301 and MGT 315.

**MGT 341 Financial Systems (4 Hrs.)**

Use of financial statements, taxes, stocks and

bonds, evaluation of investments, cash flow, and capital budgeting techniques. Also includes American public expenditures, revenues, and overview of relationship to finances of the public and private sector. Prerequisites: MGT 301 and MGT 315.

**MGT 351 Production and Operations Management (4 Hrs.)**

Integration of various topics in production, operations, scheduling, materials management, quality control, distribution, transportation, and project management. Includes: PERT, CPM, linear programming, and simulation. Prerequisites: MGT 301, 315.

**MGT 487 Management Policy: The Capstone (Senior Project) (4 Hrs.)**

Emphasis on interrelationships between changes in roles of managers, structure of organizations, and nature of environments. Major policy issues in private and public sector are studied, using case analyses. Prerequisites: MGT 301, 321, 331, 341, and 351.

**Management Electives Satisfies AST Requirement****MGT 480 Management Practicum/ Internship (2-6 Hrs.)**

Provides students the opportunity either to complete an internship or develop a project or problem-solving exercise within an external organization. Options are based on mutually approved performance contract between student, field supervisor, and Management Program. May be waived under exceptional circumstances. MGT 480/481 satisfies University Applied Study Term requirements. Prerequisites: MGT 301, 321, 331, 341, and 351.

**MGT 481 Management Practicum/ Internship Seminar (2 Hrs.)**

Seminar component of practicum/internship; must be taken with MGT 480. Prerequisites: MGT 301, 321, 331, 341, and 351.

**Human Resources****MGT 421 Wage and Salary Administration (4 Hrs.)**

Study of basic job-evaluation systems, approaches to employee evaluation, wage sur-

veys and the pricing of jobs, legislation affecting pay, job analysis and writing of job descriptions, group and individual incentives, and facets of fringe-benefit packages.

**MGT 423 Labor Relations (4 Hrs.)**

Examination of behavioral, economic, social, political, and institutional forces affecting character and quality of employer-union-management relationships and objectives in both public and private employment. See LST 423.

**MGT 424 The Public Personnel Executive (4 Hrs.)**

Examination of management of personnel in the public sector, with emphasis on features unique to public service. Topics include: rise of the merit system, collective bargaining in public service and civil service reform, employee classification, and training.

**Marketing**

**MGT 431 Advertising and Marketing Strategy (4 Hrs.)**

Survey of advertising techniques in both print and electronic media; planning the advertising campaign, examining the role of the advertising agency; and relating advertising to other key marketing decisions.

**MGT 433 Consumer Behavior (4 Hrs.)**

Basic consumer decision models and application of concepts, principles, and models to both private and public sectors. Includes studies from other disciplines, mainly political science and sociology.

**MGT 434 Marketing Research (4 Hrs.)**

Introduction to marketing research process; problem formulation, identifying data sources, selecting data collection and analysis techniques, and preparing research reports.

**MGT 435 Sales and Sales Management (4 Hrs.)**

Introduction to principles of successful professional selling. The management aspect concerns recruitment, organization, motivation, direction, and control of the sales force.

**MGT 436 Marketing Management (4 Hrs.)**

Integration of the major components of product, distribution channels, pricing, and promotion into a strategy for the organization. Case problems stressed.

**MGT 442 Public Financial Management (2 Hrs.)**

Major emphasis on management and interrelationship of all segments of public finance: budgeting, revenue sources, revenue administration, and debt management.

**MGT 443 Financial Investment Analysis (4 Hrs.)**

Elements of an "ideal" investment: examina-

tion and testing of specific investment securities. Considers alternative approaches to management of stock and fixed-income security portfolios. Problems and cases are assigned for analysis.

**MGT 444 Managerial Finance (4 Hrs.)**

Methodology of financial management including primary tools for financial analysis, long-term investment decisions, valuation, working capital management, and capital budgeting.

**MGT 445 Commercial Bank Management (4 Hrs.)**

Provides broad knowledge and skills in commercial bank management. Topics include: historical survey of money, commercial banks in financial system, strategies for formulation of lending and investment policies, government regulation of investment portfolios, and case studies.

**Production, Operations Management**

**MGT 447 Production and Systems Management (4 Hrs.)**

Emphasis on design and analysis of operating systems, using scientific decision making. Methodology such as on-line systems. Case exercises and project work are required. Prerequisite: MGT 351.

**MGT 449 Production Planning and Quality Control (4 Hrs.)**

Selected topics from production theory; application of quantitative methods to current production problems. Integration of production planning within overall objectives of the firm. Prerequisite: MGT 351.

**MGT 459 Production and Inventory Management (4 Hrs.)**

Models used for materials management, control of purchased goods and services. Includes EOQ models, simulations, cases, exercises, problems. Prerequisite: MGT 351.

**Management Science**

**MGT 451 Principles of Management Science (4 Hrs.)**

In-depth examination of systems concept in operations research; problem definition, model formulation, construction, and computer implementation; methods of quantitative analysis with emphasis on simulation techniques and model analysis.

**MGT 452 Management Simulations (4 Hrs.)**

Students make decisions in simulated environment, examine the results, and make further decisions based on results. Opportunities diagnosed, objectives planned, and strategies developed. Process should lead students to understand most organizational operations.

**MGT 453 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.

**MGT 464 Computers and Information Systems in Management** (4 Hrs.)

Analysis and design of information systems; study of computer: hardware principles and software, such as data definition, manipulation languages, data processing concepts, and comparing programming languages. Prerequisite: MGT 306.

**Communications****MGT 461 Managerial 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; role responsibilities of information officers in private and public sectors.

**MGT 462 Oral Communication for Managers** (4 Hrs.)

Stresses both theory and practice of oral communication in organizations. Emphasis on individual and group performance as related to communication theories, briefing procedures for staff and board meetings, and leadership effectiveness in groups.

**MGT 463 Advanced Report Writing for Managers** (2-4 Hrs.)

Develops expertise in report writing according to individual needs. Emphasis on techniques of planning, organizing, writing, and editing.

**Policy and Organizational Behavior****MGT 471 Political Environment of Organizations** (4 Hrs.)

Introduction to issues related to mutual interaction of politics and management in organizations. Issues examined relate to large complex public and private organizations.

**MGT 472 Planning and Control** (4 Hrs.)

Analysis of goal development and the organization's means for achieving goals. Concepts and methods formulating management objectives, strategies, policies, and procedures. Applied planning and control techniques.

**MGT 473 International Business Policy** (4 Hrs.)

Present conduct of international business operations; discussion of economic, political, legal, and cultural dimensions of enterprise abroad; and special problems confronting management decision making in such enterprises.

**MGT 474 Management and the Future: Organizations, Human Values, and the Macro-Environment** (4 Hrs.)

Examination of how managers can prevent "future shock" in complex organizations. Views, theories, concepts, models, practices, and interrelationships between complex organizations and global macro-environment. Develops skills in forecasting, long-range planning, and decision making.

**MGT 475 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 underlying rationale, as related to diagnosis of problems in organizations experiencing significant difficulties.

**MGT 476 Managers, Power, and Organizations** (4 Hrs.)

Concept of power as it relates to the individual, manager, organization, and society. Power skills are practiced in power laboratory. Laboratory fee may be required.

**MGT 477 Organization Structure and Design** (4 Hrs.)

Identification of useful ways of thinking about the structural design of organizations; studies systematic approaches to the design of complex organizational systems.

**MGT 478 Organizational Analysis** (4 Hrs.)

Identifies theories of organizations — holistic and behavioral, rationalistic, bureaucratic — and decision process; explores frameworks of organizational effectiveness and interactions between culture and managing of organizations.

**MGT 479 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. Present regulatory techniques examined for mergers, monopoly power, and unfair trade practices.

**Small Business Management****MGT 455 Small Business Management** (4 Hrs.)

Topics include role of small business in the economy; characteristics of small businesses and owner-managers; marketing and producing product or service; maintaining financial health; and the future of small business. Students serve as members of a consulting team to an existing small business through the Small Business Institute.



**MGT 456 Strategic Behavior in Small Business (4 Hrs.)**

Emphasis on small business in society and the strategies for developing dynamic models for increased productivity.

**General Courses**

**MGT 330 Problems in Management (1-8 Hrs.)**

Topics offered on selective basis to help students consolidate core program. With approval of Management adviser, courses may be substituted for specific sections of pre-fall, 1979, Management core. Variable credit; courses may be repeated for an indefinite number of hours.

**MGT 450 Issues in Management (1-8 hrs.)**

Wide range of management issues examined. Requires approval of student's academic adviser. May be repeated for a total of 8 semester hours.

**MGT 482 Theories of Business Behavior (4 Hrs.)**

Examination of business theory, past and present. Contributions from economic and management thought studied, along with concepts from the mathematical and behavioral sciences and recent innovations in interdisciplinary fields and their uses in business.

**MGT 483 Corporate Social Responsibility (4 Hrs.)**

Relationship of business and the extramural

social system. Broad areas covered include business giving, consumerism, ecology, community needs, labor relations, stockholder relations, minorities, government relations, and educational and economic activities.

**MGT 489 Managing the Community Organization (4 Hrs.)**

Overview of management field as it pertains to community organizations, including communications, development of professional and non-professional staff, budgeting, and marketing not-for-profit organization. Focus orients participants to managerial environments of organizations and provides experimental opportunities to develop managerial skills. See GER 489.

**MGT 490 Topics in Managerial Concepts and Skills (1-4 Hrs.)**

Each topic covers a different managerial concept and includes an intensive workshop.

**PHI 445 Ethical Issues in Business and Management (4 Hrs.)**

Relates controversial issues in business and management to fundamental disputes in ethics and social philosophy. Students clarify their understanding of their own and others' views and values, and attempt to appreciate the moral ambiguities of contemporary professional life. Topics include the place of the profit motive in business, truth in advertising, government regulations, and environmental protection.

# Mathematical Systems

## B.A. (60 Hrs.) M.A. (32 Hrs.)

**Faculty** — Rassule Hadidi, K. G. Janardan, Gary Lasby, John E. Miller, Krishnakumar Purswani, Yu-Hua Ting, Mary Kate Yntema

**Associated Faculty** — Sue Eslinger, Doh Shinn

**Adjunct Faculty** — Harry Newman

### The Baccalaureate Degree

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To meet ever-increasing demands for diverse quantitative skills, the Mathematical Systems Program offers two degrees: the bachelor of arts in Computer Science and the bachelor of arts in Mathematical Systems. Each degree is described separately, but advising procedures, communication skills requirements, applied study requirements, and restrictions on general electives are the same for both degrees.

#### Advising

Prior to registering for the first time, the student should discuss an appropriate course of study with a member of the Mathematics faculty. After classes begin, students are urged to choose a permanent adviser as soon as possible.

#### Communication Skills

In Mathematical Systems, students satisfy the University communication skills requirement by completing MSY 300 Writing Skills. This course should be taken early in the student's career at Sangamon State.

#### Applied Study

Most Mathematical Systems students satisfy the University Applied Study Term (AST) requirement through work in various businesses, or governmental or community agencies. For those interested in teaching careers, student teaching fulfills the applied study requirement. Part-time students currently pursuing careers can consider the Career Applied Study

Term option for personal and career growth.

#### General Electives

Mathematics majors may not use MSU courses or more than four hours of MSY courses to fulfill general elective requirements without prior approval from the Mathematical Systems Program Committee. For procedures, students should consult their advisers.

#### *The B.A. in Mathematical Systems*

The bachelor of arts in Mathematical Systems is designed to prepare students for careers using mathematics and statistics in teaching, research, industry, and management, or for graduate work in mathematical science or related fields. Students who plan to teach mathematics or who seek careers in engineering or the physical sciences should also choose mathematics courses. Students who wish to apply mathematical methods to life sciences, social sciences, or business fields choose statistics or operations research courses. Either emphasis is excellent preparation for graduate work in fields using quantitative methods, such as accounting, biology, business, economics, education, environmental science, health sciences, physics, psychology, and sociology.

#### *Entrance Requirements*

- A. Admission to the University.
- B. Matriculation into the Mathematical

Systems Program. Requirements for matriculation are: 1) Selection or assignment of a Mathematical Systems faculty adviser. 2) Completion of calculus, including differentiation, integration, and convergence of series (usually three semesters of work). Differential and integral calculus must be completed before taking MSY 323. Series may be studied concurrently with MSY 323. Calculus is not counted as part of the 60 credit hours needed for graduation. 3) Enrollment in MSY 300 Writing Skills.

*NOTE:* Students may begin work toward a degree before matriculation into the program, but the above requirements must be completed during the first semester at Sangamon State University. At least 14 semester hours of MSY courses needed for graduation must be taken after matriculation.

### **Degree Requirements**

Requirements for the B.A. in Mathematical Systems are distributed as follows.

#### **Communication Skills Requirement**

MSY300 Writing Skills 0 Hrs.

#### **Required Mathematical Systems Courses**

MSY311 Linear Systems 4 Hrs.

MSY323 Statistical Analysis 4 Hrs.

MSY351 Computer  
Fundamentals and  
Programming I 2 Hrs.

MSY413 Modern Algebra 4 Hrs.

MSY415 Advanced Calculus 4 Hrs.

MSY424 Regression and  
Analysis of Variance 4 Hrs.

*Total MSY* 22 Hrs.

#### **Other Requirements**

MSY electives\* 8 Hrs.

Public Affairs Colloquia 6 Hrs.

Applied Study Term 8 Hrs.

General Electives 16 Hrs.

*Total Other* 38 Hrs.

*Total* 60 Hrs.

All United States citizens must pass the U.S. and Illinois Constitution exam unless they have already completed the test or its equivalent at the collegiate level.

\*By careful choice of MSY electives a student may concentrate in applied mathematics, statistics, or operations research. No more than four of these eight hours may be in computer courses.

### **Recommended MSY Course Sequence for Full-time Students**

Semester 1: MSY 311, MSY 323, MSY 351

Semester 2: MSY 424, MSY electives  
(4 hours)

Semester 3: MSY 413, MSY electives  
(4 hours)

Semester 4: MSY 415, Applied Study  
Term

### **The B.A. in Computer Science**

The bachelor of arts in Computer Science is oriented toward software (the logic or instructions that control the computer) rather than hardware (the electronics of the machine itself). The program is most appropriate for candidates interested in design, development, and implementation of computer software, including systems to control the computer, application programs that solve specialized problems, and programs to enhance computer usefulness.

### **Entrance Requirements**

A. Admission to the University.

B. Matriculation into the Mathematical Systems Program. Requirements for matriculation are: 1) Selection or assignment of a Mathematical Systems faculty adviser. 2) The equivalent of two semesters of calculus. The student without calculus may take MSY 301 Number Systems to meet that prerequisite, but the course is not counted as part of the hours needed for graduation. 3) Enrollment in MSY 300 Writing Skills.

*NOTE:* Students may begin work toward a degree before matriculation into the program, but the above requirements must be completed during the first semester at Sangamon State University. At least 14 hours of MSY courses needed

for graduation must be taken after matriculation.

### Degree Requirements

Requirements for the B.A. in Computer Science are distributed as follows.

<b>Communication Skills Requirement</b>	
MSY 300 Writing Skills	0 Hrs.
<b>Required Core Courses</b>	
MSY 311 Linear Systems	4 Hrs.
MSY 323 Statistical Analysis	4 Hrs.
MSY 351 Computer Fundamentals and Programming I	2 Hrs.
MSY 352 Computer Fundamentals and Programming II	2 Hrs.
MSY 353 Computer Organization	4 Hrs.
MSY 354 Information Structures I	<u>4 Hrs.</u>
<i>Total MSY</i>	<i>20 Hrs.</i>
<b>Other Requirements</b>	
MSY Electives	10 Hrs.

Public Affairs Colloquia	6 Hrs.
Applied Study Term	8 Hrs.
General Electives	<u>16 Hrs.</u>
<i>Total Other</i>	<i><u>40 Hrs.</u></i>
<i>Total</i>	<i>60 Hrs.</i>

### Recommended MSY Course Sequence for Full-time Students

#### Without Calculus

Semester 1: MSY 301, MSY 351 (2 hours), MSY 352 (2 hours)

Semester 2: MSY 311, MSY 323, MSY 354

Semester 3: MSY 353, MSY electives (6 hours)

Semester 4: MSY electives (4 hours), AST

#### With Calculus

Semester 1: MSY 311, MSY 351 (2 hours), MSY 352 (2 hours)

Semester 2: MSY 323, MSY 354

Semester 3: MSY 353, MSY electives (6 hours)

Semester 4: MSY electives (4 hours), AST

## The Master's Degree

Candidates for the master of arts degree in Mathematical Systems may concentrate in statistics and operations research or in computer science. Candidates may also design an individualized degree by combining elements from mathematics, statistics, operations research, and/or computer science, or by combining elements from Mathematical Systems with related course work from other University programs. Individualized concentrations must be approved by the Mathematical Systems Program Committee.

The statistics and operations research concentration emphasizes applications and theory. Both statistics and operations research are widely used in business and industry, as well as in private and public institutions and agencies. Students who plan to teach mathematics will also find ample flexibility in the Mathematical Systems Program.

The computer science concentration is oriented toward software rather than hardware and is most appropriate for candidates interested in the design of computer systems and in analyzing and implementing systems programs. The curriculum integrates an outstanding variety of interactive and batch-processing systems.

### Entrance Requirements

Beginning graduate students who meet requirements for University admission will have only provisional status as Mathematical Systems degree candidates until they satisfy the matriculation requirements for their chosen concentration. Students must complete at least eight semester hours of work toward their degrees before they are permitted to matriculate, but at least 12 semester hours of MSY courses must be completed after matriculation. Students with proper undergraduate backgrounds should

matriculate after their first semester at Sangamon State University.

### Communication Skills

Mathematical Systems graduate students satisfy the University communication skills requirement in the written portion of graduate projects or theses. A required diagnostic test taken prior to matriculation alerts the student to communication weaknesses that must be strengthened before the final project is undertaken.

### Grading Policy

Master's candidates must maintain a grade-point average of "B" or better for courses to be counted toward the 32 hours of degree requirements. A grade of "C" in an MSY course may be counterbalanced by a grade of "A" in an MSY course of the same level or higher. In keeping with University policy, graduate students enrolled in 400-level courses as part of their degree requirements should expect to have additional demands placed upon their performance.

### Special Facilities

The program features an outstanding variety of interactive and batch-processing computing systems — including an IBM 4341, a CDC 172 model 720, an HP-3000, Apple II microcomputers, and a PDP-11 based graphics system. Students are able to acquire hands-on experience with UCSD Pascal, CDC Cyber NOS, and RT-11 operating systems.

### Statistics and Operations Research, and Mathematics Concentrations

#### Matriculation Requirements

- A. Selection or assignment of a Mathematical Systems faculty adviser.
- B. Completion of the Communication Skills Diagnostic Test.
- C. Undergraduate preparation. Candidates lacking proper undergraduate

background may make up deficiencies by obtaining a grade of "C" or better in the courses listed here in parentheses or may demonstrate competency by passing a proficiency examination. Background courses required for matriculation are not counted toward the 32 hours of degree requirements. 1) *Mathematics*: linear algebra (MSY 311) and advanced calculus (MSY 415). 2) *Statistics*: a calculus-based statistics course (MSY 323 or MSY 425). 3) *Computer Programming*: ability to program in Pascal, PL/1, or FORTRAN, including use of subroutines or procedures and two-dimensional arrays (MSY 351). 4) *An additional 12 semester hours* of upper-division work in mathematics, statistics, or operations research.

D. Grades of "B" or better in eight hours of MSY course work counted toward the degree requirements.

### Degree Requirements

#### Mathematical Systems Courses (MSY) (28 Hrs.)

These must include the following: a) At least 16 hours at the 500 level, including four hours of MSY 549 Graduate Project or eight hours of MSY 599 Thesis. b) At least eight hours of statistics other than MSY 549 and MSY 599, including MSY 425 Probability and Statistical Inference, if not completed previously. (Any hours at the 500 level also count as part of required 500-level work.) c) At least eight hours of operations research other than MSY 549 and MSY 599, including MSY 441 Operations Research Methods, if not taken previously. (Any hours at the 500 level also count as part of required 500-level work.)

#### Public Affairs Colloquia (4 Hrs.)

Total 32 Hrs.

### Computer Science Concentration

#### Matriculation Requirements

- A. Selection or assignment of a Mathematical Systems faculty adviser.

B. Completion of the Communication Skills Diagnostic Test.

C. Undergraduate preparation. Candidates lacking proper undergraduate background may make up deficiencies by obtaining a grade of "C" or better in the courses listed in parentheses here or may demonstrate competency by passing a proficiency examination. Background courses required for matriculation are not counted toward the 32 hours of degree requirements. 1) *Calculus*: two semesters of calculus (MSY 301). 2) *Linear Algebra or Operations Research* (MSY 311). 3) *Statistics*: a calculus-based statistics course (MSY 323). 4) *Ability to program in Pascal* (MSY 349 or MSY 351 and MSY 352), since Pascal is the common language used in the program; Computer Organization (MSY 353); and Information Structures I (MSY 354). 5) *An additional eight hours* of upper-division work in computer science.

D. Grades of "B" or better in eight hours of MSY course work counted toward degree requirements.

## *Degree Requirements*

### **Mathematical Systems Courses (MSY) (28 Hrs.)**

These must include the following: a) MSY 455 Structure of Programming Languages, and MSY 461 Operating Systems Principles, if not completed previously. b) A total of 20 hours in Computer Science courses (at least 16 must be at the 500 level), including four hours of MSY 569 Graduate Project or eight hours of MSY 599 Thesis. c) Technical electives may include MSY courses or other computer-related courses approved by the Mathematical Systems Program Committee.

### **Public Affairs Colloquia (4 Hrs.)** *Total (32 Hrs.)*

## **Mathematical Systems/Course Descriptions**

*Courses with the prefix MSY are designed for majors. Those designated MSU are service courses for majors from other fields and, in general, do not require a special background in mathematical systems.*

### **MSY 300 Writing Skills (0 Hrs.)**

Evaluation of writing skills for Mathematical Systems students through: 1) passing a diagnostic writing test given by the Learning Center; 2) completion of COM 309 Writing Laboratory or LIT 375 Expository Writing; or 3) completion of a program to improve writing skills given by the Learning Center. MSY 300 should be taken during the student's first semester of study. For more information consult program faculty.

### **MSY 301 Number Systems (4 Hrs.)**

Topics include distinctive properties of integral, modular, rational, and real number systems; mathematical induction; graphs of functions; limits; continuity; differentiation and integration; polynomial, rational, exponential, and logarithmic functions; finite and infinite sums; proofs; and logic. May not be taken to satisfy graduation requirements in Mathematical Systems or Computer Science. Prerequisite: high school algebra.

### **MSY 311 Linear Systems (4 Hrs.)**

Systems of linear equations and matrix manipulations, including evaluation of determinants, matrix algebra, and evaluation of eigenvalues. Applications of matrices chosen from linear programming, graph theory, theory of games, Markov chains, PERT-CPM, and dynamic programming. Prerequisite: differential and integral calculus or MSY 301.

### **MSY 400 Topics in Mathematics (1-4 Hrs.)**

Various topics; description changes according to topic offered. Subjects may be chosen from areas such as geometry, analysis, algebra, logic, or topology. May be repeated for an indefinite number of hours, but particular topics must differ. See Course Schedule for prerequisites.

### **MSY 413 Modern Algebra (4 Hrs.)**

Study of algebra with special emphasis on vector spaces, including linear dependence, bases, linear transformations, and changes of bases. Theory of groups, rings, and fields including subgroups, ideals, quotient algebras, homomorphisms, and isomorphisms. Prerequisite: MSY 311 or equivalent.

### **MSY 415 Advanced Calculus (4 Hrs.)**

Introduction to basic theory of analysis including rigorous treatment of sequences, series, functions of one or two variables, contin-

uity, differentiation, and Riemann integration. Prerequisite: differential and integral calculus and convergence of infinite series.

**MSY 417 Numerical Analysis (4 Hrs.)**

Introduction to fundamental numerical algorithms, elementary error analysis, polynomial interpolation, solution of linear and nonlinear systems of equations. Additional topics chosen from eigenvalue problems, matrix inverse, and numerical solution of differential equations. Prerequisite: calculus or MSY 301, MSY 311 and MSY 351 or MSU 414, or equivalent.

**Statistics Courses**

**MSY 323 Statistical Analysis (4 Hrs.)**

Introduction to statistics with limited use of calculus. Topics include descriptive statistics, probability for finite sample spaces, random variables and probability distributions, sampling distributions, estimation and testing hypotheses, and inference when comparing two populations. Prerequisite: differential and integral calculus or MSY 301.

**MSY 420 Topics in Statistics and Probability (1-4 Hrs.)**

Various topics; description changes according to topic offered. Subjects may be chosen from areas such as contingency table analysis, discrete data analysis, reliability and life testing, Bayesian statistics, variance components, bioassay, queueing theory, or design of experiments. May be repeated for an indefinite number of hours, but particular topics must differ. Prerequisite: MSY 323 or equivalent.

**MSY 424 Regression and Analysis of Variance (4 Hrs.)**

Second course in applied statistics. Topics include simple and multiple linear regression, concepts in the design of experiments, analysis of variance for fixed and random effects models, and analysis of covariance. Prerequisite: MSY 311 and MSY 323 or consent of instructor.

**MSY 425 Probability and Statistical Inference (4 Hrs.)**

Introduction to theory of statistics with calculus used extensively. Topics include probability distributions and their properties, derivation of sampling distributions, classes of point estimates, interval estimation, and theory of hypotheses testing. Prerequisite: MSY 323 or equivalent and two semesters of calculus.

**MSY 436 Applied Multivariate Analysis (4 Hrs.)**

Introduction to multivariate statistical methods. Topics include tests on means and variances, multivariate analysis of variance, clus-

ter analysis, principal components, and discriminant and factor analysis. Prerequisite or corequisite: MSY 424 or equivalent.

**MSY 438 Survey Sampling (4 Hrs.)**

Basic course in principles of sampling for assessment of data in business, social sciences, or natural resource management. Sampling problems include selection of samples, designing questionnaires, estimation of means and variances, simple and stratified random sampling, systematic sampling, and cluster sampling. Prerequisite: MSY 323 or equivalent.

**MSY 439 Nonparametric Statistics (4 Hrs.)**

Statistical methods that do not depend upon particular form of density function of underlying distribution. Includes selected distribution-free tests and estimation techniques such as sign test, Kolmogorov-Smirnov, Wilcoxon signed rank, Mann-Whitney tests, Chi-square, and rank correlation tests. Prerequisite: MSY 323 or equivalent.

**MSY 442 Stochastic Processes (4 Hrs.)**

See Operations Research section.

**MSY 447 Systems Simulation (4 Hrs.)**

See Operations Research section.

**MSY 520 Advanced Topics in Statistics (4 Hrs.)**

The following courses are offered according to student demand: *Mathematical Statistics I*. Includes probability distributions, exact and limiting distributions, principles and methods of estimation, and order statistics. Prerequisite: MSY 425. *Mathematical Statistics II*. Continuation of above, including point estimation of one parameter, sufficiency and completeness, maximum likelihood estimation, hypothesis testing, and Neyman-Pearson Lemma. *Multivariate Analysis*. Properties of multivariate normal, tests on mean and covariance matrix, and related topics. Prerequisite: matrix algebra.

**MSY 527 Discrete Data Analysis (4 Hrs.)**

Use of classical Chi-square tests and modern techniques such as loglinear models for analyzing categorical and other discrete data.

**MSY 534 Statistical Distributions in Scientific Work (4 Hrs.)**

Probability distributions arising in scientific investigations. Univariate and multivariate distributions and their properties. Prerequisite: MSY 425 or equivalent.

**MSY 538 Sampling Theory (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 542 Advanced Stochastic Processes** (4 Hrs.)  
See Operations Research section.

### Operations Research Courses

**MSY 440 Topics in Operations Research** (1-4 Hrs.)

Various topics; description changes according to topic offered. Subjects may be chosen from areas such as forecasting and time series analysis, queueing theory, inventory models, game theory, nonlinear programming, integer linear programming, network analysis, or dynamic programming. May be repeated for an indefinite number of hours, but particular topics must differ. Prerequisite: MSY 311 or equivalent.

**MSY 441 Operations Research Methods** (4 Hrs.)

Introduction to quantitative methods necessary for analysis, modeling, and decision making. Topics include decision theory, linear programming, network analysis, sequencing and scheduling, inventory systems, and queueing problems. Prerequisite: MSY 311 or consent of instructor. See ADP 473.

**MSY 442 Stochastic Processes** (4 Hrs.)

Analysis of probabilistic systems which are dynamic in time with aid of probability theory and stochastic processes. Includes Markov processes, recurrent events, and queueing, as well as general random processes and their applications to systems analysis in business, economics, ecology, and science. Prerequisite: MSY 323 or equivalent.

**MSY 444 Inventory Control Systems** (4 Hrs.)

Study of deterministic, probabilistic, static, and dynamic models of inventory control. Selection of optimal inventory control systems. Prerequisite: knowledge of introductory statistics or MSY 323.

**MSY 445 Linear Programming** (2-4 Hrs.)

Theory underlying linear programming methods, including duality, sensitivity analysis, and integer linear programming. Prerequisite: MSY 311 or equivalent.

**MSY 447 Systems Simulation** (4 Hrs.)

Construction of simulation models; methods of generation of stochastic variates; use of a special purpose simulation language such as GPSS. Students are given real-life projects in which to apply simulation techniques. Prerequisite: MSY 323 or MSY 441 or consent of instructor.

**MSY 540 Advanced Topics in Operations Research** (1-4 Hrs.)

Advanced topics from literature of operations

research. May be repeated for an indefinite number of hours, but particular topics must differ.

**MSY 542 Advanced Stochastic Processes** (4 Hrs.)

Study of characteristics, development, and application of complex models with special emphasis on group arrivals, batch service, and priority discipline in queueing theory. Prerequisite: MSY 442 or equivalent.

**MSY 545 Advanced Linear Programming** (4 Hrs.)

Theory behind the simplex method, duality, revised simplex, primal-dual methods, and transportation problem; introduction to integer linear programming. Prerequisite: MSY 445 or equivalent.

**MSY 549 Graduate Project** (4 Hrs.)

Final exercise involving an advanced problem in statistics or operations research, for the candidate who chooses not to write a thesis. Problem must be approved in advance by the student's graduation committee; written report and oral presentation required. May be repeated, but only four hours may be applied toward degree requirements. Prerequisite: consent of project adviser.

**MSY 599 Thesis** (4-8 Hrs.)

Graduate study of specific topic in Mathematical Systems utilizing accepted research methods and procedures. Topic must be approved in advance by the graduation committee. Formal written thesis must be accepted by graduation committee and defended before program faculty. Prerequisite: consent of the thesis adviser.

### Computer Science Courses

**MSY 349 Pascal for Experienced Programmers** (2 Hrs.)

Intended for experienced programmers who need to know Pascal. Emphasis on control structures and on user-defined, enumerated data types; records; and files. Prerequisite: extensive programming experience.

**MSY 351 Computer Fundamentals and Programming I** (2 Hrs.)

Introduction to computer programming and the Pascal language, stressing structured programming techniques. Emphasis on control structures, on simple data types, and on string and array structured data types. Assigned problems require considerable time in the computer lab. Formerly MSY 451; see MSU 451.

**MSY 352 Computer Fundamentals and Programming II** (2 Hrs.)

Continuation of MSY 351, emphasizing correct procedures and functions, and struc-



tured data types. Assigned computer problems require considerable time in the computer lab. Formerly MSY 452; see MSU 452.

**MSY 353 Computer Organization (4 Hrs.)**

Introduction to assembly language programming and to computer architecture. Topics include number systems, assembly language programming, assemblers, macros, linkers, loaders, description of CPU, memory, bus structure, and I/O subsystem of the IBM, Cyber, and PDP-11 computers. Working knowledge of Pascal desirable. Formerly MSY 453; see MSU 453.

**MSY 354 Information Structures I (4 Hrs.)**

Implementation of arrays and records, stacks and queues, linked lists, recursion, binary trees, strings, and graphs. Facility with Pascal language developed through assigned computer problems. Prerequisite: working knowledge of Pascal or MSY 349 or MSY 352. Formerly MSY 454; see MSU 454.

**MSY 417 Numerical Analysis (4 Hrs.)**

See the beginning section of these course descriptions.

**MSY 447 Systems Simulation (4 Hrs.)**

See Operations Research section.

**MSY 455 Structure of Programming Languages (4 Hrs.)**

Examination of design principles and implementation of computer programming languages. Topics include syntax, data types, control structures, storage management, and binding. Principles illustrated through comparison of programming languages and through programming assignments. Languages may include Fortran, COBOL, BASIC, APL, LISP, SNOBOL, and ADA. Prerequisite: MSY 354 or equivalent.

**MSY 457 File Organization Using COBOL (4 Hrs.)**

Review of COBOL including principles of good programming and structured programming concepts. Examination of file organization and access methods, particularly sequential and random access methods. Analysis, design, and implementation of applications focusing on the file-update problem. Prerequisite: MSY 354 or equivalent.

**MSY 458 Information Structures II (4 Hrs.)**

Internal and external sorts and searches and related topics of balanced trees and file structures. Analysis of algorithms stressed. Prerequisite: MSY 354.

**MSY 459 Data Base Management (4 Hrs.)**

Introduction to concepts and objectives of data base systems, including relational, hierarchical, and network data base models. Particular attention given to corresponding

schema, data definition, and data manipulation languages, as well as design and implementation of data base applications. Prerequisite: MSY 457 or MSY 458.

**MSY 460 Topics in Computer Science (1-4 Hrs.)**

Various topics; description changes according to topic offered. May be repeated for an indefinite number of hours, but particular topics must differ. See Course Schedule for prerequisites.

**MSY 461 Operating Systems Principles (4 Hrs.)**

Topics include hardware, process and processor management, storage management, I/O management, data management, user interface, performance, networks, and security. Prerequisites: MSY 353 and MSY 354 or equivalents.

**MSY 462 Digital Circuits and Microprocessors (4 Hrs.)**

Discussion of combinatorial and sequential circuits, counters, and decoders; architecture and interfacing of microprocessors. Laboratory work required.

**MSY 463 Structured Analysis and Programming (4 Hrs.)**

Examination of systematic methods for analysis, design, and programming of large projects. Topics include software engineering, software project management, modular programming, testing, and documentation. Prerequisite: MSY 354 or equivalent.

**MSY 465 Legal Issues in Computing (4 Hrs.)**

Topics include contracting for computer services, liability for programming errors, taxation of computer systems, protection of proprietary software, privacy and data banks, electronic funds transfer systems, information utilities, and government regulation of the computer industry.

**MSY 555 Computer Graphics (4 Hrs.)**

Basic concepts, display hardware and techniques, graphics packages, input hardware and techniques, raster graphics, and 3-D graphics. Prerequisite: MSY 354 or equivalent.

**MSY 557 Data Communications (4 Hrs.)**

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

**MSY 559 Compiler Construction (4 Hrs.)**

Syntax analysis, symbol table construction, object code generation, optimization techniques, boot-strapping, and compiler-compilers. Prerequisites: MSY 354 and MSY 455 or equivalents.

**MSY 560 Advanced Topics in Computer Science (4 Hrs.)**

Topics vary. May be repeated for an indefinite number of hours, but particular topics must differ. See Course Schedule for prerequisites.

**MSY 565 Modeling and Performance Evaluation Seminar (4 Hrs.)**

Modeling of computer systems, modeling of input-output and storage devices, memory management models, time-sharing systems models, and empirical performance evaluation of computer systems. Queuing theory, measurement techniques, simulation techniques, and analytic techniques used. Prerequisites: MSY 447 and MSY 461.

**MSY 569 Graduate Project (4 Hrs.)**

Final exercise involving an advanced problem in computer science; for the candidate who chooses not to write a thesis. Problem must be approved in advance by the student's graduation committee; written report and oral presentation required. May be repeated, but only four hours may be applied toward degree requirements. Prerequisite: consent of project adviser.

**MSY 599 Thesis (4-8 Hrs.)**

See Operations Research section.

**Service Courses for Nonmajors**

*Mathematical Systems and Computer Science students may count MSU courses for credit only with prior approval of the Mathematical Systems Program Committee.*

**MSU 305 Introductory Statistics for Managers (4 Hrs.)**

Topics include descriptive statistics, normal distributions, hypothesis testing, correlation coefficients, and regression. Computer packages used throughout. Students may take MSU 305 or MSU 401 for degree credit, but not both.

**MSU 401 Applied Statistics (4 Hrs.)**

Basic statistics for nonmathematics majors. Topics may include descriptive statistics, elementary probability, binomial and normal probability distributions, testing of hypotheses, estimation, one way analysis of variance, simple linear regression, and correlation. Adequate background in high school algebra required. Students may take MSU 305 or MSU 401 for degree credit, but not both.

**MSU 402 Applied Statistics II (4 Hrs.)**

Multiple linear regression, analysis of enumerative data, analysis of variance, multiple comparisons, design of experiments, analysis

of covariance, and certain nonparametric tests. Prerequisite: MSU 401 or equivalent.

**MSU 406 Sampling for Accounting and Auditing (4 Hrs.)**

Sampling techniques for accounting and auditing students. Topics may include sampling principles, sampling plans, attribute and variable sampling, selection techniques, random sampling, systematic and stratified sampling, sample size determination and estimation procedures, simple extension, difference, ratio, and regression methods. Prerequisite: MSU 401 or equivalent.

**MSU 414 Introduction to Computers and Programming I (2 Hrs.)**

Introduction to computer programming and computing technology for nonmathematics majors. Use of BASIC, an easily learned language, provides focus. Students are encouraged to perform programming assignments on microcomputers, although access to a mainframe computer is available. Students may not take both MSU 414 and MSU 451/MSY 351 for credit. NOTE: considerable time in the computer lab required.

**MSU 415 Introduction to Computers and Programming II (2 Hrs.)**

Continuation of MSU 414. Further techniques of programming and problem solving. Students may not take both MSU 415 and MSU 452/MSY 352 for credit. NOTE: considerable time in the computer lab required.

**MSU 451 Computer Fundamentals and Programming I (2 Hrs.)**

For non-mathematics majors; see course description of MSY 351 in the Computer Science section. Students may take no more than one of MSY 351, MSU 414, or MSU 451 for credit.

**MSU 452 Computer Fundamentals and Programming II (2 Hrs.)**

For non-mathematics majors; see course description of MSY 352 in the Computer Science section. Students may take no more than one of MSY 352, MSU 415, or MSU 452 for credit.

**MSU 453 Computer Organization (4 Hrs.)**

For non-mathematics majors; see course description of MSY 353 in the Computer Science section.

**MSU 454 Information Structures I (4 Hrs.)**

For non-mathematics majors; see course description of MSY 354 in the Computer Science section.



# Medical Technology

## B.S. (68 Hrs.)

**Faculty** — William Bloemer, Donna Corriveau, Paula Garrott, James Veselenak

**Adjunct Faculty** — Esther L. Cheatle, John D. Dietrich, Grant Johnson, Caroline K. Nelson

The Medical Technology Program offers the B.S. degree to students interested in careers in clinical laboratory science. Such careers require competence in the performance, analysis, and interpretation of clinical laboratory procedures, knowledge of quality control procedures, and ability to function in problem-solving situations. The curriculum features both broad-based and selective learning experiences encompassing theory and practice in all areas of clinical laboratory science. Completion of the program leads to eligibility for certification by the Board of Registry of the American Society of Clinical Pathologists and/or the National Certification Agency for Medical Laboratory Personnel.

### Entrance Requirements/ Advising

The Medical Technology Program provides for the continuing education of students who have completed the first two years of lower-division work (preferably with the A.A. or A.S. degree). Prerequisite courses required for admission are: 1) 90 quarter hours or 60 semester hours of lower-division courses, including the University general education requirements detailed in the admissions section of this catalog; 2) two semesters of general chemistry; 3) one semester of organic chemistry; 4) two semesters of biological sciences; 5) one semester of college algebra or higher mathematics; and 6) one semester of microbiology with lab. Recommended courses include physics, genetics, and a second semester of organic chemistry. Normal time of

entry into the program is the fall semester of the junior year; however, mid-year, part-time status is possible.

Since program enrollment is limited, admission to the University does not guarantee admission to the Medical Technology Program. Interested applicants should forward a short biographical sketch to the program director, with names and addresses of two science instructors (preferably one biology and one chemistry) for use as references. A personal interview is also required. All applications must be completed by Feb. 15; admission decisions are made by April 15. Each candidate should correspond with the program director to work out an individualized program based upon the strengths of the candidate's former study. This consultation is especially important for candidates with backgrounds in other allied health professions.

### Program Features/ Requirements

The Medical Technology Program requires 68 credit hours of upper-division work. Interdisciplinary and problem-oriented, with emphasis on the basic sciences and standards of contemporary medical technology, the program includes fundamental academic and clinical experiences.

Academic work during the junior year is designed to provide a strong background in chemical and instrumental analysis, biochemistry, physiology, microbiology, and immunology. The summer term of the senior year provides theory and laboratory experience in clinical

chemistry, hematology, immunohematology, coagulation, and urinalysis. During the balance of the senior year the student's clinical education encompasses rotations through the various clinical specialty areas of affiliated hospital laboratories. The Applied Study Term is incorporated in the clinical experience, which is under the joint supervision of faculty at Sangamon State University and practicing laboratory professionals in affiliated hospital laboratories. Clinical education is coupled with didactic courses offered at the University: Advanced Concepts in Hematology, Immunology/Immunohematology, Clinical Chemistry, Medical Microbiology, Analysis of Body Fluids, and Clinical Education and Management.

Recognizing the importance of communication in allied health professions, faculty in all MET courses emphasize development of effective oral and written communication skills. Consequently, completion of MET required courses constitutes successful demonstration of effective communication skills.

Since the program includes laboratory work done under professional supervision, the degree candidate not only must satisfy the customary expectations of academic work but also must meet the high-quality standards demanded of a professional medical technologist in a hospital laboratory.

As a closure requirement for graduation, students must pass a comprehensive examination covering all aspects of clinical laboratory science. The examination is given in the final week of scheduled classes, during the spring semester.

Following is the required curriculum for the junior and senior year in the Medical Technology Program:

**First semester, junior year:**

CHE 321 Chemical Analysis	4 Hrs.
MET 321 Seminar in Medical Technology	1 Hr.
MET 447 Medical Mycology/Parasitology	2 Hrs.

BIO 362 Human Physiology	4 Hrs.
Public Affairs Colloquia	<u>4 Hrs.</u>
	15 Hrs.

**Second semester, junior year:**

CHE 421 Instrumental Analysis	4 Hrs.
BIO 347 Medical Bacteriology	4 Hrs.
CHE 432 Introduction to Clinical Biochemistry	3 Hrs.
MET 448 Introduction to Immunology	3 Hrs.
Public Affairs Colloquium	<u>2 Hrs.</u>
	16 Hrs.

**Summer, senior year:**

MET 401 Introduction to Clinical Chemistry	3 Hrs.
MET 402 Introduction to Hematology, Coagulation, Urinalysis	3 Hrs.
MET 403 Introduction to Immunohematology	<u>2 Hrs.</u>
	8 Hrs.

**First semester, senior year:**

MET 411 Clinical Education/Management	3 Hrs.
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**Second semester, senior year:**

MET 405 Pathology with Clinical Correlations	1 Hr.
MET 455 Analysis of Body Fluids	<u>1 Hr.</u>
	5 Hrs.

In addition, two of the following courses should be taken in the first semester of the senior year, with the other two taken in the second semester:

MET 451 Advanced Concepts in Immunology/Immunohematology	2 Hrs.
MET 452 Advanced Concepts in Hematology/Coagulation	2 Hrs.
MET 453 Advanced Concepts in Medical Microbiology	2 Hrs.
MET 454 Advanced Concepts in Clinical Chemistry	<u>2 Hrs.</u>
	8 Hrs.

Students choose a number of the following courses each semester, so that all seven courses are completed by the end of the senior year:

MET 421 Clinical Chemistry Laboratory	3 Hrs.	MET 425 Clinical Coagulation Laboratory	1 Hr.
MET 422 Clinical Hematology Laboratory	3 Hrs.	MET 426 Clinical Urinalysis Laboratory	1 Hr.
MET 423 Clinical Microbiology Laboratory	3 Hrs.	MET 427 Clinical Immunology Laboratory	<u>2 Hrs.</u>
MET 424 Clinical Immuno- hematology Laboratory	3 Hrs.		<u>16 Hrs.</u>
		<i>Total</i>	<u>68 Hrs.</u>

## Medical Technology/Course Descriptions

### **MET 321 Seminar in Medical**

**Technology** (1 Hr.)  
 For first-year medical technology students. Ethical standards of the profession and current trends in federal and state legislation governing licensure of laboratories and laboratory personnel examined. Roles of various individuals in allied health professions defined.

### **MET 400 Applied Research** (1-4 Hrs.)

Directed research in procedure development or in-depth investigation of a specific area in medical technology. Topic approved and hours assigned by instructor. Written report required. May be repeated for a maximum of 4 credit hours.

### **MET 401 Introduction to Clinical Chemistry** (3 Hrs.)

Lecture/laboratory course focusing on carbohydrates, proteins, lipids, enzymes, electrolytes, blood gases, acid-base balance, liver function, kidney function, and toxicology. Emphasis on quality control as it applies to selected clinical chemistry procedures.

### **MET 402 Introduction to Hematology, Coagulation, Urinalysis** (3 Hrs.)

Lecture/laboratory course that emphasizes basic hematologic and coagulation principles. Manual and simple automated procedures of clinical testing are performed. Screening methodology for coagulation problems is presented. In urinalysis, students are introduced to routine screening tests, including microscopic examination of abnormal and normal urine.

### **MET 403 Introduction to Immunohematology** (2 Hrs.)

Lecture/laboratory course surveying immunohematologic concepts and properties underlying scientific principles of blood banking. Includes theory and practical applications of blood-group systems, antibody identification and compatibility testing, hemolytic disease of the newborn, autoimmune hemolytic anemia, and donor procurement and processing.

### **MET 405 Pathology with Clinical Correlations** (1 Hr.)

General survey of pathology using an organ

system approach. Gross pathology and clinical laboratory aspects of various diseases correlated with signs and symptoms of the disease as well as to the disease process. Prerequisite: senior in Medical Technology Program.

### **MET 411 Clinical Education/Management** (3 Hrs.)

Introduction to processes and practices of laboratory management. Includes basic principles of competency-based education, development of course objectives, evaluation procedures, and teaching techniques.

### **MET 421 Clinical Chemistry Laboratory** (3 Hrs.)

Instruction and experience in use, standardization, set-up, and maintenance of sophisticated, multiple analyzer instruments. Hand chemical methods are learned plus an introduction to toxicology and radioimmunoassay. Prerequisite: senior in Medical Technology Program.

### **MET 422 Clinical Hematology Laboratory** (3 Hrs.)

Experience in automated and hand methods of cell counting and differentiation performed on blood and other body fluids. Hemoglobin determinations are also performed. Also includes advanced instrumentation experience using particle counters, electrophoresis, automated differential systems, and special hematologic testing of white and red cells, using cytochemistry techniques to identify disease states. Prerequisite: senior in Medical Technology Program.

### **MET 423 Clinical Microbiology Laboratory** (3 Hrs.)

Isolation and identification of clinically important bacteria, mycobacteria, and fungi including antibiotic susceptibility testing. Techniques for identifying parasites are learned. Prerequisite: senior in Medical Technology Program.

### **MET 424 Clinical Immunohematology Laboratory** (3 Hrs.)

Experience in blood typing, antibody screening and identification, Direct Coombs testing,

and other blood bank procedures. Included is experience at the Central Illinois Community Blood Bank learning to collect and process donor blood. Prerequisite: senior in Medical Technology Program.

**MET 425 Clinical Coagulation Laboratory (1 Hr.)**

Investigation of factors important to hemostasis, including prothrombin times and thrombin times, plus numerous factor assays. Complete coagulation workup with platelet function studies covered.

**MET 426 Clinical Urinalysis Laboratory (1 Hr.)**

Qualitative, quantitative, and microscopic examination of urine; pregnancy tests; and other special procedures used to analyze urine. Prerequisite: senior in Medical Technology Program.

**MET 427 Clinical Immunology Laboratory (2 Hrs.)**

Evaluation of immunoglobulin levels to identify a disease process or to measure this important defense system in the patient. Includes routine serologic techniques, protein chemistry, and immunofluorescence. Prerequisite: senior in Medical Technology Program.

**MET 447 Medical Mycology/Parasitology (2 Hrs.)**

Concise overview concentrating on medically significant fungi and human parasites. Emphasis on identification and mode of transmission. Lecture and laboratory.

**MET 448 Introduction to Immunology (3 Hrs.)**

Lecture/laboratory course introducing immunologic principles, concepts, and techniques including components of the immune system, immune response, antigen-antibody reactions, hypersensitivity, autoimmunity,

tissue transplantation, and tumor immunology. Emphasis on clinical application.

**MET 451 Advanced Concepts in Immunology/Immunoematology (2 Hrs.)**

Examination of immunologic and immuno-hematologic applications to topics such as tissue transplantation, tumor immunology, paternity testing, and appropriate current research. Emphasizes journal reviews, case studies, and problem-solving techniques.

**MET 452 Advanced Concepts in Hematology/Coagulation (2 Hrs.)**

Presentation of advanced principles of hematologic testing leading to improved interpretative skills in hematology and coagulation. Case studies and discussion to illustrate the pathophysiology of hematological dysfunction.

**MET 453 Advanced Concepts in Medical Microbiology (2 Hrs.)**

Overview of medical virology, recent advances in instrumentation, new techniques for optimum cultivation and identification of pathogenic microorganisms and quality control procedures for a clinical microbiology laboratory.

**MET 454 Advanced Concepts in Clinical Chemistry (2 Hrs.)**

Study of advanced chemical methodologies and intermediary metabolism with reference to pathologic conditions. Analysis and interpretation of case studies and clinical situations.

**MET 455 Analysis of Body Fluids (1 Hr.)**

Examination of principles and techniques utilized in the analysis of body fluids. All aspects of medical microscopy explored, including cytogenetics, cerebral spinal fluid analysis, semen analysis, and fecal testing.

# Nurse Anesthesia (completion)

## B.S. (60 Hrs.)

**Faculty** — Mattilou Catchpole

**Associated Faculty** — Thomas Mackey, Gary Trammell

The search for ways to deaden pain is older than surgery. In the last century and a half, anesthesia has become a specialty practiced by physicians and nurses skilled in intricate techniques. The nurse anesthetist (CRNA) is a key member in the perioperative care team. Blending nursing skills with the science of anesthesia, he or she is a specialist in all forms of pain relief and management of the unconscious patient, skilled in the interpretation of data from monitoring devices, and knowledgeable about the effects of drugs and gases.

The practice of the certified registered nurse anesthetist encompasses medically delegated functions of an anesthesiological nature. Anesthetists serve as agents of the responsible physician, dentist, or other practitioner authorized by law to be responsible for administering anesthesia.

The B.S. in anesthesia is primarily for CRNA clinicians who wish to improve their patient care through increased problem solving and decision making abilities. Electives and Public Affairs Colloquia allow for growth in education, administration, liberal arts, or other areas desired by clinicians who may someday wish to move into careers in or out of anesthesia.

As a CRNA, the nurse anesthetist will be granted 16 semester hours for passing the nurse anesthesia certifying examination and earning the CRNA. Depending on the nurse anesthetist's hospital-based learning experience, additional credit hours may be counted toward required core courses and for electives. AST 491 Assessment of Experiential Learning, may be taken for guidance in

documentation of prior learning but is not required.

To demonstrate communication skills, all candidates write a minimum of one library research paper in ANA 451 Anesthesia Specialties and two research reports in ANA 454 Seminar in Anesthesia. These three reports are also given orally.

### Admission to the Program

There are two routes of admission into the program. The regular admission process applies to the CRNA who has attained junior standing (60 semester hours) with a grade-point average of "C" or better and who has satisfied general education requirements. The other is the *Alternative Admissions Process*. The University evaluates non-traditional educational growth through assessment of: 1) an applicant's life and work experience; and 2) competency in general education areas. The RN generally does well in this alternative admissions process. Students should submit all college and certification transcripts to the Program Director, who serves as the student's adviser until, or if, he/she chooses another adviser.

### Degree Requirements

The baccalaureate completion program in Nurse Anesthesia requires a minimum of 60 semester hours distributed as follows:

#### Required Anesthesia Courses

ANA 451 Anesthesia	
Specialties	4 Hrs.
ANA 452 Pathophysiology	4 Hrs.
ANA 453 Anesthesia Sciences	4 Hrs.
ANA 454 Seminar in	
Anesthesia	4 Hrs.



**Required Cognate Courses**

CHE 441 Pharmacology	4 Hrs.
NUR 361 Health Assessment	4 Hrs.

**Other Requirements**

Public Affairs Colloquia	6 Hrs.*
Electives	14 Hrs.
Credit for Certification	16 Hrs.**
<i>Total</i>	<i>60 Hrs.</i>

\*University requirement

\*\*Eight hours meet Applied Study Term requirement

Students choose elective hours with approval from the Nurse Anesthesia Program Committee. Some suggested areas and courses are:

1) *Education: ADE 513 Educational Evaluation, ADE 511 Curriculum, PSY 411 Educational Psychology*

2) *Administration: HSA 335 Modern Hospital and Administrative Process, HSA 401 Organizational Behavior in Health Care Institutions*

3) *Communication and Interpersonal Relations: CFC 301 Communication Skills for Human Services, CFC 302 Concepts of Helping, HSA 401 Organizational Behavior in Health Care Institutions*

4) *Political Science: POS 301 American Political Processes, COM 467 Political Communication, POS 405 Illinois Government and Politics.*

CRNAs and nurse anesthetists who hold another baccalaureate degree and desire a B.S. in anesthesia must take the 24 hours of required courses and the six hours of Public Affairs Colloquia.

**Nurse Anesthesia (completion)/Course Descriptions**

**ANA 451 Anesthesia Specialties (4 Hrs.)**

In-depth investigation of anesthesia needs of special patient groups: obstetric, neonatal, pediatric, and geriatric.

**ANA 452 Pathophysiology (4 Hrs.)**

Conceptual approach to study of interferences with a satisfactory fulfillment of physiologic needs. Prerequisite: BIO 362 Human Physiology or equivalent.

**ANA 453 Anesthesia Sciences (4 Hrs.)**

In-depth investigation of chemistry, physics,

and biochemistry as they apply to the field of anesthesia. Includes scientific explanation for physiological changes of the human body under anesthesia.

**ANA 454 Seminar in Anesthesia (4 Hrs.)**

Analysis of current anesthesia issues. Evaluation of recent anesthesia research. Discussion of research used to increase medical and anesthesia knowledge.

# Nursing

## B.S.N. (64 Hrs.)

**Faculty** — Alison Blasdell, Marje Fonza, Alma Lowery-Palmer, Thomas A. Mackey, Mary C. Mulcahy, Susan Povse, Margie Schinneer

**Adjunct Faculty** —Norma Wylie

The Nursing Program at Sangamon State University offers an upper-division, integrated curriculum for registered nurses leading to the Bachelor of Science degree in nursing. The program seeks to provide education that prepares the graduate for practice as a generalist in various health-care settings and to adapt to changing needs of society and consumer expectations.

The curriculum is designed with an integrative approach, sensitive to the needs of the learner and to the needs of the health-care consumer. It focuses on promoting high-level wellness and self-care practices by individuals, families, and communities; on approaching problems analytically; and on accountability for professional judgments, actions, and outcomes.

Within the framework of the general course of study, senior students may elect an area of concentration in either acute-care nursing or in family health nursing. Either area fulfills the Applied Study Term required of all Sangamon State University graduates. Five goals direct the applied study experience: 1) to provide role expansion; 2) to address the public affairs mandate of the University; 3) to utilize professional expertise and knowledge in studying health-care problems; 4) to provide opportunity for personal growth; and 5) to develop appropriate communication skills.

The baccalaureate-prepared nurse assumes responsibility for providing health-care services, works interdependently with other health-care professionals and related disciplines for the improvement of health care, utilizes information gen-

erated through research, broadens the scope of nursing practice, and assumes increased independence in an advocacy role with clients.

### Entrance Requirements

All prospective baccalaureate nursing majors must complete the following requirements in order to be considered for admission to the Nursing Program at SSU:

1. *Admission to the University.* Students who meet SSU's criteria for admission are asked to complete an application form and have their transcripts forwarded to the Admissions Office.

2. *Current R.N. license/current professional insurance coverage.* A copy of a current Illinois license and a copy of the student's current liability insurance policy must be placed in the student's file and updated on a regular basis.

3. *Letters of recommendation.* Two letters of recommendation from individuals who have knowledge of the applicant's performance and communication skills should be forwarded directly to the Nursing Program Director. The program provides a standard form for the letters.

4. *Pre-entrance examinations.* Pre-entrance examinations provide information necessary for the applicant and faculty to plan a course of study. They also provide a base upon which a student's advancement and development can be measured. Students should contact the program for further information. This requirement must be completed before the interview requirement is met. Achievement at the 50th percentile is required.

5. *Interview.* Applicants are asked to arrange a meeting with a Nursing Pro-

gram faculty member for advising and sharing of information. This is the last step in the admission process.

## Baccalaureate Nursing Degree Requirements

The upper-division baccalaureate completion program in Nursing at SSU requires a minimum of 64 semester hours distributed as follows:

Required Nursing courses	32 Hrs.*
Required cognate courses	20 Hrs.
Public Affairs Colloquia	6 Hrs.**
Electives (general or Nursing)	<u>6 Hrs.</u>
<i>Total</i>	<i>64 Hrs.</i>

\*Eight hours meet the Applied Study Term requirement

\*\*University requirement

Registered nurses holding a baccalaureate degree in another discipline and desiring a bachelor's degree in Nursing must complete a minimum of 45 semester hours of study. Requirements include 32 semester hours in core Nursing courses, six hours in public affairs colloquia, and other University noncourse requirements. The same pre-entry requirements apply.

The program is designed for both part-time and full-time students. Part-time students are allowed up to six years to complete the degree. For tuition and fee purposes, 12 semester hours of course work is considered full-time study. The program is designed for completion in two years (four semesters) by those admitted to full-time study. Individuals who complete all entry requirements and are accepted into the program may enroll in the fall or spring semester.

Individual professional liability insurance is required of each student. Evidence of current coverage must be submitted prior to engaging in each clinical course.

Because of the nature of the program and the professional component, careful student advisement is necessary prior to and during the student's enrollment. Those admitted to the program should

select an adviser as soon as possible and develop a plan of study prior to or during the first semester.

Communication skills are initially verified through research papers, reports, video-tape interviews, and interaction studies in NUR 311. Developmental guidance is provided following the assessment. Ongoing assessment and verification is an essential component of successive course requirements.

Nursing majors are expected to maintain a grade point average of 2.3, with at least a final grade of "C" for all nursing core and required cognate courses. Students are allowed to repeat only one failed Nursing course.

## Sample Curriculum/Program Guide

### Level I — one semester

*NUR 311 Nursing: Process, Issues, and Trends	4 Hrs.
*NUR 361 Health Assessment	4 Hrs.
**BIO 362 Human Physiology	4 Hrs.
**Chemistry Elective	4 Hrs.

### Level II — one semester

*NUR 321 Acute Care Nursing	4 Hrs.
*NUR 331 Family Health Nursing	4 Hrs.
*NUR 362 Community Health Nursing	4 Hrs.
**Elective course covering concepts of the meaning and value of the person	4 Hrs.

### Level III — two semesters

*NUR 421-422 Concentration: Acute Care Nursing or	8 Hrs.
*NUR 431-432 Concentration: Family Health Nursing	8 Hrs.
*NUR 475 Introduction to Nursing Research	4 Hrs.
**Elective course covering concepts of management and organizational function	4 Hrs.
**Political Studies Elective	4 Hrs.
Public Affairs Colloquia	6 Hrs.
Electives	<u>6 Hrs.</u>

*Total*

*64 Hrs.*

\*Core Nursing requirements

\*\*Required Cognates

## Nursing/Course Descriptions

### **NUR 311 Nursing: Process, Issues, and Trends** (4 Hrs.)

Concepts of the individual, society, high-level wellness, and professional nursing. Emphasis on problem solving in professional nursing practice through utilization of nursing process, including nursing diagnosis.

### **NUR 321 Acute Care Nursing** (4 Hrs.)

Theory/Clinical Laboratory. Holistic focus on care planning, utilizing problem solving skills, emphasizing health assessment, nursing diagnosis, and discharge planning. Study models are clients who have developed an acute exacerbation of a chronic health problem. Prerequisites: NUR 311, NUR 361, BIO 362.

### **NUR 331 Family Health Nursing** (4 Hrs.)

Theory/Clinical Laboratory. Focus on family health needs and behavior throughout the family's developmental life cycle with application of nursing process and health assessment skills. Special attention given the needs of well families and variables influencing family life-styles, health status, and behavior. Prerequisites: NUR 311, NUR 361, BIO 362.

### **NUR 361 Health Assessment** (4 Hrs.)

Lecture laboratory focusing on nursing competencies necessary for completing health assessment of individuals at any point in the life cycle. Specific attention given to development of skills in comprehensive history-taking and physical examination. Individuals are assessed as integrated biopsychosocial beings.

### **NUR 362 Community Health Nursing** (4 Hrs.)

Health status of the community and its subsystems, factors which influence that health status, and implications for nursing practice when the community is the client. Particular attention given to epidemiology, biostatistics, and nursing as socio-political force for change. Prerequisites: NUR 311, NUR 361, BIO 362.

### **NUR 421 Concentration I: Acute Care Nursing** (4 Hrs.)

Lecture/Clinical Laboratory. Focus on pathophysiology, invasive and noninvasive assessment parameters, nursing diagnosis, nursing interventions, and methods of evaluation. Clients evaluated have encountered acute interference with their health state caused by

disease processes and/or iatrogenic processes. Roles of the professional nurse as advocate, change agent, and leader implemented in clinical practice. Prerequisites: NUR 321, NUR 331, NUR 362.

### **NUR 422 Concentration II: Acute Care Nursing** (4 Hrs.)

Theory/Practicum. Emphasis on leadership, change agent skills, nursing process, patient/client advocacy, legal responsibilities, professionalism, quality assurance, and nurse's role in ethical decisions. Seminar presentations and practicum. Concentration I and II meet University Applied Study Term requirement. Prerequisites: NUR 421.

### **NUR 431 Concentration I: Family Health Nursing** (4 Hrs.)

Lecture/Clinical Laboratory. Health care for families with various problems and assistance with development of optimum self-care by families. Prerequisites: NUR 321, NUR 331, NUR 362.

### **NUR 432 Concentration II: Family Health Nursing** (4 Hrs.)

Theory/Practicum. Emphasis on the application of knowledge in guided learning experiences with families and community groups. Students independently identify problem area and initiate plan of action using the nursing process. Leadership, collaboration, legal responsibilities, professionalism, and quality assurance in health care stressed. Concentrations I and II meet University Applied Study Term requirement. Prerequisites: NUR 431.

### **NUR 475 Introduction to Nursing Research** (4 Hrs.)

Theory with emphasis on research methods as applied to nursing and development of beginning investigative skills

### **Electives**

#### **NUR 351 Clinical Teaching** (4 Hrs.)

Identification of learning needs of various clientele encountered in clinical practice. Development of plans for need resolution through use of education.

#### **NUR 499 Independent Study in Nursing** (1-8 Hrs.)

Reading/research in areas not covered in the regular curriculum. Must be arranged with the faculty member involved.



# Political Studies

## B.A. (60 Hrs.) M.A. (44 Hrs.)

**Faculty** — Craig A. Brown, Stephen Daniels, Race Davies, David Everson, Larry Golden, Kent Redfield, Doh Shinn, Robert C. Spencer, Darryl Thomas, Jack Van Der Slik

### ***The Baccalaureate Degree***

A major in Political Studies provides students with a systematic knowledge of political life, helping them to evaluate public issues and make decisions through a balanced program of study in which philosophical, empirical, and policy concerns complement one another. The Political Studies curriculum offers a flexible course of study that provides a solid foundation for a career in law, politics, public service, research, or teaching.

The program is strong in the study of American national and state politics, political thought, and political behavior. Individual faculty have special competencies in such topics as policy analysis, voting behavior, minority politics, legislative politics, civil liberties, the public interest in political thought, public administration, and the role of symbols in politics. Program members are active in the University's public affairs centers and participate in several internship programs directed by the University.

### **Entrance Requirements**

While the Political Studies Program has no specific entrance requirements, it is assumed that students have had college-level study in political science. For students entering the program without such preparation, POS 301 American Political Processes is required and POS 302 Understanding Politics is highly recommended. In addition, the program offers two introductory courses in public administration: POS 381 Understanding Public Administration: Political Context, and POS 382 Understanding Public Administration: Organizational Context. These provide students with basic knowl-

edge of the public sector. Program courses numbered in the 300s and 400s are open to undergraduate students.

### **Advising**

After entering the program, students should select an adviser from the program faculty. Prior to that time, advice may be sought from the program convener. Actual planning of each student's B.A. curriculum is a joint responsibility of the student and the adviser.

### **Applied Study Term**

One distinct advantage of the program is its location in Springfield, affording opportunities to participate directly in politics, especially during the Applied Study Term. Cooperation between the University and governmental and private agencies provides many experiential opportunities in public affairs research and politics. Of special note is POS 303 Applied Study Term, which places students as assistants to legislators in the Illinois General Assembly every spring semester.

### **Program Requirements**

Program courses are divided into five general areas, encompassing the major areas of the discipline. Undergraduate students must take a minimum of one course in each area to ensure an understanding of the discipline's scope and the major questions addressed by a variety of approaches to political study. Students without prior background in political studies are required to take POS 301 American Political Processes, in addition to the 28 hours of required course work. There are no upper limits on the number of hours a student may take in

Political Studies; however, students are urged to plan a liberal program including some familiarity with allied social sciences.

Program requirements are as follows.

**Political Studies courses**

Area I	4 Hrs.
Area II	4 Hrs.
Area III	4 Hrs.
Area IV	4 Hrs.
Area V	4 Hrs.
Political Studies electives	<u>8 Hrs.</u>
<i>Total POS</i>	<i>28 Hrs.</i>

**Other Requirements**

Applied Study Term	8 Hrs.
Public Affairs Colloquia	8 Hrs.
Electives	<u>16 Hrs.</u>
<i>Total Other</i>	<i>32 Hrs.</i>
<i>Total</i>	<i>60 Hrs.</i>

*Study Area I — Political Institutions, Policy, and Behavior*

These courses examine the constitutional, institutional, and informal factors which influence governmental decision making. They constitute the common sense core, the substance of the study of politics. In addition, some courses focus on the interrelationship of process and public policy. Courses in this area are numbered 401 through 412.

*Study Area II — Politics and the Legal Order*

These courses examine the role of law and legal institutions in the American political system. Special attention is given to civil liberties, judicial processes, and the public meaning of legal careers to modern society. Courses in this area are numbered 415 through 421.

*Study Area III — Political Thought*

These courses raise fundamental and enduring questions about the nature of politics. They comprise the program's effort to cultivate the major ideas and forms of thought which distinguish political understanding. Several courses in critical theory examine special approaches to the relation of society and

politics. Courses in this area are numbered from 425 through 437.

*Study Area IV — Empirical Analysis*

These courses examine varieties of empirical research in politics, particularly measurement, research design, data gathering, and interpretation of quantitative research. Courses in this area are numbered from 451 through 453.

*Study Area V — Comparative and International Politics*

These courses deal with non-American politics, comparisons of American politics with other political systems, or the study of politics among nations. The Political Studies faculty believe it imperative that each student has a knowledgeable appreciation of politics in cultures with different institutional arrangements. Courses in this area are numbered from 471 through 475.

**The Master's Degree**

The graduate program leading to the master of arts in Political Studies offers advanced instruction in political science. In a balanced political science curriculum, the program emphasizes state politics, with particular emphasis on Illinois. Courses are offered in the five areas previously outlined, with the curriculum designed to strike a balance between structure and flexibility. This ensures that students gain basic understanding of the language, theories, and techniques of political science, developing critical abilities and communication skills while enjoying flexibility in pursuing substantive interests. The M.A. curriculum in Political Studies provides preparation for further training in political science, law, and other public professions; community college teaching; and a wide range of careers in both the public and private sectors. Program courses are also appropriate for those simply interested in gaining a better understanding of the political process and its philosophical and legal bases.

The University's location in the state capital provides a laboratory for the

study of politics. SSU is the public affairs university for the state of Illinois, and Political Studies faculty are actively engaged in the University's public affairs activities. Seven program faculty hold joint appointments in the University's public affairs centers. Additionally, the Public Affairs Colloquia offered each semester afford the student with opportunities to explore public issues of the day. SSU's location also provides a number of unique internships and other experiential activities, ensuring that political science at SSU is a challenging combination of the theoretical and the practical.

All things considered, however, the quality of a program is marked by the achievements and experiences of its faculty. SSU Political Studies faculty are professionally active, maintaining ongoing research and public affairs endeavors. They are widely published and highly successful in winning competitive grants. They also have a wealth of practical experience in state and local government, including elective office. The intimate atmosphere of SSU allows students to work closely with faculty and take full advantage of their professional and practical experiences.

### Entrance Requirements

The program encourages diversity among its graduate students and admits persons with training in most undergraduate fields of study, particularly students with strong backgrounds in history and the social sciences. For students lacking undergraduate study in political science, admission is conditional upon completion of two or more courses designated by the program convener. A student is formally considered a candidate for the degree after completing POS 501 The Graduate Study of Politics with a grade of "B" or better. This course is offered every fall semester.

### Program Requirements

The M.A. in Political Studies is a 44-hour program. There is a 24-hour core of

500-level courses: POS 501; two graduate seminars; *either* POS 510 Governmental Internship *or* POS 509 Graduate Project; POS 551 Empirical Analysis; and POS 590 Thesis. The remaining 20 hours are divided between the four-hour University PAC requirement and 16 hours of electives. At least eight of these 16 hours must be in Political Studies.

#### The Core

POS 501 The Graduate Study of Politics	4 Hrs.
<i>Two of the following:</i>	8 Hrs.
POS 511 Seminar in Institutions, Policy, and Behavior	
POS 512 Seminar in State/Local Politics and Policy	
POS 513 Seminar in Politics and the Legal Order	
POS 514 Seminar in Political Thought	
POS 515 Seminar in Comparative and International Politics	
POS 551 Empirical Analysis	4 Hrs.
POS 509 Graduate Project <i>or</i> POS 510 Governmental Internship	4 Hrs.
POS 590 Thesis	4 Hrs.
<i>Total Core</i>	<u>24 Hrs.</u>

#### Other Requirements

Public Affairs Colloquia	4 Hrs.
Electives (at least 8 Hrs. of which must be in POS courses)	16 Hrs.
<i>Total Other</i>	<u>20 Hrs.</u>
<i>Total</i>	44 Hrs.

POS 501 and POS 551 introduce the student to the language, theories, and techniques of political science. The two seminars expose the student to literature in at least two fields at a level more sophisticated than that of undergraduate courses. POS 509 and POS 510 help to further the student's critical abilities through completion of an independent project or through a supervised practical experience. In POS 509, the exact nature and substance of the project are decided upon by the student and supervising fa-



culty member. For students taking POS 510, an analysis of the internship provides the basis for the thesis. (Students may take both POS 509 and POS 510.)

## Advising

Beginning graduate students are initially assigned to the convener for one semester if they have not chosen an adviser. At the end of the first semester, the student either chooses or is assigned an adviser. Students should make their selections carefully since they likely will work under supervision of their adviser

## Political Studies/Course Descriptions

*Graduate students taking 400-level courses are expected to perform at a substantially higher level than undergraduate students in those same courses.*

### **POS 301 American Political Processes (4 Hrs.)**

Examination of policy-making process at national and (Illinois) state government levels. Includes agenda building, policy enactment, implementation, and evaluation of American public policy.

### **POS 302 Understanding Politics (4 Hrs.)**

Nature of politics, explanation in political and social science, contemporary approaches to study of politics.

### **POS 303 Applied Study Term (4 Hrs.)**

Opportunity to apply political theories and expand knowledge. Assignments may be with a member of the Illinois General Assembly or in any other "political" institution.

### **POS 381 Understanding Public Administration: Political Context (4 Hrs.)**

Introduction to role of administrative agencies in state and national government. Analysis of public agency's political ecology. Skill development may include policy evaluation, intergovernmental program design, and needs assessment.

### **POS 382 Understanding Public Administration: Organizational Context (4 Hrs.)**

Introduction to internal practices of administrative agencies. Themes include nature and development of executive branch agencies, exercises of organizational power and influence within them, public service career opportunities, and administrative processes in relation to broader public policy processes.

in POS 509 and POS 590.

## Grading

A maximum of eight hours of "C" is applicable toward the degree so long as each hour of "C" is balanced by an hour of "A." However, under no circumstances can a grade of "C" in POS 501, POS 509, or POS 510 be counted toward the degree. A student must have a "B" average to graduate. For those choosing the credit/no credit option an "S" represents work equivalent to a "B," meaning that only grades of "S" may be counted toward the degree.

Skill development modules include basic budget analysis, personnel management techniques, program evaluation, and decision making tools.

### **Area I — Political Institutions, Policy, and Behavior**

#### **POS 401 Political Communication (4 Hrs.)**

Examination of the several roles human speech plays in politics. Political advocacy from rhetoricians of classical antiquity to the 5:30 p.m. news and today's packaged candidates. See COM 467.

#### **POS 402 Legislative Politics (4 Hrs.)**

Analysis of legislative decision making in the state legislature and United States Congress. The law-making process as a system involving interplay of competing personalities, interests, and actors. Special attention to Illinois.

#### **POS 403 Comparative State Politics (4 Hrs.)**

Analysis of environments affecting public policy, with focus on principal state decision makers and process of policy formation.

#### **POS 404 State Executive Behavior and Politics (4 Hrs.)**

Comparative analysis of state executive branches, focusing on policy formation with emphasis on Illinois.

#### **POS 405 Illinois Government and Politics (4 Hrs.)**

Examination of policy-making process as it operates in Illinois. Major topics include constitutional structure, role of parties and interest groups, initiation of public policy, legislative process, role of the governor, politics of the budgetary process, implementation of public policy. See PAR 405.

#### **POS 406 The American Presidency (4 Hrs.)**

Examination of nature and scope of the Ameri-

can Presidency — both historically and analytically. Topical attention given to the views of the framers of the Constitution and to problems of Presidential management, leadership, and prerogative.

**POS 407 Urban Politics (4 Hrs.)**

Exploration of structure, function, and politics of governmental entities in urban areas, with policy focus on issues and alternative methods of analysis. Attention given to small and large urban areas.

**POS 408 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 participation of deprived groups.

**POS 409 Parties and Pressure Groups (4 Hrs.)**

Examination of role and function of political parties and interest groups in linking the public to American political institutions.

**POS 411 Human Nature in Politics (4 Hrs.)**

Examination of reciprocal influences of human conditions and public affairs. Topics may include politics and personality, family and the state, child-rearing and schooling in political socialization, and individual adaptation to political roles.

**POS 412 Public Opinion and Electoral Behavior (4 Hrs.)**

Methods and substantive findings of empirical research on American public opinion and voting behavior. Implications for democratic theory.

**POS 413 Political Decision Making (4 Hrs.)**

Examination of how the structure and context of political institutions — legislative, executive, administrative, and judicial — affect political decision making.

**Area II — Politics and the Legal Order**

**POS 415 American Constitution and Civil Liberties (4 Hrs.)**

Survey of civil liberties constitutional law, with examination of Supreme Court's role in definition and development of civil liberties. Emphasis on Bill of Rights and Civil War Amendments.

**POS 416 The American Constitution and Constitutional Law (4 Hrs.)**

Exploration of the place of the Constitution and Supreme Court in American polity, using both empirical and case materials. Focus on structure and powers of national government, with special emphasis on the Supreme Court as a policy-making institution.

**POS 417 Judicial Process (4 Hrs.)**

Survey of social science literature on judicial process in the United States, with emphasis on Illinois. Major topics include legal culture, court structure, litigation, legal profession, trial and appellate courts, impact and compliance, and criticisms of the process. See LES 411.

**POS 418 Rights in Theory and Practice (4 Hrs.)**

Relationships between civil liberties and economic and political systems. Definition of rights and civil liberties problems; role of judiciary, legislature, and bureaucracy.

**POS 419 Profession of Law and Public Affairs (4 Hrs.)**

Public meaning of legal careers in modern society, featuring tensions among claims of social status, technical expertise, personal conscience, and civil obligation.

**POS 421 Law and Social Order (4 Hrs.)**

Focus on law as a social control mechanism. Explores conflict of individual freedom and social responsibility; changing nature of law as reflection of social changes; and concepts such as social welfare state, police power, social engineering, and individual's relationship to government. See LES 404, SOA 425, and WMS 445.

**Area III — Political Thought**

**POS 425 Democracy, Pluralism, Elitism (4 Hrs.)**

Examination 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 examined. Major focus on American society, but comparative materials included.

**POS 428 Public Interest in Political Thought (4 Hrs.)**

Exploration of traditions of political thought through contemporary authors and classic texts, with attention to the public interest versus private, special, vested, and other interests.

**POS 431 Classical Political Thought (4 Hrs.)**

Examination of major theoretical treatments of injustice and justice in Western political tradition. Emphasis on Plato and Aristotle. Includes origins of political science and political philosophy, and consideration of relevant historical contexts.

**POS 432 Modern Political Thought (4 Hrs.)**

Examination of major theoretical treatments of injustice and justice in Western political tradition. Emphasis on political tradition from Machiavelli to Marx, with particular concern

for development of American constitutionalism and Marxism.

**POS 434 American Political Thought I (4 Hrs.)**  
Study of British and American thought that provided the basis of American idealism found in the Declaration of Independence. Readings from 17th and 18th centuries, with modern interpretations.

**POS 435 American Political Thought II (4 Hrs.)**  
Study of 19th- and 20th-century American political thought that mirrored the transformation of America from an agrarian confederacy to an industrialized world power.

**POS 436 Religion and Politics (4 Hrs.)**  
Inquiry into religious elements of political thought, primarily in Judeo-Christian tradition, using source documents of antiquity, reformation era, and modern period. Some attention given to Islamic belief. Guest lectures.

#### **Area IV — Empirical Analysis**

**POS 451 Empirical Analysis for Political Science (4 Hrs.)**  
Overview of methods political scientists employ to collect and analyze current data. Practical research experience and some available data processing equipment. Not open to graduate students. See POS 551.

**POS 452 Social Indicators: Applied Research (4 Hrs.)**  
Social indicators considered as important tools in policy analysis. Review of subjective and objective indicators that apply to identification of public problems, measurement of performance, evaluation of policy outcomes, and impact and allocation of resources.

**POS 453 The Policy Sciences: Perspectives from Cross-National Research (4 Hrs.)**  
Formation, implementation, and evaluation of public policy. Research examples chosen from American and non-American settings. Major purpose is to develop a systematic, comprehensive framework for analysis of public policy questions.

#### **Area V — Comparative and International Politics**

**POS 471 Comparative Politics (4 Hrs.)**  
Analysis and comparison of politics in developing and developed nations.

**POS 472 Asian Politics (4 Hrs.)**  
Study of social, economic, and political development of Asian nations, with emphasis on the Far East.

**POS 473 World Politics (4 Hrs.)**  
Analysis of topics in international relations — e.g., North-South and East-West relations, in-

ternational economy, war and peace, and international organization.

**POS 475 International Organizations and Integration (4 Hrs.)**  
Examination of international organizations, particularly in the United Nations.

**POS 476 Model United Nations (4 Hrs.)**  
Role of the United Nations in the global political system, with focus on major issues facing the United Nations. Analyzes issues from perspectives of the first, second, and third world. (When possible, SSU students participate in the Midwest Model United Nations, the National Model United Nations, or other model regional organization, such as Organization of American States and Organization of African Unity.)

**POS 477 Comparative Black Political Thought (4 Hrs.)**  
Focus on political ideas in Africa, black America and, to a lesser extent, the rest of the black world, including six systems of black thought: traditionalism, liberalism, nationalism, socialism, Pan-Africanism, and Mantaism (Humanism). Students develop a comparative approach to analyzing black thought.

#### **Additional Topics**

**POS 480 Topics in Political Studies (4 Hrs.)**  
Issues arising from current and important political phenomena. May be taken for unlimited number of credit hours, but particular topic must differ.

**POS 501 The Graduate Study of Politics (4 Hrs.)**  
Introduction to graduate study of politics, with emphasis on major subjects, perspectives on political study, and current controversies.

**POS 503-504 Academic Seminar: Illinois Legislative Staff Internship (2-6 Hrs.)**  
Examination and discussion of literature on legislative process and behavior, theories of representation, legislative staffing, and Illinois government and politics. Each intern is required to prepare a major original research paper. Restricted to students selected as Illinois Legislative interns.

**POS 505-506 Academic Seminar: Illinois Private Sector Legislative Internship (2-6 Hrs.)**  
Examination and discussion of literature on legislative process and behavior, theories of representation, role of private sector in legislative process, and Illinois government politics. Each intern is required to prepare a major original research paper. Restricted to students selected for the Illinois Private Sector Legislative Internship Program.

**POS 509 Graduate Project (4 Hrs.)**

In-depth, individualized investigation of a topic related to political science. Taken on a tutorial basis, the exact substance and nature of the project to be determined by the student and supervising faculty member. Prerequisites: POS 501, POS 551, and one graduate seminar.

**POS 510 Governmental Internship (4 Hrs.)**

Examination of political processes and behavior with specific application to Illinois state or local government and politics. Restricted to students serving in internships related to Illinois state or local government. May be repeated once, for a total of eight hours. Prerequisites: POS 501, POS 551, and one graduate seminar.

**POS 511 Seminar in Political Institutions, Policy, and Behavior (4 Hrs.)**

Examination of dominant themes and literature in the field. Exact topic varies according to instructor.

**POS 512 Seminar in State/Local Politics and Policy (4 Hrs.)**

Examination of dominant themes and literature in the field. Exact topic varies according to instructor.

**POS 513 Seminar in Politics and the Legal Order (4 Hrs.)**

Examination of dominant themes and litera-

ture in the field. Exact topic varies according to instructor.

**POS 514 Seminar in Political Thought (4 Hrs.)**

Examination of dominant themes and literature in the field. Exact topic varies according to instructor.

**POS 515 Seminar in Comparative and International Politics (4 Hrs.)**

Examination of dominant themes and literature in the field. Exact topic varies according to instructor.

**POS 551 Empirical Analysis for Political Science (4 Hrs.)**

Overview of methods political scientists employ to collect and analyze current data. Practical research experiences and some available data processing equipment. Open only to graduate students. See POS 451.

**POS 580 Special Topics (4 Hrs.)**

Intensive study of particular research or theoretical problem in political studies. Students are expected to develop a research topic and pursue it to closure.

**POS 590 Thesis (1-4 Hrs)**

Development and completion of a master's thesis in Political Studies. Prerequisites: POS 501, POS 551, two seminars, and either POS 509 or POS 510.



# Psychology

## B.A. (60 Hrs.) M.A. (40-56 Hrs.)

**Faculty** — Joel Adkins, Karen Fuchs-Beauchamp, Melvin Hall, Ronald Havens, Jonathan L. Hess, Thomas Low, John Miller, A. Dan Whitley

**Associated Faculty** — Larry Shiner, Charles B. Strozier

**Adjunct Faculty** — Glen Aylward, Jerry Colliver, Ugo Formigoni, Donald McLean

### Psychology B.A.

The Psychology Program at Sangamon State University is designed to serve both the needs of those students seeking a general liberal arts degree and the needs of those who intend to pursue professional training in psychology or related fields. The primary goal of the program is to help students gain the perspectives, knowledge, and problem-solving skills needed to develop an understanding of human functioning and to solve theoretical and practical problems of human psychology. The core of required courses is meant to insure that students become acquainted with a reasonably broad range of perspectives, methods, and content areas within the discipline. Required courses include those that focus primarily upon methods of inquiry and those that focus primarily upon bodies of knowledge, insuring that students develop a general understanding not only of psychological knowledge but also of the means by which that knowledge is produced.

Students are encouraged to pursue electives outside Psychology and related areas, in order to assure a broad liberal arts education. The public affairs requirement also contributes to a broad educational experience, and the Applied Study Term provides students with an unusual opportunity to integrate classroom learning and practical field experience, as well as to gain experience that may be useful in decisions about employment or later training.

Graduate work (M.A. or Ph.D.) generally is necessary for professional employment in psychology, but the skills and knowledge obtained by the undergraduate major are applicable to diverse occupations. Course work also provides appropriate background for continued study at the graduate level in psychology and related fields. Students should confer with a program adviser to choose elective courses in psychology that best suit individual interests and needs.

Psychology is an appropriate major for students who seek certification as elementary school teachers. The Psychology Program in conjunction with the Teacher Education Program offers an integrated course of study leading to teacher certification and to a B.A. in Psychology. A major in Psychology provides the education student with a fundamental liberal arts perspective and with an introduction to the psychological principles underlying the teaching and learning processes. Requirements for students choosing the Psychology/Teacher Education option are somewhat different from those for the regular B.A. degree and are listed separately below.

### Entrance Requirements

The Psychology Program has no specific entrance requirements beyond admission to the University, but it is assumed that entering students have had at least one course in introductory psychology.

## Communication Skills

Performance in PSY 301 General Psychology is used to assess the student's ability to read, write, and speak English properly; adequate performance in these basic communication skills is a requirement for completing the course. Students who fail to demonstrate these skills must develop a plan of remedial study that results in completion of the course requirements. The instructor of PSY 301 and the student's adviser should be consulted in planning the remedial study and in arranging for a subsequent demonstration of adequate performance.

## Applied Study

The Applied Study Term (AST) provides Psychology students with an opportunity to gain practical experience in field placements suited to their goals and interests. Placements have included local mental health centers, various other mental health and community service organizations (such as the Youth Service Bureau, the Springfield Mental Health Center, the Sangamon-Menard Alcoholism and Drug Abuse Council, and the YMCA), research positions at the SIU Medical School, and research experience with Sangamon State faculty. Generally, the AST office and the Psychology Program can provide an appropriate placement, and student-initiated placements also are possible with approval of the adviser and the AST office.

## Program Requirements

Total hours required in the Psychology Program are distributed as follows.

### Core Requirements

PSY 301 Advanced General Psychology	4 Hrs.
PSY 311 Quantitative Methods	4 Hrs.
PSY 401 Experimental Psychology	4 Hrs.
PSY 441 Life-Span Developmental Psychology	4 Hrs.
PSY 451 Introduction to	

Clinical Psychology	<u>4 Hrs.</u>
<i>Total Core</i>	<u>20 Hrs.</u>

### Other Requirements

Psychology Electives (Psychology courses or cross-listed courses)	12 Hrs.
PHI 439 Philosophy of the Social Sciences	<u>4 Hrs.</u>
<i>Total Other</i>	<u>16 Hrs.</u>

### University Requirements

Applied Study Term	8 Hrs.
Public Affairs Colloquia	<u>6 Hrs.</u>
<i>Total University</i>	<u>14 Hrs.</u>

### General Electives

Any 300- or 400-level courses, psychology or nonpsychology	<u>10 Hrs.</u>
<i>Total Requirements</i>	<u>60 Hrs.</u>

## Psychology/Teacher Education

The Psychology Program requirements are modified slightly to meet the special needs of Psychology majors who seek teacher certification. The student should also consult the Teacher Education section of this catalog.

### Core Requirements

PSY 301 Advanced General Psychology	4 Hrs.
PSY 311 Quantitative Methods	4 Hrs.
<i>or</i>	
PSY 475/HDC 475 Psychological Tests and Measurements	4 Hrs.
PSY 441 Life-Span Developmental Psychology	4 Hrs.
PSY 451 Introduction to Clinical Psychology	<u>4 Hrs.</u>
<i>Total Core</i>	<u>16 Hrs.</u>

### Psychology Electives

<i>Total Requirements</i>	<u>32 Hrs.</u>
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See also *Teacher Education Requirements* in this catalog.

## Psychology M.A.

General (40 Hrs.)      Clinical (56 Hrs.)

The graduate program in Psychology offers two M.A. degrees, one in general

psychology and one in clinical psychology. The degree in general psychology provides a broad academic background and is appropriate as a terminal degree for work in many psychology-related occupations or as preparation for advanced graduate work. Core requirements for the general M.A. degree focus upon methodology and theoretical issues. In addition, each student is required to complete intensive readings and pass an examination in a selected area, such as developmental psychology, general experimental psychology, or biopsychology.

The clinical M.A. is designed as a professional, terminal degree, but also is suitable as preparation for a Ph.D. program in clinical psychology, or in counseling or related areas. The clinical M.A. program includes general theoretical knowledge and emphasizes the development of applied skills in psychological assessment and in individual and group psychotherapy.

## **General M.A. Program**

### *Entrance Requirements*

Admission to the general M.A. program in Psychology is by application; forms can be obtained from the Psychology Program.

Applications, including transcripts and two letters of recommendation, should be submitted as early as possible prior to the term in which the student plans to enter, but not later than 30 days before the first day of classes.

PSY 311 Quantitative Methods, or its equivalent, and at least three additional undergraduate courses in psychology are required for admission to the general M.A. program in Psychology. Students who do not meet these requirements may enter provisionally but must make up the prerequisite undergraduate course work in addition to the regular graduate requirements.

### *Advancement to Candidacy*

Students admitted to the general M.A. program are advanced to candidacy for the degree only upon completion of the Psychology Graduate Colloquium (PSY 507). Requirements for completing the colloquium include demonstration of graduate-level performance in reading, writing, and speaking English. Students who initially fail to meet these requirements are responsible for developing a plan for remedial study that results in successful completion of the colloquium.

Independent Study: Directed Readings (PSY 560) and M.A. Project (PSY 599) are not open to students who have not been advanced to candidacy.

### *Advising*

An adviser must be selected from the Psychology Program faculty; students are expected to meet with advisers prior to registration.

### *Grades*

An acceptable grade for graduate students is "A" or "B." Any "C" must be balanced by an equal number of hours of "A"; no more than eight hours of "C" are acceptable.

### *Graduate Credit for 400-level Courses*

With permission of the adviser, graduate students may receive credit for a maximum of eight semester hours of 400-level courses. Graduate students are expected to meet a higher standard of performance than undergraduate students in 400-level courses and may be required to complete additional course requirements at the discretion of the instructor. Graduate students must earn a grade of "B" or better to receive credit for 400-level courses. In some instances, graduate students may be advised to remedy deficiencies in their preparation for graduate study by completing additional undergraduate courses beyond



the eight hour maximum; such extra remedial courses cannot be used for graduate credit.

### General M.A. Program Requirements

#### Total Psychology Hours

PSY 507 Graduate Colloquium in Psychology	4 Hrs.
PSY 510 Seminar in Quantitative Methods	4 Hrs.
PSY 511 Advanced Quantitative Methods	4 Hrs.
PSY 515 Theoretical Psychology	4 Hrs.
PSY 560 Independent Study: Directed Readings	8 Hrs.
PSY 599 M.A. Project	<u>4 Hrs.</u>
<i>Total Psychology</i>	<i>28 Hrs.</i>

#### Other Requirements

Electives approved by adviser	8 Hrs.
Public Affairs Colloquia	<u>4 Hrs.</u>
<i>Total</i>	<i>40 Hrs.</i>

### Waivers

Students may petition the Psychology Program for a waiver of any admission or degree requirement. The sole basis for any waiver is demonstrable competence in the area and the decision is entirely at the discretion of the Psychology Program.

### Clinical Concentration

The clinical concentration consists of a blend of courses from the Human Development Counseling Program and the Psychology Program. Students take a group of cross-listed courses from the HDC Program to obtain a general background in theories, issues, and skills. The remainder of the curriculum consists of courses provided by the Psychology Program designed to build upon this background with skills, knowledge, and experiences specific to clinical psychology.

### Entrance Requirements

Because of the nature of the training, students may enter the Clinical Psychol-

ogy concentration only in the fall semester. Acceptance into this M.A. program is based upon a separate application to the Psychology Program. Application forms are available from the Psychology Program; completed forms must be submitted before May 1.

Courses in abnormal psychology, quantitative methods (statistics), personality theory, and developmental psychology or their equivalents are required for admission into the Clinical Psychology concentration. Provisional admission contingent upon completing these requirements is possible.

### Clinical Concentration Requirements

#### Human Development Counseling/ Psychology Core

HDC 475/PSY 475 Psychological Tests and Measurements	4 Hrs.
HDC 502/PSY 502 Theories of Counseling and Psychotherapy	4 Hrs.
HDC 503/PSY 503 Techniques of Group Counseling and Psychotherapy	<u>4 Hrs.</u>
<i>Total Core</i>	<i>12 Hrs.</i>

#### Clinical Psychology Courses

PSY 535 Advanced Clinical Psychology	4 Hrs.
PSY 538 Psychopathology	4 Hrs.
PSY 544 Intelligence Testing	4 Hrs.
PSY 545 Personality Assessment	4 Hrs.
PSY 552 Child Psychopathology and Therapy	4 Hrs.
PSY 580 Practicum in Clinical Psychology	<u>12 Hrs.</u>
<i>Total Clinical</i>	<i>36 Hrs.</i>

#### Other Requirements

Psychology electives	4 Hrs.
Public Affairs Colloquia	<u>4 Hrs.</u>
<i>Total Other</i>	<i>8 Hrs.</i>
<i>Total</i>	<i>56 Hrs.</i>

In addition to course requirements, students are required to complete a formal closure exercise as required by University policy. Guidelines for completion of this report are available from the Psychology Program.

Students in the clinical psychology concentration are encouraged to obtain

additional specialized training in areas such as behavior modification, family therapy, play therapy, neuropsychological evaluation, and psychotropic medication. Courses in these areas are available periodically in the Psychology and Human Development Counseling Programs.

## Psychology/Course Descriptions

### PSY 301 Advanced General

**Psychology (4 Hrs.)**  
Survey of selected methods, data, and theories in perception, learning, cognition, and motivation. Prerequisite: introductory course in psychology.

### PSY 311 Quantitative Methods in the Behavioral Sciences (4 Hrs.)

Intuitive conceptual overview of statistics as used in psychology and the human services professions, including introduction to descriptive statistics (central tendency, variability, standard scores, correlation) and inferential statistics (hypothesis testing). Prerequisite: understanding of basic algebraic concepts.

### PSY 369 Fieldwork — COPE I (2 Hrs.)

First-semester advocacy experience in building a relationship with a troubled young person. Includes one and one-half hour team meeting each week. Can be used to partially fulfill the University Applied Study Term requirement. Approval of program adviser required. See CFC 369.

### PSY 371 Fieldwork — COPE II (2 Hrs.)

Continuation of advocate relationship above. Includes one and one-half hour team meeting each week. Prerequisite: PSY 369. See CFC 371.

### PSY 400 Special Topics in Psychology (4 Hrs.)

Selected topics of special interest which may vary from semester to semester. May be repeated if topics are different.

### PSY 401 Experimental Psychology (4 Hrs.)

Examination of the experimental method in psychology, including philosophical background and introduction to research strategies and designs. Prerequisite: introductory course in psychology.

### PSY 411 Educational Psychology (4 Hrs.)

Survey of topics in psychology relevant to teaching: educational objectives, student characteristics and development, the learning process, and evaluation of learning. Students must enroll concurrently in TEP 412. See TEP 411.

### PSY 412 Introduction to Physiological Psychology (4 Hrs.)

Basic structure and functions of the nervous system: neuron physiology, sensory processing, and physiological regulations. Prerequisite: PSY 301 or equivalent.

### PSY 413 Advanced Physiological Psychology (4 Hrs.)

Data and theories of brain function in learning, attention, motivation, and psychopathology. Prerequisite: PSY 412.

### PSY 414 Hormones and Behavior (4 Hrs.)

Roles of internal secretion glands and their hormones in metabolic processes; their effects upon behavior; regulation of hormonal secretion; and effects of environmental factors.

### PSY 415 Psychoactive Drugs (4 Hrs.)

Introductory survey of major classes of drugs that affect psychological processes and behavior; issues of drug use in treatment of mental disorders; drugs as a social problem.

### PSY 416 Developmental Psychobiology (4 Hrs.)

Survey of research on genetic, prenatal, and early neonatal factors in the development of behavior; emphasis on animal research. Prerequisites: introductory course in psychology and introductory course in biology.

### PSY 421 Exceptional Child (4 Hrs.)

Behaviors and conditions that make a child different from most other children, including all conditions addressed by Public Law 94-142. Topics include mental retardation; learning disabilities; behavior disorders; hearing, vision, and speech impairments; and giftedness. Satisfies requirements of Illinois House Bill 150. See TEP 421.

### PSY 422 Psychology of Learning (4 Hrs.)

Description of major theories of learning and selected historical and contemporary research in learning and related areas. Prerequisite: PSY 301 or equivalent.

### PSY 431 Social Psychology (4 Hrs.)

Survey of major theories and selected areas of research in social psychology. Prerequisite: PSY 301 or equivalent.

**PSY 435 Psychology of Women (4 Hrs.)**  
Survey of major issues and selected areas of research focusing upon the problems of women.

**PSY 441 Life-span Developmental Psychology (4 Hrs.)**  
Cognitive, emotional, and social development across the life span; determinants of individual differences and principles of mental and physical health throughout life.

**PSY 442 Child Development (4 Hrs.)**  
Study of development of intelligence, language and cognition, physical growth, and social and personal development in newborns, infants, and toddlers, and in early and middle childhood. Emphasis on child-rearing practices.

**PSY 443 Adolescence (4 Hrs.)**  
Psychological, social, and biological development (including medical problems) in adolescence. Influence of milieu (family, peers, school, church, work) on cognitive, emotional, and social development.

**PSY 451 Introduction to Clinical Psychology (4 Hrs.)**  
Theories, research, intervention strategies, and professional issues in clinical psychology. Topics include assessment, individual psychotherapy, hypnotherapy, behavior modification, and electroconvulsive shock therapy. Describes steps involved in becoming a clinical psychologist.

**PSY 452 Abnormal Psychology (4 Hrs.)**  
Theories, research, and classification systems relevant to abnormal behavior. Emphasis on current diagnostic and descriptive systems.

**PSY 453 Interpersonal Influence (4 Hrs.)**  
Theory, research, and strategies underlying interpersonal influence efforts such as sales, management, romance, parenting, psychotherapy, acting, and propaganda.

**PSY 454 Consulting Psychology (4 Hrs.)**  
Role and procedures of the psychological consultant to organizations and individuals. Models of human behavior discussed but emphasis is upon techniques.

**PSY 455 Interviewing (4 Hrs.)**  
Discussion of interviewing process, with emphasis on procedures of effective interviewing. Students practice interviewing and receive feedback.

**PSY 456 Creativity and Problem Solving (4 Hrs.)**  
Systems-oriented approach to problem solving and creativity. Experiential learning with structured exercises.

**PSY 457 Transactional Analysis: Theory and Procedures (4 Hrs.)**  
Survey of concepts in transactional analysis and their utilization. Topics include stroke economies, script work, stimulus hunger, position hunger, time structuring, attribution, and injunctions.

**PSY 458 Transactional Analysis: Principles of Group Treatment (4 Hrs.)**  
Procedures in organizing and leading a transactionally oriented treatment group. Students specify and utilize a treatment contract for themselves. Prerequisite: PSY 457 or several introductory workshops in transactional analysis.

**PSY 459 Stress Management (4 Hrs.)**  
Comprehensive program of techniques for stress management, including anger and fear reduction, time management, decision making, autogenic training, imagery and visualization, social networking, and centering.

**PSY 461 Theories of Personality (4 Hrs.)**  
Survey of major theories of personality and determinants of individual differences. Prerequisite: PSY 452.

**PSY 462 Consciousness (4 Hrs.)**  
Theories of consciousness; consciousness-altering techniques, with emphasis on procedures to uncover unconscious material. Meditation, hypnosis, biofeedback, sensory deprivation, dreams, and drugs.

**PSY 463 Psychoanalytic Psychology (4 Hrs.)**  
Principles of Freudian psychoanalytic theory and practice.

**PSY 464 Existential and Humanistic Psychology (4 Hrs.)**  
Survey of major existential and "Third Force" theories in psychology.

**PSY 475 Psychological Tests and Measurements (4 Hrs.)**  
Exploration of strengths and weaknesses of evaluation instruments. Includes principles, construction, and interpretation of representative psychological tests and measures. See HDC 475.

**PSY 490 Independent Study in Psychology (2-4 Hrs.)**  
Study of selected topic by agreement with a member of the Psychology Program faculty; topics, methods of study, and means of evaluation to be negotiated between student and faculty member.

**PSY 500 Seminar in Psychology (4 Hrs.)**  
Specially selected topics in psychology. Content varies according to interest and demand. May be repeated without limit, but topics must differ.

**PSY 502 Theories of Counseling and Psychotherapy (4 Hrs.)**

Systematic exposure to major counseling and psychotherapeutic theories and techniques essential to human relationships and helping processes. See HDC 502.

**PSY 503 Group Counseling and Psychotherapy (4 Hrs.)**

Study of major theories and techniques in group counseling and psychotherapy. See HDC 503.

**PSY 507 Graduate Colloquium in Psychology (4 Hrs.)**

Seminar in which students examine and report upon selected areas of psychological research. Prerequisite: graduate standing in Psychology and PSY 311 or equivalent.

**PSY 510 Seminar in Quantitative Methods and Measurement (4 Hrs.)**

Specially selected topics concerned with application of quantitative methods in the behavioral sciences. Content varies according to interest and demand. Prerequisite: PSY 311 or equivalent. May be repeated without limit, but topics must differ.

**PSY 511 Advanced Quantitative Methods in the Behavioral Sciences: Hypothesis Testing (4 Hrs.)**

Examination of various laboratory and non-laboratory methodologies and tools for research and assessment. Preparation for graduate-level analysis of available literature. Prerequisite: PSY 311 or equivalent.

**PSY 512 Advanced Quantitative Methods in the Behavioral Sciences: Experimental Design (4 Hrs.)**

Problems of interpreting data obtained in experimental settings. Simple and multifactor analysis of variance techniques; complex experimental designs with related data analysis techniques. Prerequisite: PSY 311.

**PSY 513 Advanced Quantitative Methods in the Behavioral Sciences: Correlation and Regression (4 Hrs.)**

Simple correlation and regression with interpretations of correlation coefficients in behavioral research situations. Techniques other than the Pearson product-moment correlation. Prerequisite: PSY 311 or equivalent.

**PSY 514 Program Evaluation (4 Hrs.)**

Theory, techniques, and application of evaluation principles as related to policy formation and decision making. Covers evaluation of clinical and educational efforts, with application to many settings.

**PSY 515 Theoretical Psychology (4 Hrs.)**

Examination of the problems of knowledge in psychology. Prerequisite: graduate standing in Psychology.

**PSY 520 Seminar in Developmental Psychology (4 Hrs.)**

Specially selected topics relevant to the field of developmental psychology. Content varies according to interest and demand. May be repeated without limit, but topics must differ.

**PSY 530 Seminar in Clinical Psychology (4 Hrs.)**

Specially selected topics concerned with theories and issues in clinical psychology. Content varies according to interest and demand. May be repeated without limit, but topics must differ.

**PSY 535 Advanced Clinical Psychology (4 Hrs.)**

Seminar for advanced students in clinical psychology. Emphasis on individual attention; student participation varies according to contracts set at beginning of course.

**PSY 536 Ericksonian Approaches to Psychotherapy (4 Hrs.)**

Advanced training in theories and techniques of Ericksonian psychotherapy: metaphors, double-binds, paradoxes, and experiential learning assignments. Prerequisite: PSY 502.

**PSY 537 Group Dynamics and Leadership (4 Hrs.)**

Variables influencing group behavior and behavior of individuals in groups; analysis of effective leadership styles. Simulations demonstrate group processes and provide practice in specific leadership techniques.

**PSY 538 Psychopathology (4 Hrs.)**

Investigation of abnormal behavior: theories, research, and techniques of assessment.

**PSY 540 Seminar in Psychological Testing (4 Hrs.)**

Specially selected topics relevant to the process of psychological assessment. Content varies according to interest and demand. May be repeated without limit, but topics must differ.

**PSY 544 Intelligence Testing (4 Hrs.)**

Basic administration, scoring, and interpretation of intelligence tests such as WISC, WAIS, and Stanford-Binet.

**PSY 545 Personality Assessment (4 Hrs.)**

Basic administration, scoring, and interpretation of objective and projective personality tests, such as MMPI, EPPS, Rorschach, TAT, and Bender-Gestalt.

**PSY 546 Neuropsychological Assessment (4 Hrs.)**

Conceptual framework for assessing brain impairment from psychological tests; basics of clinical neuroanatomy; emphasis upon aphasia. Prerequisites: graduate standing in

psychology, or speech pathology, or occupational therapy, and PSY 475 and PSY 544.

**PSY 550 Seminar in Clinical Interventions (4 Hrs.)**

Specially selected topics relevant to the process of clinical intervention. Content varies according to interest and demand. May be repeated without limit, but topics must differ.

**PSY 551 Principles and Techniques of Child Therapy (4 Hrs.)**

Consideration of recent thinking and research about child therapy. Surveys techniques recommended for treatment of disorders classified as intrapersonal, situational, and crisis. Diagnosis of disorders emphasized. See CFC 551.

**PSY 552 Child Psychopathology and Therapy (4 Hrs.)**

Recognition and definition of clinical problems of childhood. Students learn how to disclose clinical results, prescribe treatment approaches, and outline theoretical positions based upon research findings. See CFC 552.

**PSY 556 Play Therapy: Comparative Approaches (4 Hrs.)**

Investigation of play therapy in treatment of children with severe handicaps, such as transient developmental adjustment difficulties. Examination of divergent theoretical models upon which play therapy is founded. See CFC 556.

**PSY 557 Psychology of Aging (4 Hrs.)**

Foundation in psychology of adult development and aging, with emphasis on theories, methodologies, and research findings. Focus on cognitive, social, psychological, and mental health aspects of aging. See GER 502, and CFC 568.

**PSY 558 Community Psychology (4 Hrs.)**

History, philosophy, structure, activities, pitfalls, and present circumstances of community mental health approach. Function of the psychologist as social change agent examined in terms of ethics, feasibility, advisability,

techniques, and methods of effectiveness-assessments.

**PSY 559 Family Therapy (4 Hrs.)**

For advanced students interested in specializing in family counseling techniques. Students develop and implement family treatment plans in actual and/or simulated family systems, and must be able to articulate at least two major family counseling approaches. See CFC 559 and HDC 559. Prerequisite: HDC 434 or equivalent.

**PSY 560 Independent Study: Directed Readings (4-8 Hrs.)**

Intensive study of assigned readings in general psychology, developmental psychology, biopsychology, or other approved areas, including completion of a written comprehensive examination. Prerequisite: PSY 507.

**PSY 570 Psychology Field Placement (4 Hrs.)**

Placements designed to provide experiential learning opportunities; 16-20 hours per week. May be repeated for a total of 12 semester hours.

**PSY 580 Practicum in Clinical Psychology (4 Hrs.)**

Community placement for experiential learning of clinical skills; 52-week commitment of 16-20 hours per week. May be repeated for a total of 12 semester hours.

**PSY 590 Independent Research in Psychology (4 Hrs.)**

Study of selected topic by agreement with a member of the Psychology Program faculty; topics, methods of study, and means of evaluation to be negotiated between student and faculty member.

**PSY 599 M.A. Project (4 Hrs.)**

Intensive individual project to demonstrate ability to formulate, investigate, and analyze a problem and to report upon it in writing and orally. Experimental, applied, or library projects are acceptable, with agreement of academic adviser. Consult adviser before registering.

# Public Administration

## M.P.A. (48 Hrs.)

**Faculty** — Fred Becker, Jr., John Collins, Jeanne Col, Geoffrey Y. Cornog, Phillip M. Gregg, Kenneth Oldfield, Randolph P. Kucera, A. Wayne Penn, Ronald Sakolsky, Charles Sampson

**Adjunct Faculty** — Leland W. Fuchs, Walter J. Kesselman

The Public Administration Program offers professional graduate education leading to the M.P.A. degree and prepares students for careers in public service. The program works actively with many elements of state and local government to integrate academic and experiential components of the educational process. Many students have positions within agencies of Illinois state government; a growing number of pre-professional students have joined them in preparation for careers in public administration. Both the mix of students and the location of the program assist in the process of relating the concepts of theory to the insights of practical experience.

The effective management of public agencies requires a high level of administrative competence; therefore, basic curricular requirements are designed to impart knowledge and skills essential to meet pressing public problems. Advanced course work in the program may be pursued through identified sets of professional development courses or through individually designed programs of study related to particular career goals. Thus, the program allows highly flexible career preparations, while imparting fundamental knowledge and problem-solving skills.

### Pre-Service Students

Students entering the program without significant professional work experience in the public or private sector are encouraged to undertake internships as part of their programs of study. Opportunities for such internships exist in var-

ious state and local government agencies within the Springfield area. A student may undertake an internship for up to four semesters, with up to 20 hours of work per week. Associated with the internship is an Internship Seminar (two credit hours) taken during each semester of internship activity, for a maximum of eight credit hours that may be counted toward satisfying the professional option requirement. Intern seminars are designed to relate the work experience to the career development goals of the student. These seminars are undertaken upon joint agreement of the student and the adviser. Other opportunities for work experience are identified in this catalog under the headings of Graduate Public Service Internship and Local Government Internship programs.

### Grading Policy

Public Administration students may apply up to eight credit hours of "C" work toward the M.P.A. degree, provided that each credit hour of such work is offset by a credit hour of "A" work earned in a 500-level ADP course. All course work applied toward the M.P.A. under this arrangement must be earned at SSU while the student is enrolled in a graduate program at the University.

### Writing Competence

Faculty identify writing deficiencies in courses and refer students to the Learning Center.

### Program Requirements

*Program Foundation and Core*

Within the first 20 hours of program

study, students are to meet the requirements of the Program Foundation (12 hours), which surveys the field of public administration and those analytical tools prerequisite to advanced study. In addition, students are required to complete 12 hours of Program Core course work covering major functional areas and processes of public administration.

### **Advanced Professional Development**

Advanced Professional Development courses concern particular areas of expertise and career opportunities. Twenty hours of elective course work are taken in pursuit of elected areas of study; at least 12 hours typically involve public administration courses. Recognizing the diversity of student goals, the program allows students who wish to pursue individualized areas of study to do so in consultation with their advisers. Others may wish to pursue one of the Professional Development areas of study specifically identified here.

Before completing 24 hours of course work and in consultation with the adviser, each student should complete a Professional Development Proposal as a program planning document. This proposal includes: 1) a statement of career objectives, 2) a set of courses chosen in accord with the option to be pursued, and 3) an explanation of how the option will advance the stated career objectives.

Students pursuing the M.P.A. typically follow one of two advanced professional development patterns. One pattern involves course work chosen from ADP offerings, often including specialization in fields such as personnel, budgeting, policy analysis/program evaluation, intergovernmental program administration, or organizational change/development. The second pattern involves completing advanced course work in ADP offerings in conjunction with course work offered by other SSU academic programs, such as Legal Studies (administrative law); Mathematical Systems (computer

science, operations research); Environmental Studies (environment); Accountability (public financial management); Child, Family, and Community Services (social services); or Social Justice Professions (law enforcement, corrections).

The Public Administration Handbook contains detailed information concerning the design of the Advanced Professional Development Proposal and advanced professional development course work.

### **Master's Project: Problem-Solving Exercise or Thesis**

Within the Public Administration Program, students are required to complete a problem-solving exercise, a policy position report, or a master's thesis. Students typically complete this requirement by writing an appropriate policy position paper within an advanced ADP class chosen in consultation with the adviser. Students then defend the master's project before a committee established according to University regulations. Detailed information concerning the master's project is provided in the Public Administration Handbook.

#### **Program Foundation**

ADP 501 Bureaucratic Politics and Public Policy Development	4 Hrs.
ADP 502 Dynamics of Public Organizations	4 Hrs.
ADP 503 Analytical Tools for Public Administrators	4 Hrs.
	<hr/> 12 Hrs.

#### **Core Courses**

ADP 504 Public Budgeting	4 Hrs.
ADP 505 Public Personnel Administration	4 Hrs.
ADP 506 Management Skills	4 Hrs.
	<hr/> 12 Hrs.

#### **Advanced Professional Development**

(See Public Administration Handbook.) 20 Hrs.

#### **University Requirements**

Public Affairs Colloquia	4 Hrs.
Master's Project	—
<i>Total</i>	<hr/> 48 Hrs.

## Public Administration/Course Descriptions

### Program Foundation

#### ADP 501 Bureaucratic Politics and Public Policy Development (4 Hrs.)

Focus on patterns and limits of bureaucratic power in public policy processes. Attention to impact of relationships between agencies, chief executives, and legislatures upon exercise of agency policy initiatives.

#### ADP 502 Dynamics of Public Organizations (4 Hrs.)

Study of structure and function of public organizations as socio-technical systems and of related individual, group, and leadership processes. Topics include leadership, decision making, group dynamics, motivation, job satisfaction, authority, power, organizational change, communications, conflict, and organization structure and design.

#### ADP 503 Analytical Tools for Public Administrators (4 Hrs.)

Introduction to analytic and research tools required by professional public administrators. Topics include access to research materials; research methodology; analytic decision making tools; descriptive statistics; inferential statistics; and introduction to advanced statistics.

### Program Core

#### ADP 504 Public Budgeting (4 Hrs.)

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 505 Public Personnel Administration (4 Hrs.)

Examination of personnel administration in the public sector and administrative problems raised by this important management responsibility. Evaluation of psychological, administrative, political, and legal factors affecting management's ability to deal with organization/employee relationships. Examples from federal, state, and local governments.

#### ADP 506 Management Skills (4 Hrs.)

Specific management skills important to effective operation of public organizations and programs.

### Personnel Administration

#### ADP 511 Collective Bargaining in Public Employment (4 Hrs.)

Examination of development and nature of employee organizations, collective bargaining, and public policies on labor relations in the public sector — federal, state, and local. Analysis of contemporary bargaining rela-

tions, procedures, problems, and consequences.

#### ADP 512 Advanced Issues in Public Personnel Administration (4 Hrs.)

Examination of contemporary issues 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, wage and salary levels, and effects of employee organization. Prerequisite: ADP 505 or equivalent.

#### ADP 513 Staff Development and Supervision (4 Hrs.)

Training in and background understanding of personnel issues, staff development models, and principles of direct supervision. See CFC 544 and HDC 544.

#### ADP 514 Wage and Salary Administration (2 Hrs.)

Process of developing general compensation policies and criteria for large organizations. Direct and indirect compensation systems, incentive plans, wage surveys, and compensation guidelines. Designed for students interested in careers in personnel administration. Prerequisite: ADP 502 or equivalent. See ADB 559.

#### ADP 515 Performance Appraisal (2 Hrs.)

Performance appraisal systems from both developmental and evaluative perspectives. Students are involved in developing performance appraisal systems to meet needs of a variety of employees in a variety of organizations. Prerequisite: ADP 505 or equivalent. See ADB 552.

#### ADP 411 Contract Administration (4 Hrs.)

Examination of contract administration with emphasis on interpretation, application, and impasse resolution techniques of grievance procedures, mediation, and arbitration. See LST 464.

#### ADP 412 Demystifying Professionalism (4 Hrs.)

Consideration of definition of professionalism as an ideological question. Conservatives defend traditional model of professionalism; liberals allude to "new professionalism"; radicals call for de-professionalization of society. These differences are explored. See LST 445.

### Budget and Finance

#### ADP 521 Public Financial Administration (4 Hrs.)

Fiscal analysis of public sector taxation, debt, and accounting practices. Federal, state, and



local practices examined, especially for comparative administration purposes.

**ADP 522 Intergovernmental Fiscal Relations** (4 Hrs.)

Examination of structure, process, and consequences of fiscal relations among state, local, and national governments. Selected topics may include federal revenue sharing, bloc grants, categorical grants, state revenue sharing, and tax overlap and competition.

**ADP 523 Seminar in Public Budgeting and Finance** (4 Hrs.)

Applications of techniques, concepts, and models of budgeting and finance to selected areas of state, local, and federal governments. May involve case studies or problem-solving research of fiscal problems in nearby government units.

**ADP 524 Public Finance** (4 Hrs.)

Analysis of the meaning and economic significance of the government sector in a private enterprise economy.

**ADP 421 Governmental and Nonprofit Accounting** (4 Hrs.)

Major concepts, principles, and objectives of accounting for governmental and other nonprofit entities with major emphasis on external reporting issues, including analysis of published financial statements. Prerequisite: principles of accounting or equivalent. See ACC 454.

**Policy Analysis/Program Evaluation**

**ADP 531 Public Policy Analysis** (4 Hrs.)

Examination of functions of policy analysis in political decision making, including bases for judgment, impact on bargaining, analytical limitations, and other issues in design and implementation of policy studies.

**ADP 533 Public Agency Program Evaluation** (4 Hrs.)

Examination of goals, methods, and techniques of program evaluation in public agencies and implications of program evaluation findings for legislative and executive program planning and implementation. Each student is required to design an evaluation of an organizational program. Student should have completed ADP 502 prior to this course.

**ADP 534 Implementation of Programs and Policies** (4 Hrs.)

Examination of obstacles and opportunities in implementing program and policy decisions. Methods identifying and assessing environmental, organizational, and personal factors affecting successful implementation. Stresses need for implementation analysis in organizational and public policy research. Prerequisite: ADP 502 or equivalent.

**ADP 535 Productivity Improvement for Public Executives** (4 Hrs.)

Methods of analyzing and improving organization design, policies, procedures, practices, and performance. Emphasis on providing the student with practical skills; each student applies methods to actual organization problems.

**ADP 431 Auditing Concepts and Responsibilities** (4 Hrs.)

Role of the attest function in society and knowledge of concepts and techniques underlying the audit process. Includes historical evolution of the attest function; professional responsibilities and ethics; auditing standards; legal liabilities; the audit process, reports, and opinions. Prerequisites: ACC 323 and 334. See ACC 464.

**Organization Development and Change**

**ADP 541 Organization Change and Development** (4 Hrs.)

Examination of theories and approaches to organizational change, overview of applied methodologies used to further organizational development processes, including action research, team building, job design, and career development.

**ADP 542 Consulting and Helping Skills for Administrators** (4 Hrs.)

Utilization of theory and practice to help class participants develop skills in consulting/helping. Especially appropriate for persons in positions where they advise or help others in addressing a variety of technical or human problems.

**ADP 441 Workplace Democracy** (4 Hrs.)

Analysis of origins and recent developments in theory and practice of workplace democracy, both in the United States and in other capitalist as well as communist countries. Exploration of such concepts as worker control, worker self-management, and economic democracy. See LST 462.

**Public Law**

**ADP 551 Administrative Law** (4 Hrs.)

Legal foundation of administrative powers and limitations; study of delegation of administrative power, administrative discretion, legislative and executive controls, and legal restraints; types of administrative action and enforcement, administrative remedies, and judicial review of administrative action. See LES 551.

**ADP 552 Advanced Legal Research and Writing** (2 or 4 Hrs.)

As a class, students select and research in-depth current legal problems and issues. Increased emphasis is placed on analytical

thinking and writing skills. Students may write legal memoranda, law-related articles, and/or draft legislation. Prerequisite: LES 401 or equivalent experience. See LES 578.

**ADP 451 Judicial Administration (4 Hrs.)**  
Introduction to basic concepts and critical issues in judicial administration. Emphasis on Illinois court system structure and functions in comparison with national standards and other court systems. Topics include case-flow management, jury management, records management, personnel administration, judicial rule making, budgeting, planning, and research. See LES 421.

**ADP 452 Nondiscrimination Laws in Employment (4 Hrs.)**  
Development and implementation of nondiscrimination laws in employment, including hiring, firing, promotion, terms and conditions, benefits, and pay. Focus on protective labor laws, veteran preference, harassment, and due process requirements in employment. See LES 449 and WMS 449.

### Intergovernmental/Local Administration

**ADP 561 State/Local Program Implementation (4 Hrs.)**  
Introduction to basic concepts and issues of intergovernmental administration. Examines impacts of national policy and state and local government on program implementation. Applications to Illinois programs such as public assistance, health, law enforcement, water supply, and urban development.

**ADP 562 Seminar in Intergovernmental Administration (4 Hrs.)**  
Intergovernmental administration concepts used to analyze problems of program coordination confronting public officials. Applications take the form of problem solving and case studies of specific agencies and intergovernmental networks.

**ADP 563 Local Public Service Delivery (4 Hrs.)**  
Study of concepts and issues of delivery of legal public services in urbanizing areas. Focus on opportunities and problems of intergovernmental administration in service delivery. Application to services such as fire and police protection, streets and roads, solid waste disposal, sewerage, water supply, and recreation.

**ADP 564 Seminar in Urban Administration and Planning (4 Hrs.)**  
Analysis of city management functions as a complex organization. Advances in decision making, policy analysis, program budgeting, evaluation, and organizational development relating to the chief executive. Case studies of

budgeting and policy analysis in response to system of demands and supports.

**ADP 565 Metropolitan Intergovernmental Relations (4 Hrs.)**  
Study of impact of multidistrict, multicounty 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 566 Management of Local Government (4 Hrs.)**  
Exploration of forms of government under Illinois law; management of local government in relation to functions performed by various local agencies. Examines role of the professional manager and the management team. Emphasis on policy issues, problem solving, budgeting, and employee performance.

**ADP 461 Community Organizing (4 Hrs.)**  
Identification of sets of organizing tactics that consistently contribute to successful strategies for social change. Reviews divergent thematic approaches and examines actual case studies to evaluate their validity and effectiveness.

### Management Science

*M.P.A. students seeking to pursue advanced technical course work in operations research, research design, statistics, management information systems, advanced accounting/auditing, and/or computer science should contact the program convener.*

**ADP 571 Operations Research for Managerial Decisions (4 Hrs.)**  
Introduction to methods of operations research and management science: applications to government, industry, education, and health. Prerequisite: high school algebra.

**ADP 572 Management Information Systems (4 Hrs.)**  
Systematic study of work organizations and establishment of criteria for information flows. Examination of data sources and uses for information systems for management planning and control in various types of administrative environments. Development of methodology for design and implementation of management information systems.

**ADP 473 Operations Research Methods (4 Hrs.)**  
Introduction to quantitative methods necessary for analysis, modeling, and decision making. Topics include decision theory, linear programming, network analysis, sequencing and scheduling, inventory systems, and queuing problems. Prerequisite: MSY 311 or consent of instructor. See MSY 441.

## Legislative Administration

### **ADP 581 Theories and Processes of Legislative Administration (4 Hrs.)**

Introduction to application of administrative theories and techniques to legislatures. Examination of staffing patterns, information systems, and functions, such as policy development and legislative oversight. Comparison with Congress and legislatures of other states and countries. Students must create individual proposals for improvement in legislative processes or practices.

### **ADP 582 Organization and Management in Legislatures (4 Hrs.)**

Application of organization theory and management techniques to specific administrative issues, such as coordination, leadership, consensus building, staff development, budgeting, and accountability. The course includes simulations, cases, and field research. Prerequisite: ADP 581 or permission of instructor.

### **ADP 583 Legislative-Agency Relationships in Illinois (4 Hrs.)**

Examination of interorganizational relationships between executive agencies and legislative units as they relate to policy formation, budget, administrative rule making, and internal organizational processes. Interactions between the Illinois General Assembly and executive agencies in Illinois provide specific focus.

### **ADP 584 Seminar in Legislative Administration (4 Hrs.)**

Advanced research and analysis of management practices in legislatures. Participants analyze one or more major management issues in the legislature, such as allocation of research functions, organization of oversight

activities, development and tracking of legislative proposals, or organization of staff services. Specific attention given to the Illinois General Assembly. Prerequisites: ADP 581 and ADP 582.

## Topics/Individual Arrangements

**ADP 500 Thesis (1-8 Hrs.)**  
Credit awarded upon acceptance of thesis.

**ADP 590 Topics in Public Administration (2 or 4 Hrs.)**  
Selected topics announced when offered. May be repeated for indefinite number of credit hours but particular topics must differ.

**ADP 599 Tutorial in Public Administration (1-12 Hrs.)**

## Internship Seminars

**ADP 560 Graduate Public Service Internship Seminar (2 Hrs.)**  
Topics include critical issues in public service for public policy development processes, functional operations of public agencies, and independent research. May be repeated for maximum of eight credit hours.

**ADP 570 Local Government Internship Seminar (2 Hrs.)**  
Study of basic administrative problems and procedures for local government in context of Local Government Internship Program assignment. Subjects include local government budgeting, personnel, zoning and planning, intergovernmental programs, codes, revenues, and taxes. May be repeated for a maximum of eight credit hours.

**ADP 580 Public Administration Internship Seminar (2 Hrs.)**  
Analysis of internship experience. May be repeated for a maximum of eight credit hours.

# Public Affairs Reporting

## M.A. (40 Hrs.)

**Faculty** — Mary Bohlen, Bill Miller

**Associated Faculty** — Michael Lennon, Raymond Schroeder

The Public Affairs Reporting Program is designed for the student who wishes to specialize in news coverage of governmental affairs; a primary goal is for graduates to obtain employment in which they can report or interpret governmental activity for the population at large. The objectives of the year-long program are to graduate men and women who are able not only to understand and interpret public affairs but also to communicate with the clarity, accuracy, and speed demanded of deadline reporters of the highest rank. The program directs students to an investigation of the interactions between the news media and society and the news media and government, and encourages students to expand the knowledge of such interaction through research and experimentation. Program faculty also expect that each graduate, whatever the skill level upon entering the program, be proficient in reporting, editing, and writing upon graduation. The unique nature of the program is derived from the simultaneous pursuit of various goals: none is considered paramount.

### Entrance Requirements

The program is open only to students who have completed the baccalaureate degree. A background in journalism is not absolutely necessary, but is advisable. Students are selected primarily on the basis of writing ability, interest in government and public affairs, and potential for a career in journalism.

The deadline for filing applications with the program director is April 1. Application forms may be obtained by contacting the program office. Applicants must submit samples of their written

work, a narrative statement on why they want to enroll in the program, and three references. Applicants are required to take a literacy/competency and writing test and are interviewed by the PAR admissions committee, comprised of faculty and journalists.

### Advising

The program director serves as principal adviser for PAR students, although special advising requests may be referred to other faculty members with particular expertise. After students are accepted into the program, they should contact their adviser for an appointment prior to initial registration.

### Grading Policy

PAR students must receive a grade of "B" or better in any required course to receive credit toward the degree.

### Program Requirements

The Master of Arts in Public Affairs Reporting requires 40 hours of graduate-level course work. In the fall semester, students enroll in two required courses: Advanced Public Affairs Reporting (six hours) and Illinois Government and Politics (four hours). Students choose other courses after consultation with their adviser.

During the spring semester, students begin an internship with an experienced professional journalist covering state government and the Illinois General Assembly. This internship (12 credit hours) includes a weekly seminar. Legislative Issues (two hours) is also required in this semester. After consultation with their adviser, students register for other courses to maintain a full course load.

Students participate in the second phase of the internship (four credit hours) during the summer term (until July 1). This internship period is considerably more intense, as it coincides with the conclusion of the legislative session. *During the six-month internship, students receive a monthly stipend and tuition waiver.*

Before graduation, students must complete a master's project, including preparation of a formal research paper on some phase of the media, state government, or public affairs, followed by development of one or more magazine-

length articles or radio/TV documentary programs.

## Required Courses

PAR 405 Illinois Government and Politics	4 Hrs.
PAR 501 Advanced Public Affairs Reporting	6 Hrs.
PAR 503 Legislative Issues	2 Hrs.
PAR 504 Internship I	12 Hrs.
PAR 505 Internship II	4 Hrs.
Electives (including 4 Hrs. of PACs)	12 Hrs.
<i>Total</i>	<i>40 Hrs.</i>

## Public Affairs Reporting/Course Descriptions

### \*PAR 404 Media Law (4 Hrs.)

Study of legal privileges and limitations primarily affecting those who work in the media. Includes examination of free press and fair trial, obscenity, libel, right of privacy, access to the media, access for the media, contempt of court, and advertising law. SEE COM 404.

### PAR 405 Illinois Government and Politics (4 Hrs.)

Examination of policymaking process as it operates in Illinois. Major topics include constitutional structure, political culture, role of parties and interest groups, initiation of public policy, legislative process, role of the governor, politics of the budgetary process, and implementation of public policy. See POS 405.

### \*PAR 407 The New Journalism and Nonfiction Novel (4 Hrs.)

Survey of nonfiction narratives of Tom Wolfe, Joan Didion, Hunter Thompson, Norman Mailer, Michael Herr, James Agee, John McPhee, and others. Special emphasis given to study of narrative technique, evolution of narrative prose, and the New Journalism vs. the "Old Journalism." Students write both critical and creative papers, i.e., samples of the New and "Old Journalism." See LIT 482.

### \*PAR 441 Mass Media — Theory and Practice (2 Hrs.)

Social effects of the media and how societal changes, in turn, affect the media; new media technologies; and in-depth research study of relationship between media and government. See COM 441.

### \*PAR 451 Legislative Simulation/ Public Policy (4 Hrs.)

Examination of public policymaking at federal and state levels, utilizing game simulation of legislative action. Includes review of major national and state policy concerns, budgeting, and bill drafting.

### PAR 501 Advanced Public Affairs Reporting (6 Hrs.)

Newswriting and reportorial techniques, including investigative reporting, journalism ethics, news analysis, and interpretation. Relevant, pertinent, and salient news standards are probed, with emphasis on coverage of governmental news.

### PAR 503 Legislative Issues (2 Hrs.)

In-depth study of key issues before Illinois General Assembly. Offered during spring semester. Prerequisite: admission to PAR Program.

### PAR 504 Internship I (12 Hrs.)

Practical experience in reporting public affairs. Each student is assigned to full-time work with an experienced journalist at the State Capitol. Students receive monthly stipend. Weekly seminar. Prerequisite: admission to PAR Program.

### PAR 505 Internship II (4 Hrs.)

Continuation of PAR 504, but more intense in conjunction with the windup of the legislative session. Work supervised by media bureau chief and program director. Prerequisite: admission to PAR Program.

\*Optional courses for PAR students.

# Social Justice Professions

## B.A. (60 Hrs.) M.A. (40 Hrs.)

**Faculty** — Sidney A. Burrell, Robert M. Crane, Barbara J. Hayler, Martin B. Miller, S. Burkett Milner, Gary A. Storm

### Social Justice Professions B.A.

The purpose of the undergraduate Social Justice Professions Program is twofold: 1) to prepare people for work in public and private social service or criminal justice agencies and 2) to provide interested persons with course offerings that deal with aspects of the American system for administering justice. The Social Justice Professions curriculum is interdisciplinary, approaching the complex professional justice environment through study in the social sciences. Students interested in careers in criminal justice or in human or social service agencies integrate course work from several degree programs within the Human Services and Sciences cluster, including work from the Social Justice Professions Program.

### Entrance Requirements

There are no program entrance requirements beyond those needed for admission to the University. However, applicants are required to submit an evaluation of their lower-division course work, including a description of their undergraduate study goals, before enrolling in the program.

The University communication skills requirement is satisfied through completion of SJP 340 Social Justice Research and Literature.

### Applied Study

The University's Applied Study Term (AST) requirement is an integral part of the Social Justice Professions degree, and field experiences related to classes, clinical experiences, or on-the-job experiences are valued highly. In consultation

with their adviser and the AST Office, SJP majors may select from a variety of challenging AST experiences. Students interested in law enforcement may design an AST with a local law enforcement agency or may develop a training or research AST with one of the state law enforcement agencies located in Springfield. Applied Study Term experiences have been designed around most aspects of the criminal justice system, including the state's attorney's office, pre-sentence investigations, probation supervision, corrections counseling, and victim compensation programs. In-service students often satisfy the AST requirement by developing a learning experience that focuses on additional activities and responsibilities carried out within their employing agency. (A patrol officer, for example, might design an AST in the detective or juvenile branch of the police department.) One distinct advantage of the program is the opportunity to work with the many state agencies and criminal justice training academies that are headquartered in Springfield.

### Program Requirements

The bachelor of arts in Social Justice Professions requires 60 semester hours distributed as follows.

<b>SJP Core Courses</b>	20 Hrs.
SJP Electives	20 Hrs.
<b>University Requirements</b>	
Public Affairs Colloquia	6 Hrs.
Applied Study Term	8 Hrs.
Electives	<u>6 Hrs.</u>
<i>Total</i>	<i>60 Hrs.</i>

Core courses are required of all students unless equivalencies are approved by program faculty. Work in the core courses is distributed as follows, with

the required number of hours indicated:

<i>Social Justice Systems</i>	
SJP 303 Criminal Justice Practice and Policy	4 Hrs.
<i>Applied Research/Problem Solving</i>	
SJP 340 Social Justice Research and Literature	2 Hrs.
SJP 441 Using the Computer	2 Hrs.
<i>Law and Legal Policy</i>	
SJP 311 Law and Social Justice	4 Hrs.
<i>Philosophy/Ethics</i>	
PHI 461/462 Law, Justice, and Power or	
PHI 465/466 Moral Issues in the Law	4 Hrs.
<i>Social Science Field</i>	4 Hrs.

Four hours of course work must be taken in a related social science program, generally Sociology, Economics, Political Science, or Psychology. Students should consult their adviser in order to select a course that complements lower-division work and broadens understanding of the social justice field.

### **Recommended Course Sequence**

Students should schedule courses as follows.

*First Semester:* SJP 303 (4 Hrs.); SJP 340 (2 Hrs.); PHI 461/462 or PHI 465/466 (4 Hrs.); Social Science Elective (4 Hrs.). *Total 14 Hrs.*

*Second Semester:* SJP 311 (4 Hrs.); PAC (4 Hrs.); SJP 441 (2 Hrs.); SJP Elective (4 Hrs.). *Total 14 Hrs.*

*Third Semester:* AST (8 Hrs.); PAC (2 Hrs.); SJP Elective (6 Hrs.). *Total 16 Hrs.*

*Fourth Semester:* SJP Electives (8 Hrs.); Electives (4 Hrs.); SJP 432 or 442 (4 Hrs.). *Total 16 Hrs.*

### **Social Justice Professions M.A.**

The master of arts degree in Social Justice Professions reflects the public affairs mission of the University. Graduate SJP students receive a broad education emphasizing problem solving, criti-

cal thinking, and applied research as these skills relate to the police, the judiciary, corrections, and other areas of justice administration.

As with all University programs, Social Justice Professions graduates must demonstrate competence in written and oral work through completion of either a master's thesis or a master's problem-solving project.

### **Entrance Requirements**

Students interested in graduate study in Social Justice Professions must meet the University's requirements for admission as graduate students. No additional admission requirements are imposed by the program. However, applicants are required to submit an evaluation of their undergraduate course work and a description of graduate study goals before enrolling in the program.

Entering graduate students with degrees in other areas than social justice or a closely related field are required to complete 12 hours of criminal justice courses before taking any 500-level courses. The 12 hours include SJP 403, SJP 342 or 442, and SJP 409 or 417. These courses are in addition to the 40 hours of graduate-level work required for the degree. A student is not fully admitted to the SJP graduate program until these courses have been completed.

### **Advising**

Advising is a collaborative process in which the student, together with a faculty member of the Social Justice Professions Program, selects course work which will lead to graduation within a time frame most appropriate to the student's needs, with emphasis on the educational and occupational goals of the student. The Social Justice Professions curriculum is designed to maximize electives in order to allow each student to develop an M.A. degree consistent with particular interests. While responsibility for fulfilling the University and program requirements rests with the student, pro-

gram faculty assist students in understanding and completing requirements.

Students must consult with a program faculty member before registering each term. Courses selected without the approval of a faculty member may not be applicable to the graduate degree. Students are encouraged to develop a graduate degree proposal with their advisers during the first year of graduate work. The proposal is used as a program, as well as a student planning document.

## Communication Skills

Graduate-level work demands competence in writing and speaking skills. SJP faculty require master's candidates to demonstrate the ability to identify, describe, and analyze problems; to gather and summarize data regarding the problems identified; and to present comprehensive written and oral reports about the problems. Master's degree candidates may be required to do additional classroom work to improve communication skills.

## Grading Policies

Graduate students may receive grades of "A," "B," or "C," but are required to maintain at least a "B" average. Grades of "B" or better are required in each of the Social Justice Professions Program core courses. Students who fail to meet these requirements must petition the program faculty for permission to register for additional graduate course work.

Courses at the 400-level which are taken for graduate credit require special assignments, to be determined by individual faculty members. These assignments are in addition to work required of undergraduates in the same course.

## Field Experience

If a graduate student has had no field experience, an applied study or internship is required. Students employed within one occupational area — e.g., law enforcement — are encouraged to gain experience in another occupational area

— e.g., corrections or court administration. Students may apply to the program for waiver of the field experience credit; if granted, appropriate course work must be substituted.

## Closure Requirements

In addition to completing course requirements, each graduate student must complete either a problem-solving paper or a thesis in a standard format, such as that prescribed by the American Psychological Association or Turabian's *Manual for Writers of Term Papers, Theses, and Dissertations*.

All papers and theses are to be typed, and the original and two copies submitted in proper form at least three weeks prior to the oral presentation. The examination committee for the oral presentation includes the degree candidate, the candidate's adviser, an SJP program faculty member chosen by the candidate, and a representative of the associate dean. The oral presentation normally completes degree requirements.

## Master's Degree Requirements

The master of arts degree in the Social Justice Professions Program requires a minimum of 40 semester hours beyond the bachelor's degree, although additional hours may be recommended in order to develop the knowledge and skills required for professional competency. Core courses are required of all students, except where equivalencies are approved by program faculty. *In scheduling course work, students should be aware that required courses are not offered every semester.*

### Core Courses

SJP508 Theories of Crime Causation, Prevention, and Control	4 Hrs.
SJP540 Advanced Research Methods and Program Evaluation	4 Hrs.
SJP580 Planning and Change in the Social Justice	

(continued on next page)



Professions

Total

**Concentration**

All students should develop a graduate degree proposal in consultation with their advisers during the first year of graduate work. This planning document allows students to develop an SJP concentration which meets their particular needs and ensures professional preparation. A supervised field placement (4 hours maximum credit) is recommended for M.A. candidates with no prior experience or for

4 Hrs.

12 Hrs.

24 Hrs.

candidates desiring to explore career changes.

**Public Affairs Colloquia**

Total

4 Hrs.

40 Hrs.

**Concentration in  
 Administration**

In consultation with their advisers, interested candidates select 24 hours of 400- and 500-level courses that provide specialized training and substantive knowledge in the administration of justice. Courses selected must include ADP 502 Dynamics of Public Organizations, ADP 504 Public Budgeting, and ADP 505 Public Personnel Administration.

**Social Justice Professions/Course Descriptions**

*With assistance from their faculty advisers, undergraduates must select sufficient courses from the following list to meet the 20-hour SJP electives requirement. Core courses may not be used to satisfy both the core and SJP electives requirements. With adviser approval, related courses from other programs may be used to satisfy up to eight hours of the SJP electives requirement. Graduate students are restricted to 400- and 500-level courses in satisfying their 24-hour concentration requirement.*

**Core Courses (Undergraduate)**

**SJP 303 Social Justice Practice and Policy**

(4 Hrs.)

Survey of literature relating to the administration of justice. Presented in a public policy framework to show how theory, research, and practice interact. Analyzes problems of diffuse and conflicting goals, internal and external conflicts, and intergovernmental cooperation and difficulties. *Note:* Through completion of an examination based on 303, students may move directly to SJP 403.

**SJP 311 Law and Social Justice**

(4 Hrs.)

Historical and analytical survey of legal issues and policies in social justice, including court authority and organization, criminal procedure, legal rights and liabilities of criminal justice personnel, juvenile justice, and mental health and commitment procedures. Provides a basic understanding of constitutional and statute law for lay-persons and professionals working in criminal justice fields.

**SJP 340 Social Justice Research and Literature**

(2 Hrs.)

Introduction to specialized professional literature, bibliographic tools, and primary resource material in social and criminal justice, with emphasis on developing library and written communications skills. Designed to increase student ability to identify, locate, and use relevant literature to answer substantive questions. May be repeated once.

**SJP 441 Using the Computer**

(2 Hrs.)

Basic computer familiarization. Students learn to access existing computer programs, including SPSS, and use them to analyze data through descriptive statistics. No previous computer or statistics courses necessary.

**Core Courses (Graduate)**

**SJP 508 Theories of Crime Causation, Prevention, and Control**

(4 Hrs.)

Advanced study of theory formation in criminology, including multidisciplinary study of the principal theories of crime causation, prevention, and social control in the United States and elsewhere. Emphasis on role of criminal justice agencies. Prerequisite: SJP 408.

**SJP 540 Advanced Research Methods and Program Evaluation in**

**Social Justice Professions**

(4 Hrs.)

Qualitative and quantitative research methodologies, including principles of program design, evaluation, and implementation as applied to social justice professions. Students complete evaluation of an ongoing project using clear research methodologies, statistical techniques, computer applications, and report writing. Course may be repeated for a

maximum of eight hours. Prerequisite: SJP 440.

**SJP 580 Planning and Change in the Social Justice Professions (4 Hrs.)**

Simulated planning and design experience with typical social justice problems integral. Students investigate a subsystem, study the literature, identify theoretical foundations for modifying such systems, and then develop a comprehensive plan to deal with a particular problem. Course may be repeated for a maximum of eight hours. Prerequisite: SJP 480.

**Social/Criminal Justice Courses**

**SJP 305 Cultures, Individuals, and Society (4 Hrs.)**

Exploration of cultural set, knowledge of self, relation of self to others of differing cultures, and impact of such understandings on the social and criminal justice system.

**SJP 323 Perspectives on Adolescents and Adults: Personality Continuums (4 Hrs.)**

Examination of human nature and activities at adolescent and adult levels, including personality traits and social conditions that create psychosocial health-making environments. Emphasis on deviant human breakdown, law-offending, and personality deficiencies.

**SJP 324 Problems of Intervention: Law Enforcement and the Human Services (4 Hrs.)**

Responsibilities of community members and social justice professionals in dealing with persons under stress, including helping agencies in helping systems, intervention situations involving marriage and family problems, alcoholism and suicide, child neglect and abuse, truancy, and advocacy.

**SJP 326 Human Relations and Group Dynamics (4 Hrs.)**

Interaction of people/groups regarding basic needs, characteristics, and individual differences in the light of social (environmental) and cultural causes of behavior. Topics include feelings, attitudes, and beliefs that influence interaction in conjunction with concepts of group dynamics motivation, leadership, subordinate relationships, and conflict/conflict resolution in formal and informal groups.

**SJP 336 Juvenile Justice (4 Hrs.)**

Focus on children in families, community institutions, and juvenile justice, including the range of programs and institutions concerned with child abuse and neglect, minors in need of authoritative intervention; and criminal offenses committed by juveniles. Attention to both theory and practice.

**SJP 342 Police Administration (4 Hrs.)**

Critical review of purposes, organization, administrative processes, and service deliv-

ery of law enforcement agencies, including tensions between administration and operations. Critical factors between social goals, police operational goals, and individual objectives presented in terms of professionalism, police organizational change, and the emerging police role.

**SJP 343 Correctional Institutions (4 Hrs.)**

Past, present, and future trends in correctional institutions; correctional experiences from both sides of the bars. Advanced study of adult and juvenile correctional literature, social systems, in-prison occupational stress, violence, and decision making. Trends in punishment theories.

**SJP 403 Criminal Justice Studies (4 Hrs.)**

Intensive examination of criminal justice research literature. Special focus on primary sources.

**SJP 405 Law and Decision Making (4 Hrs.)**

Examination of processes by which statute law and public policy are constructed, interpreted, implemented, and evaluated, with special emphasis on Illinois criminal justice policy. See LES 405.

**SJP 408 Society, Crime, and the Criminal (4 Hrs.)**

Social, psychological, economic factors in criminal behavior; causation, prevention, and correction; role of community agencies in crime formation and control.

**SJP 409 Criminal Justice Policy (4 Hrs.)**

Intensive examination of contemporary problems and policies in the criminal justice system, impact of law on administration of justice, implications of existing policies, and models for change.

**SJP 417 Criminal Law and Procedure (4 Hrs.)**

Criminal law and criminal procedure at the state and federal level, through case law and policy studies. Includes consideration of constitutional requirements and statutory procedures throughout the criminal justice system. See LES 477. Prerequisite: SJP 311 or equivalent.

**SJP 418 Substantive Criminal Law (4 Hrs.)**

Selected aspects of substantive criminal law and policy, with particular emphasis on Illinois criminal code. Topics include criminal liability and responsibility, constitutional restrictions on definitions of crime, types of crimes, and criminal defenses. Prerequisite: SJP 311 or equivalent.

**SJP 425 Counseling (4 Hrs.)**

Exploration of counseling as a model helping relationship and its potential for social justice professions personnel. Includes techniques, theoretical concepts of counseling relation-

ships and strategies, basic interviewing skills, the role of the helper, and components of personal change.

**SJP 426 Perspectives on Human Assessment in Social Justice Professions (4 Hrs.)**

Assessment tools and techniques used by professionals within the several components of social justice professions — law enforcement, courts and probation, corrections, and parole; their functional values. Current personnel practices in personality assessment explored.

**SJP 431 Sentencing and Probation (4 Hrs.)**

Intensive examination of sentencing criteria and decisions; pre-sentence investigative reports; case studies; theory and practice of probation. Alternatives to imprisonment considered.

**SJP 432 Corrections: Issues in Management and Aftercare (4 Hrs.)**

Intensive study of correctional supervision, management, and policy using case studies. Decision making in classification, parole, and community corrections. Practitioner and client perspectives. Prerequisite: SJP 343.

**SJP 433 Psychology of the Offender (4 Hrs.)**

Psychological makeup and individual characteristics of various offenders, such as murderers or sex offenders, who can be described as "acting out" some part of their problems at the expense of others. Case study approach used throughout.

**SJP 440 Applied Research in Social Justice (4 Hrs.)**

Problem definition, proposal writing, designing studies, information gathering, and data interpretation. Attention given to research design, sampling techniques, interviewing, questionnaire or survey instrumentation, and observation-participation techniques. May be repeated once for credit with permission of instructor. Prerequisites: SJP 340 and SJP 441 (see core courses above).

**SJP 442 Police Management and Supervisory Process (4 Hrs.)**

Role and function of the supervisor in a municipal police agency, including responsibilities of supervision and service provision. Readings taken from management/administration research and organizational theory.

**SJP 455 Security Administration (4 Hrs.)**

Development of security programs with a survey of principles, procedures, and techniques employed by protective services practitioners. Includes historical, philosophical, and managerial considerations using industrial, commercial, and governmental models.

**SJP 470 Special Topics (4 Hrs.)**

Intensive examination of selected issues with

in criminal justice. Topic announced each time course is offered. May be repeated for indefinite number of hours, but particular topic may not be repeated for credit.

**SJP 480 Seminar in Social/Criminal Justice Planning (4 Hrs.)**

Advanced seminar designed to increase student skill in planning and research. Topics include the planning process, grantsmanship, proposal writing, strategies for implementing innovative programs, and program evaluation. Course may be repeated for a maximum of eight hours.

**SJP 490 Criminal Justice Problems and Research (4 Hrs.)**

Independent study, structured readings, or research in fields of human services, law enforcement, legal studies and administration of justice. May be repeated for a maximum of eight hours.

**SJP 570 Administrative Issues (4 Hrs.)**

Intensive examination of selected administrative and policy issues within criminal justice. Topic announced each time course is offered. May be repeated for a maximum of eight hours, but particular topic may not be repeated for credit.

**SJP 590 Independent Research and Study (4 Hrs.)**

Intensive supervised investigation into a specific topic or implementation of a research project selected by the student. May include library research or field work. May be repeated for a maximum of eight hours.

**SJP 599 Thesis (2-8 Hrs.)**

Supervised thesis research, data analysis, or writing. Permission of thesis adviser required.

## Related Courses

The following courses are recommended to SJP students. These and other relevant courses may be accepted for credit as SJP electives with the written approval of the student's adviser.

- CFC 306 The Social Service System
- CFC 424 Working with the Involuntary Client
- CFC 438 Children and the Law
- LES 448 Juvenile Law
- LES 465 Corrections Law and Advocacy
- LES 466 Prisoner's Rights
- POS 416 American Constitution and Constitutional Law
- SOA 321 Juvenile Delinquency
- SOA 421 Criminology
- SOA 423 Deviant Behavior

# Sociology/Anthropology

## B.A. (60 Hrs.)

**Faculty** — Joyce Elliott, Dennis C. Foss, Proshanta K. Nandi, Michael D. Quam, Regan Smith, James W. Stuart

**Associated Faculty** — Joyce Bennett, Alma Lowery-Palmer, Burkett S. Milner

The Sociology/Anthropology Program is designed to foster intellectual 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: ability to perform an independent inquiry into the nature of society or a segment of it; familiarity with available research methods; appreciation of the nature and role of theory and of theorists within the traditions of sociology and anthropology; knowledge of the actual and potential uses of work in this area, both within and outside existing political, economic, and social structures; and 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 individual interests in either sociology or anthropology, depending upon preference.

### Entrance Requirements

Students who seek the Bachelor of Arts degree in Sociology/Anthropology must have had freshman or sophomore introductory-level courses in both sociology and anthropology. Within the program they must complete one course each in sociology/anthropology theory and in research methods.

### Advising

University policy requires each student to have an adviser. SOA majors are strongly urged to choose an adviser in

the SOA program at the time they declare their major. Students are encouraged to consult with their adviser concerning program requirements and individual goals.

### Communication Skills

During the first term as an undergraduate major, the program requires students to submit a sample paper (minimum five pages) to their adviser for review. Should any aspect(s) be identified as needing further development, the student is either advised to take a diagnostic test and a tutorial in writing skills at the Learning Center or to work with individual program faculty in a communications skill-development program. A detailed description of this process is available from the program office.

### Applied Study

The Applied Study Term is an excellent opportunity for the individual student to gain experience related to the Sociology/Anthropology degree and may also be valuable later in the job search. Possibilities for the Applied Study Term include applied research, social action projects, and personal enrichment experiences.

### Program Requirements

The core of eight semester hours, plus 20 hours of program electives, constitutes specific program requirements. In addition, all students must meet general University requirements. By graduation the student should be able to demonstrate a working knowledge of the fundamental principles of sociology/anthropology as they apply to everyday life.

Requirements listed here reflect areas of knowledge rather than course titles. Several courses may qualify within a knowledge area.

**Knowledge Areas:**

- A. Introductory sociology and introductory anthropology\*
  - B. Sociology/anthropology theory (SOA 405-410) 4 Hrs.
  - C. Research methods in the social sciences (SOA 411, 413) 4 Hrs.
  - D. Sociology/anthropology electives (maximum: 8 hrs. of cross-listed courses) 20 Hrs.
- Total Sociology/Anthropology 28 Hrs.*

**University Requirements**

Public Affairs Colloquia	6 Hrs.
Applied Study Term	8 Hrs.
General Electives	<u>18 Hrs.</u>
<i>Total University</i>	<u>32 Hrs.</u>
<i>Total</i>	<u>60 Hrs.</u>

*\*If a student has not completed an introductory course in sociology and/or anthropology prior to enrollment, SOA 302 or SOA 303 fulfills the requirement for anthropology. For sociology, tutorials will be arranged. Refresher courses in both areas are recommended for the student who has been away from the discipline for some time.*

**Sociology/Anthropology/Course Descriptions**

**SOA 302 Cultural Anthropology (4 Hrs.)**

Current emphasis in anthropology and some contemporary and future problems to be confronted. Presents a personal human perspective on cultures and subcultures other than our own.

**SOA 303 Anthropology Through Film (4 Hrs.)**

Presentation of major topics and current controversies in anthropology through ethnographic films, readings, and group discussions. Designed for students with little or no previous experience in anthropology.

**SOA 321 Juvenile Delinquency (4 Hrs.)**

Exploration of theoretical explanations of juvenile delinquency, with critical view of their value in the field, followed by practical and analytical view of juvenile justice systems in operation.

**SOA 351 Sociological Perspectives on the Family (4 Hrs.)**

Current research and theory on American families, in context of historical, cross-cultural, and subcultural variations in family forms, including issues such as mate selection, marital conflict and power, violence, isolation, alternative contemporary forms, childhood, and parenthood. See CFC 351 and WMS 351.

**SOA 405 Discovery of Social Theorists (4 Hrs.)**

In-depth study of classical social theorists (Marx, Weber, Durkheim, Simmel) through their stands on major social issues. Includes role of values in studying society, relationship between individual and society, free will vs. determinism, static vs. dynamic models of society, and means of arriving at knowledge of society.

**SOA 406 Modern Theories of Anthropology (4 Hrs.)**

Examination of several current and influential theories developing in or applying to anthropology, including structuralism, cybernetics, cultural materialism, and Marxism.

**SOA 408 Feminist Theories (4 Hrs.)**

Connections between a variety of feminist perspectives (such as radical, socialist, liberal, libertarian, and anarchist) and traditional political philosophy. Identification and reformulation of disciplinary models where feminist theory is most needed, and theory building in areas which fall between traditional disciplines, such as models of power and oppression. See WMS 411.

**SOA 409 Marxism and Critical Theory (4 Hrs.)**

Introduction to basic ideas and concepts in recent European Marxist philosophy and critical theory. Emphasis on dialectic method and its use in analyzing Western capitalism. See LST 419.

**SOA 411 Introduction to Social Research Methods (4 Hrs.)**

First-hand experience carrying out small-scale research projects in areas of personal interest. Ethics in social research, formulating research questions, survey and experimental design, interviewing, sampling, direct observation, current analysis, evaluation research, and critiques of social science methods.

**SOA 413 Quantitative Methods in the Behavioral Sciences: An Introduction (4 Hrs.)**

Intuitive conceptual overview of statistics as used in psychology and the human service professions, including introductions to descriptive statistics (central tendency, variability-

ty, standard scores, correlation) and inferential statistics (hypothesis testing). Prerequisite: understanding of basic algebraic concepts.

**SOA 415 Philosophy of Social Science (4 Hrs.)**

Critical consideration of the aims, methods, and uses of social science. Topics include the nature of science; explanation, facts, and theories; behavioral vs. phenomenological methods; free will vs. determinism; the mind/body problem; scientific knowledge; and power relations. See PHI 439.

**SOA 416 Library Research (2 Hrs.)**

Search strategies as they relate to structure and literature of individual disciplines. Covers sources of information, complexities of forms and formats, content of collections in various types of libraries, and appropriate access tools. Either SOA 416 or SOA 417, but not both, may be taken for program credit.

**SOA 417 Women's Resources: Interdisciplinary Library Research (2 Hrs.)**

Introduction to search procedures and materials especially relevant to interdisciplinary library research on women, including special documents, collections, archives. Recommended as companion to other courses involving library research projects on women. Either SOA 416 or SOA 417, but not both, may be taken for program credit. See WMS 402.

**SOA 421 Criminology (4 Hrs.)**

Classical and modern theories of crime; exploration of the justice system; evaluation of treatment of offenders. All elements of criminology are viewed critically.

**SOA 423 Sociology of Being Different: "Deviant Behavior" (4 Hrs.)**

In-depth look at issues in sociology of deviance and social control, including topics such as suicide, mental illness, occupational deviance, and social capacity to handle deviance. Contending theories of deviant behavior analyzed.

**SOA 425 Law and Social Order (4 Hrs.)**

Focus on law as a social control mechanism. Explores conflict of individual freedom and social responsibility; changing nature of law as reflection of social changes; and concepts such as social welfare state, police power, social engineering, and individual's relationship to government. Surveys basic areas of law. See LES 404, POS 421, and WMS 445.

**SOA 431 Social Organization (4 Hrs.)**

Organizations — formal and informal; social organization and crowd concepts; roles, norms, structures; methodology for studying organizational behavior; theories of organization — critical evaluation; alienation; organization vs. personality.

**SOA 432 Sociology of the Economy (4 Hrs.)**

Examination of institutions governing American economy. Interrelations between economic, legal, political, and social order. Assessment of economic organizations, interests groups, and development trends.

**SOA 433 Class and Culture in the USA (4 Hrs.)**

Critical examination of various forms of social differentiation in U.S. society; implications of each point of view. Theoretical/analytical and case-study materials used.

**SOA 434 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 on inter-connections between political behavior and socialization.

**SOA 435 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; and professionals and the socio-political environment.

**SOA 439 Human Belief Systems (4 Hrs.)**

Comprehensive study of world religions; their social sources, functions, and consequences. Relationship to economics, politics, morality, law, and family, as well as to art, science, and philosophy. Some attention to current trends, tensions, and movements in American religion, including fundamentalism, secularism, cure religion, cultism, and ecumenism.

**SOA 442 Human and Social Ecology (4 Hrs.)**

Processes and forms of human adaptation to and of the physical environment. Biological and sociological perspectives on land use and urban development. Applications to social policy and environmental planning.

**SOA 443 Nutrition and Culture (4 Hrs.)**

Holistic study of relationship between human nutrition and cultural systems from prehistoric times to the present, and from traditional Eskimo diet to contemporary diets in industrialized nations.

**SOA 445 Medical Anthropology (4 Hrs.)**

Examination of relationships between health and human culture, including health of prehistoric humanity, traditional and non-Western medical systems and how they heal, and problems faced by health-care professionals as they provide care to cultural and ethnic groups from various healing traditions. See HSA 465.

**SOA 447 Sociology of Natural Resources (4 Hrs.)**

Examination of social meanings, role and im-

pect of nature and natural resources for human society, and effect of human society on natural resources and ecosystems.

**SOA 448 Energy and Society I (4 Hrs.)**

Introduction to major dimensions of current energy transition. Lessons from the past about relationships between energy technologies and their use; role of social values in shaping patterns of energy consumption. International geopolitics and the prospects for U.S. international relationships.

**SOA 449 Energy and Society II (4 Hrs.)**

Energy flows in social and ecological systems; societal relationships governing energy production and use; energy technologies and social change; alternative lifestyles and priorities for the future.

**SOA 452 Sociology of Gender (4 Hrs.)**

Analysis of creation, maintenance, and enforcement of female and male roles. Socialization processes, cultural definitions, major social institutions, and structured social inequality. See WMS 452.

**SOA 453 Women and Culture (4 Hrs.)**

Investigation of roles of women from evolutionary and cross-cultural perspective. Includes examination of women's lives in tribal, peasant, industrial, and developing societies. See WMS 453.

**SOA 454 Family Law (4 Hrs.)**

Law that affects the family. Topics include divorce, domestic violence, illegitimacy, adoption, child support and custody, parental control, abuse and neglect laws, issues affecting the elderly, domestic law reform, and the impact of the women's rights movement. See HDC 446, CFC 446, LES 446, WMS 446.

**SOA 456 Human Sexuality (4 Hrs.)**

Exploration of knowledge and values toward issues of human sexuality, with emphasis on sociological content, personal growth, and professional development. Format includes lectures, film presentations, and small-group discussions. See CFC 456, HDC 456, and WMS 456.

**SOA 461 Social Psychology (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, and theoretical orientations in social psychology. Symbolic interaction — a framework for possible eclectic theory.

**SOA 464 Collective Behavior (4 Hrs.)**

Studies in mass behavior, social movements, and political actions. Special reference to mob, expressive crowd, panic, rumor, fashions and fad, public audience, and mass society; social-psychological explanations; means of control.

**SOA 466 Sociology of Mental Illness (4 Hrs.)**

Exploration of "mental illness" in a sociologi-

cal perspective. Distribution (epidemiology) and causal (etiology) studies; ways society deals with "mentally ill," places people are detained, social organization of treatment and confinement for individuals, legal aspects; treatment strategies offering viable alternatives to present therapeutic structuring.

**SOA 480 Peoples of... (4 Hrs.)**

Focus on peoples and cultures of major world areas, including semester courses on "Peoples of Africa," "Peoples of Mexico," "Peoples of South East Asia," etc. May be repeated for credit but not for same topic.

**SOA 481 North American Indians: Culture and Ecology (4 Hrs.)**

Study of North American Indians as they were just prior to contact with Euro-Americans. Emphasizes relationships between various cultures and their environmental settings.

**SOA 483 Social Problems of the Developing World (4 Hrs.)**

Study of political economy of underdevelopment, with special emphasis on social stratification, food and population crises, conflicting world views, and impact of superpowers on less-developed neighbors.

**SOA 485 Primitive Society (4 Hrs.)**

Fundamental characteristics and dynamics of primitive societies, with special emphasis on social and symbolic systems; critical examination of usefulness of primitive people and their future.

**SOA 486 Peasant Society (4 Hrs.)**

Study of political economy of peasant society, internally and in relation to the larger world; conditions giving rise to peasantry; future prospects for peasant society; how peasants can help themselves to shape their future.

**SOA 487 Field Archaeology (4 Hrs.)**

Students participate in excavation of prehistoric Illinois archaeological sites while learning archaeological techniques and theory. Offered summer term. (Involves room and board expenses for two weeks.)

**SOA 488 Origins of Humanity and Society (4 Hrs.)**

Examination of human existence before recorded history and archaeological methods through which prehistoric lifeways are reconstructed. Emphasis on major revolutions that have shaped humanity: tool making, origins of agriculture, birth of cities, and development of the state. Includes field trips.

**SOA 490 Issues in Sociology/Anthropology (4 Hrs.)**

In-depth analysis of a major issue in sociology or anthropology; specific issue considered varies each semester, depending on student and faculty interests and availability of resources. May be repeated for unlimited number of credit hours, but particular topic must differ.

# Applied Study and Experiential Learning Term

**Faculty** — Craig Brown, Leroy A. Jordan, Terry Peters, Dottie Troop, Phyllis Walden

**Associated Faculty** — Sidney Burrell, Ed Cell, J. Richard Johnston, Jack Van Der Slik

The Applied Study and Experiential Learning Term (AST) is a University-wide, required component of all undergraduate programs at Sangamon State University. It is a unique opportunity for students to (a) participate actively in public affairs, (b) integrate academic studies with practical experience, (c) discover new interests and thereby broaden their educational and career horizons, (d) apply theory, expand knowledge, and determine additional learning needs through contact with community life, and (e) engage in planning and evaluation necessary to develop skills in independent learning.

Undergraduates are required to complete no less than eight semester hours of Applied Study prior to graduation. Except in unusual cases, students may not enroll for the experiential learning term during their first semester of study and are encouraged not to enroll during their last semester.

## Schedule Options

- A. Full-time for eight weeks — eight semester hours.
- B. Half-time for 16 weeks — eight semester hours.
- C. Quarter-time for 16 weeks — four semester hours.

Scheduling is flexible and additional options can be made available to meet student needs.

## Advising

During the first semester of enrollment at SSU, students should consult their academic advisers regarding the

Applied Study requirement. An appointment should then be made with a faculty member in the Applied Study office in order to learn the specific details of the Applied Study Term, including important dates, placement contacts, required colloquia, and evaluation procedures. These advising sessions help to integrate the experiential learning concept into the student's academic studies at SSU.

## Grading Policy

Credit is awarded only on a pass/fail basis. In order to earn AST credit, the student's experience must be judged satisfactory by the field supervisor. The student's academic performance must be judged satisfactory by the faculty supervisor, who will evaluate participation in the colloquia, learning contract, journal, and final self-evaluation.

## Important Notice

Early in the semester preceding enrollment in the Applied Study Term, students should arrange all details of placement with AST faculty and submit a preliminary proposal. Registration is only by approval of AST faculty.

## Credit for Prior Learning

The Applied Study Office coordinates the Credit for Prior Learning process described in the Academic Policies and Procedures section of this catalog. Undergraduates with extensive work experience, volunteer service, and other non-classroom learning experience may wish



to request credit in appropriate academic areas. Enrollment in AST 401 is strongly recommended for persons preparing

Prior Learning portfolios. A Student Procedures Guide and current fee information are available in the AST office.

## **Applied Study/Course Descriptions**

### **AST 300 General Applied Study**

**Term (2-12 Hrs.)**

Provides the opportunity to apply theory, expand knowledge, and determine additional learning needs in an individualized field experience. Scheduled classroom component helps to integrate the experience. May be repeated for a maximum of 12 hours.

### **AST 302 Career Applied Study (4 Hrs.)**

Special section designed for students already working in a career position. Assists students in analyzing career goals and in developing a sense of career function, demand, and satisfaction.

### **AST 303 Applied Legislative**

**Study Term (8 Hrs.)**

Spring Semester AST placement with an individual member of the Illinois General Assembly. Students are placed as legislative aides approximately one-half time for the 16-week period and are responsible for successful completion of an academic seminar covering legislative politics of Illinois and methods of legislative research.

### **AST 309 Public Service Applied**

**Study Term (8 Hrs.)**

Integrated experience-study term. Students work half-time in selected agencies of state government and participate in special workshops and seminars designed to highlight significant features of the governmental process and the bureaucratic experience.

### **AST 350 Health Services**

**Administration (1-8 Hrs.)**

Designed for Health Services Administration majors. Individual aptitudes and preferences

are considered in developing field placements. May be repeated for a maximum of 8 hours. See HSA 350.

### **AST 401 Assessment of Experiential**

**Learning (4 Hrs.)**

Designed to assist learners in identifying, articulating, and documenting learning acquired outside the traditional classroom. Includes the development of a portfolio containing an autobiography and chronological record, narrative essay describing specific areas of learning, and the documentation verifying those claims.

### **AST 421 Learning from Experience (2 Hrs.)**

Exploration of how we learn from experience and of conditions that encourage functional and dysfunctional learning. Special attention to resistance to change, the task of maintaining identity, and personal knowledge of others. Provides perspective on lifelong, informal learning. See PHI 421, INO 421.

### **AST 422 Freedom, Experience, and**

**the Person (2 Hrs.)**

Exploration of the nature of autonomy, obstacles to it, and the use of experiential learning to enhance it. Special attention to games and scripting, personal power and powerlessness, humanistic paths to autonomy, and behavioral paths to self-control. See PHI 422, INO 422.

### **AST 480 Special Topic**

**(4 Hrs.)**

During Spring/Summer terms, the Applied Study and History programs co-sponsor a course combining study and travel to learn history by direct experience. Themes vary according to interest.

# Applied Study Term Credit for Prior Learning- Graduate

The Applied Study Term (AST) is required for an undergraduate degree. Credit for Prior Learning (CPL), an assessment process described in the Academic Policies and Procedures section of this catalog, is available to graduate students. It is strongly recommended that persons preparing a Prior Learning portfolio register for AST 401 Assessment of Experiential Learning. Information on specific procedures and fees is

available in the AST office.

## **AST 401 Assessment of Experiential Learning (4 Hrs.)**

Designed to assist learners in identifying, articulating, and documenting learning acquired outside the traditional classroom. Includes the development of a portfolio containing an autobiography and chronological record, narrative essays describing specific areas of learning, and documentation verifying those claims.



# Philosophy and Human Values

**Faculty** — Ed Cell, Larry Shiner, Phyllis Walden, Peter Wenz

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 reflections on a major problem of knowledge or value.

An undergraduate student may elect to minor in Philosophy and Human Values in order to acquire training in critical thinking and skill in analysing values related to the student's chosen program major. Of the student's total 60 credit hours, 16 hours are required in the Philosophy and Human Values Sequence. There are no specific course requirements since, through consultation with a

faculty adviser teaching in the sequence, the student may select those courses most directly related to his or her major.

Students interested in philosophy may pursue, through the Individual Option Program, an individualized degree program which includes philosophy as one component. Philosophy faculty will assist such students in developing a learning proposal and establishing a degree committee. Consult the Individual Option statement in this catalog for details.

Graduate students enrolled for graduate credit in 400-level Philosophy courses are required to complete one or more assignments, such as a paper or book review, in addition to what is required of undergraduates in the same course.

## Philosophy and Human Values/Course Descriptions

### **PHI 301 Introduction to Philosophy**

(1 Hr.)

Junior-level exploration of the nature of knowledge, reality, and values. Topics include problems of illusion and dreaming; inquiries into the nature of mind, matter, and self; and discussions of what is good and right in morality, politics, or art.

### **PHI 302 Applied Logic**

(2 Hrs.)

Principles of logical analysis and argumentation, with special attention to common fallacies in informal reasoning, reasoning by analogy, jurisprudential reasoning, and logic and computers.

### **PHI 303 Ethics**

(2 Hrs.)

Examination of ethical theories and their practical application in various vocational and other situations. Special attention to the relation of means and ends, role of moral rules, and relevance of consequences and motivation.

### **PHI 421 Learning from Experience**

(2 Hrs.)

Exploration of how we learn from experience and of conditions that encourage functional and dysfunctional learning. Special attention to resistance to change, the task of maintaining identity, and personal knowledge of others. Provides perspective on lifelong, informal learning. See INO 421.

### **PHI 422 Freedom, Experience, and the Person**

(2 Hrs.)

Exploration of the nature of autonomy, obstacles to it, and the use of experiential learning to enhance it. Special attention to games and scripting, personal power and powerlessness, humanistic paths to autonomy, and behavioral paths to self-control. See INO 422.

### **PHI 432 Philosophy of Art**

(2 or 4 Hrs.)

Examination of the nature and value of art, including such questions as: How is art distinguished from non-art? Can there be objective judgments about art? How is art related to science, religion, and politics? Survey of major philosophical writings about art in the Western tradition.

### **PHI 436 Philosophy of Education**

(2 Hrs.)

Critical examination of classic philosophic systems and their implications for educational theory and practice.

### **PHI 439 Philosophy of Social Science**

(4 Hrs.)

Critical consideration of the aims, methods, and uses of social science. Topics include the nature of science; explanation, facts, and theories; behavioral vs. phenomenological methods; free will vs. determinism; the mind/body problem; scientific knowledge; and power relations. See SOA 415.

**PHI 445 Ethical Issues in Business and Management (4 Hrs.)**

Controversial issues in business management related to fundamental disputes in ethics and social philosophy. Students examine their own and others' views and values, with attention to the moral ambiguities of contemporary professional life. Topics include the place of the profit motive in business, truth in advertising, governmental regulation, and environmental protection.

**PHI 447 Moral Dilemmas in Health Care (4 Hrs.)**

Investigation of the applicability of traditional ethical standards to currently controversial issues in health professions, such as allocation of scarce medical resources, honesty with dying patients, informed consent from patients, psychosurgery, and euthanasia. Students are encouraged to further develop and understand their own value orientation, and come to better appreciate those of others.

**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, and 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 456 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") people, visions of transcending the terror of history through myth and art, special characteristics of historical space and time, and role of imagination and understanding in history. See HIS 456.

**PHI 461 Law, Justice, and Power (2 Hrs.)**

Nature of law, justice, and power and their interrelations. Special attention to basis of individual rights, problem of unjust laws, justification of punishment, 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 interrelationships of freedom, compassion, and justice.

**PHI 465 Moral Issues in the Law: Economic Justice (2 Hrs.)**

Exploration of ethical perplexities surrounding the allocation of goods and services in society. If all people are considered fundamentally equal, why do they reap different societal rewards? Alternate conceptions of distributive justice viewed in relation to such issues as a compulsory education, mandatory racial integration, and affirmative action. Students are encouraged to evaluate their own and others' value orientations.

**PHI 466 Moral Issues in the Law: Crime and Punishment (2 Hrs.)**

Exploration of various moral justifications for classifying certain acts as crimes and punishing offenders. Underlying divergencies of ethical orientations explored in relation to such issues as the propriety of plea bargaining, insanity pleas, mercy, and the death penalty. Students are encouraged to evaluate their own and others' value orientations.

**PHI 467 Philosophy of Law (4 Hrs.)**

Introduction to the philosophy of justice, law, and legal institutions, with emphasis on origins, purposes, and practices of legal institutions and their application in theory and practice to the "public good."

**PHI 468 Philosophy and Women (4 Hrs.)**

Perspectives on women from the Western philosophical tradition. Paradigms of philosophical inquiry from several historical periods and their impact on thinking about women. Selected writings by contemporary feminist philosophers and their contributions to philosophical inquiry. See WMS 421.

# Teacher Education

**Faculty** — Doris Franklin, Dorothy Godsoe, Loretta Meeks, W. Williams Stevens, Jr., Gary A. Storm

Sangamon State University offers a variety of opportunities for both experienced and pre-service teachers.

## For Experienced Teachers

Those teachers who hold a bachelor's degree may wish to major in academic programs leading to a master's degree. Others may wish to build a program to suit their individual needs through the Individual Option Program. Prospective students who are experienced teachers are urged to discuss their programs carefully with an adviser and to consult with the convener of the Teacher Education Sequence.

## Teacher Education

The faculty believes that education is a much more inclusive process than "schooling" as it is presently conceived, and makes strong efforts to foster contacts between University students and representatives from various lay and professional groups in the community. A major goal of the sequence is to stimulate future teachers to conceptualize and later establish "community environments" which provide opportunities for liberally based, continuing education producing creative, humane, and democratic citizens. The sequence is concerned with integrating the education of teachers with the education of other human service professionals, especially students pursuing careers in child care and development, social work, criminal justice, mental health, and youth and family services generally.

The commitment to integrating teacher education with human service concerns is expressed in several ways. Most elementary education students major in Child, Family, and Community Services or Psychology. Secondary education stu-

dents may major in one of several programs leading to certification in the areas of English, general and biological science, mathematics, and social studies. A degree in Child, Family, and Community Services along with a sequence in education (and a teaching certificate) provides students with a strong foundation in the human services and widens their career opportunities.

## Admission

Students seeking certification in either elementary or secondary education must make formal application to the program in their first semester of course work in the Teacher Education Sequence. Applications must include results of proficiency examinations in reading, writing, and mathematics. A committee of education faculty reviews the application, former college record, and current course progress. A grade-point average of 2.5 (on a 4.0 scale) is required for admission to the sequence. In some cases, the committee may also request a personal interview with the student and evaluations from other Sangamon State faculty regarding the student's work. Enrollment in additional education courses is dependent on this review. In addition, a student's progress is evaluated throughout the Teacher Education Sequence.

## Student Teaching

The final semester of the professional sequence is an intensive 16-week learning experience combining courses in elementary methods (TEP 433 and TEP 434) or in secondary methods (TEP 441 and TEP 442, 443, 444 or 445) with TEP 450 Student Teaching. (This course of study is available to students only after they have successfully completed all other professional education courses.)

and have earned a 3.0 (on a 4.0 scale) grade-point average in course work taken in the Teacher Education Sequence. Further, students must have passed proficiency exams in writing, reading, and mathematics. Students may register for TEP 450 Student Teaching only upon recommendation of the student's major program and the Teacher Education Committee.

## Sequence Requirements

### *Elementary Education*

Undergraduate students interested in obtaining certification in elementary education may do so by majoring in one of several degree-granting academic programs and by completing requirements in the Teacher Education Sequence. Students must also meet a set of general education requirements outlined by the State Certification Board. The Teacher Education sequence requirements for elementary education are as follows.

### Teacher Education Requirements

#### Elementary

TEP/CFC 301 Communication Skills for Human Services	2 Hrs.
TEP/CFC 302 Concepts of Helping	2 Hrs.
TEP/CFC 303 Helping Skills Human Behavior and Social Environment (Options include CFC 404 or PSY 441)	3 Hrs.
TEP 308 History of Education or TEP 309 Philosophy of Education	4 Hrs.
TEP 311 School and Community	2 Hrs.
TEP 312 Field Experience: The Community	3 Hrs.
TEP 411 Educational Psychology	2 Hrs.
TEP 412 Field Experience: The School	4 Hrs.
TEP 421 Exceptional Child	2 Hrs.
TEP 432 Basic Reading Methods	4 Hrs.
TEP 433 Elementary Methods: Math/Science	3 Hrs.

TEP 434 Elementary Methods: Language Arts/Social Studies	3 Hrs.
TEP 450 Student Teaching	8 Hrs.
<i>Total</i>	<u>45 Hrs.</u>

Because of its strong commitment to integrating professional preparation in education and human services, the Teacher Education faculty encourages students to major in either Child, Family, and Community Services (CFC) or Psychology (PSY). Course work in the Teacher Education Sequence may be applied to requirements in both programs.

The emphasis of the CFC Program is to prepare a person for skilled professional helping relationships. Teacher education students seeking a degree in CFC must meet all course requirements of the CFC Program including a specialization. However, four hours of field experience in TEP may be used to satisfy half of the minimum eight-hour CFC fieldwork requirement; the remaining four hours must be done in a social service agency. Additionally, TEP 311 may be used to fulfill the two-hour "helping system" requirement in CFC, and TEP 411 and TEP 421 may be counted toward a specialty in children. Upon approval of the CFC Program, other appropriately related course work in TEP may be counted toward the specialty requirement. Courses from the Teacher Education Sequence may be substituted for electives outside the 36 hours required for a CFC major.

### Child, Family, and Community Services Requirements

#### Core Curriculum

Human Service Skills	
CFC 301 Communication Skills for Human Services*	2 Hrs.
CFC 302 Concepts of Helping*	2 Hrs.
CFC 303 Helping Skills*	3 Hrs.
CFC 472 Ethics for Human Service Professionals*	3 Hrs.
Human Behavior and Social Environment (select one*)	4 Hrs.

(Options include CFC 404 or PSY 441)	
The Social Service System (select one)	2 Hrs.
(Options include TEP 311*, CFC 306, CFC 316, or CFC 482)	
<b>Field Work</b>	4 Hrs.
(Options include CFC 340, CFC 350, CFC 369, CFC 371)	
<b>Area of Specialty</b>	16 Hrs.
Note: TEP 411* and TEP 421* may be applied toward a specialty in children.)	
<b>Teacher Education</b> Requirements (excluding courses required for CFC major)	23 Hrs.
<b>Public Affairs Colloquia</b>	<u>6 Hrs.</u>
<b>Total</b>	<b>65 Hrs.</b>

\*This course satisfies requirements in both CFC and TEP.

Psychology may also be pursued as an undergraduate major by students seeking certification in elementary education. The primary goal of the Psychology Program at Sangamon State is to help students gain the perspective, knowledge, and problem-solving skills needed to develop an understanding of the complex pattern of events characteristic of human functioning and to generate solutions to theoretical and practical problems relevant to human psychology. Elementary education students majoring in Psychology complete the regular psychology requirements and select psychology electives relevant to the teaching profession.

### Psychology Requirements

<b>Core Curriculum</b>	
PSY 301 General Psychology	4 Hrs.
PSY 311 Quantitative Methods,	
or	
PSY 475/HDC 475 Tests and Measurements	4 Hrs.
PSY 441 Life-Span Developmental Psychology*	4 Hrs.

PSY 451 Introduction to Clinical Psychology	4 Hrs.
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### Required TEP/PSY Courses

PSY 411 Educational Psychology*	4 Hrs.
PSY 421 Exceptional Child*	4 Hrs.

**Psychology Electives** recommended for TEP students (Options include PSY 422, PSY 442, PSY 443, or PSY 452) 8 Hrs.

**Teacher Education** Requirements (excluding courses required for PSY major): 33 Hrs.

**Public Affairs Colloquia** 6 Hrs.

*Total PSY/TEP requirements* **71 Hrs.**

\*This course satisfies requirements in both PSY and TEP.

### Secondary Education

Sangamon State is entitled to certify secondary teachers in five areas: social studies, English, general and biological science, and mathematics. The Teacher Education Sequence thus provides opportunities to combine undergraduate disciplinary study with education courses in a program leading to secondary certification. The sequence also serves graduates who wish to seek secondary certification after completing a baccalaureate degree at SSU or other educational institution.

In addition to secondary teachers, the curriculum is designed to assist human service professionals who need to relate to adolescents with special problems and/or learning needs. There is increasing demand for skilled personnel as communities extend their commitments to serve all school-age youths through special schools and educational programs. In-service teachers who wish to extend their capabilities in these special areas are encouraged to explore TEP secondary courses.

Students interested in a secondary certificate must either hold an appropriate baccalaureate degree or be concurrently enrolled in a degree program



at SSU. Students presently enrolled must complete all program degree requirements, as well as general education and TEP requirements, before certification is granted.

### Teacher Education Sequence Requirements (Secondary)

TEP 308 History of Education, <i>or</i>	
TEP 309 Philosophy of Education	2 Hrs.
TEP 311 School and Community	3 Hrs.
TEP 312 Field Experience: The Community	2 Hrs.
TEP 411 Educational Psychology	4 Hrs.
TEP 412 Field Experience: The School	2 Hrs.
TEP 421 Exceptional Child	4 Hrs.
TEP 441 Secondary Education Methods	4 Hrs.
Secondary Education Methods in Area of Specialization	2 Hrs.
Options include: TEP 442	

Secondary Methods: English; TEP 443 Secondary Methods: Mathematics; TEP 444 Secondary Methods: Science; TEP 445 Secondary Methods: Social Studies

TEP 450 Student Teaching (student teaching meets the University requirement for the Applied Study Term)	<u>8 Hrs.</u>
<i>Total</i>	<u>31 Hrs.</u>

### Certification

Upon completion of TEP and University baccalaureate degree requirements, students are certified by the Illinois State Teacher Certification Board for a K-9 teaching certificate or a 6-12 teaching certificate. Students must also meet a set of general education requirements outlined by the Illinois State Teacher Certification Board, which has the sole authority for awarding or denying teacher certification.

### Teacher Education/Course Descriptions

**TEP 301 Communication Skills for Human Services (2 Hrs.)**  
Development of interpersonal communication, with emphasis on skills that facilitate helping and convey empathy. See CFC 301.

**TEP 302 Concepts of Helping (2 Hrs.)**  
Examination of meanings, issues, and dilemmas of helpers as well as various theories about what help is and does. Alternative kinds of help, qualities of helpers, distinctions between personal and professional relationships, and aspects of relationship building are considered, along with ethical issues, obstacles, and role/value conflicts. Brief exposure to helping cross-culturally, including racism, sexism, and ageism, followed by discussion of work with a reluctant or involuntary client. Designed to provide a conceptual framework for helpers who take the follow-up course, TEP 303 Helping Skills. See CFC 302.

**TEP 303 Helping Skills (4 Hrs.)**  
Continuation of TEP 302; this course teaches how to build, maintain, and terminate helping relationships as well as how to cope with obstacles to effective helping. Behavioral characteristics, effective helping, basic interviewing skills, problem-solving processes, helping

strategies, and appropriate self-disclosure are taught. Focus is on learning and demonstrating skills. In each session new skills are introduced, modeled, and practiced. Required laboratory time is scheduled in addition to regular class sessions.

**TEP 308 History of Education (2 Hrs.)**  
Study of history of American education with major focus on 20th-century developments.

**TEP 309 Philosophy of Education (2 Hrs.)**  
Study of philosophical foundation of American education from the colonial period to present.

**TEP 311 School and Community (3 Hrs.)**  
Study of current issues in school-community relationships. Students examine ways in which teachers and other school personnel can use the full range of community resources — human and material — in pursuit of meaningful educational goals with students.

**TEP 312 Field Experience: The Community (2 Hrs.)**  
Fieldwork to accompany TEP 311; 100 clock hours. Students either do an in-depth study of community resources which can be used to pursue educational objectives in a given cur-

ricular area or are placed in a community agency to apply knowledge developed in TEP 311. Students keep a detailed log of their experiences.

**TEP 411 Educational Psychology (4 Hrs.)**  
Survey of topics in psychology relevant to teaching: educational objectives, student characteristics and development, the learning process, and evaluation of learning. Students must enroll concurrently in TEP 412. See PSY 411.

**TEP 412 Field Experience: The School (2 Hrs.)**  
Students are placed in a school classroom to work directly under the supervision of a professional teacher who verifies completion of assigned structured learning experiences. Students must spend 100 clock hours in their assigned classroom and attend four seminar sessions during the semester. Students are required to register for the course concurrently with TEP 411 Educational Psychology.

**TEP 421 Exceptional Child (4 Hrs.)**  
Behaviors and conditions that make a child different from most other children, including all conditions addressed by Public Law 94-142. Topics include mental retardation; learning disabilities; behavior disorders; hearing, vision, and speech impairments; and giftedness. Satisfies requirements of Illinois House Bill 150. See PSY 421.

**TEP 432 Basic Reading Methods (3 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 433 Elementary Methods: Math/Science (3 Hrs.)**  
Designed to provide pre-service teachers with practical skills for teaching elementary mathematics and science. Participants are introduced to various approaches, techniques, and tools relevant to instruction. Participants are also involved in pre-student teaching-observation-participation visits in area schools.

**TEP 434 Elementary Methods: Language Arts/Social Studies (3 Hrs.)**  
Study of methods for teaching language arts and social studies. Survey of curricula and processes of learning in each discipline. Instruction in use of audio-visual media. Practical classroom experience precedes student teaching.

**TEP 441 Secondary Education Methods (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 fieldwork.

**TEP 442 Secondary English Methods (2 Hrs.)**  
Basic steps and strategies for teaching American and English literature, composition, and grammar. Students are exposed to a variety of teaching styles and activities that are used in the teaching of language arts in the middle and high schools.

**TEP 443 Secondary Mathematics Methods (2 Hrs.)**  
Examination of the methods employed by high school teachers in teaching mathematics in grades six through 12.

**TEP 444 Secondary Science Methods (2 Hrs.)**  
Examination of the methods of teaching science to students in grades six through 12. Students explore both classroom instruction as well as laboratory setup, instruction, and evaluation.

**TEP 445 Secondary Social Studies Methods (2 Hrs.)**  
Analysis of the structures of economics, geography, world history, U.S. history, anthropology, sociology, and political science as they relate to the secondary social studies curriculum. Materials and methods of instruction in the various social sciences and history are examined.

**TEP 450 Student Teaching (8 Hrs.)**  
Internship in the classroom under supervision of University faculty and 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.

**TEP 463 Alternative Education (4 Hrs.)**  
Critical study of the alternative education movement in U.S. from "free" and "community-controlled schools" to "open-classrooms" and "schools without walls" to publicly sponsored alternative schools and/or programs to meet needs of troubled and delinquent youth. Effort is made to identify the unique base of knowledge and skills required to teach effectively in alternative educational settings.

**TEP 464 Creativity in the Classroom (4 Hrs.)**  
Practical introduction to methods of teaching creative problem solving, imagination enhancement, metaphorical thinking, and similar techniques for developing creativity in elementary and secondary school students.



# Women's Studies

**Faculty** — Nina S. Adams, Joyce E. Elliott, Pat Langley

**Associated Faculty and Staff** — Mary Addison-Lamb, Joyce Bennett, Jeanne Col, Marje Fonza, Nancy Ford, Barbara A. Hartman, Barbara Hayler, Nancy Hunt, Alma Lowery-Palmer, Carole Fee McHugh, Margie Schinneer, Phyllis Walden, Doris Westfall

Women's Studies seeks to enable students to develop a cognitive and affective understanding of women in society in the past, present, and future. Focusing on women's experiences and perspectives, Women's Studies creates a new dimension in the education of women and men, a dimension which has implications well beyond the walls of the University. A special concern is to help women expand their abilities to function in and modify society, through an integration of personal, intellectual, and action orientations.

Since our philosophy is to incorporate feminist perspectives throughout the University curriculum, we draw from and develop Women's Studies courses within other programs whenever possible. Many of the courses in the Women's Studies Sequence are interdisciplinary and most are jointly listed with other programs. In addition, several Public Affairs Colloquia — such as Issues in Women's Health; Women and the Law; and Women, Men, and Mental Health — are offered on a regular basis.

Students in programs throughout the University may take Women's Studies courses as electives or may pursue a sequence in Women's Studies through completion of 16 hours of WMS course work. In addition, students may pursue a self-designed M.A. degree relating to Women's Studies through the Individual Option Program. Women's Studies faculty assist students in planning a course of study, as well as in identifying experiential learning opportunities. Undergraduate students may choose Women's Studies courses as a sequence to supplement their major area of study.

Graduate students enrolled in 400-level Women's Studies courses should expect to demonstrate graduate-level competencies (especially in communication, research, analysis, and integrative skills), and to complete extended and advanced projects and/or readings.

Beyond sponsoring academic courses relating to women, the Women's Studies Committee seeks to provide a flexible and supportive environment for women and men who are continuing their education.

## Core Courses

Because of the breadth, integrative potential, and development of important skills, a small core of courses is recommended for Women's Studies students. WMS 401 Women's Horizons and Visions is a multidisciplinary overview of the substance of Women's Studies emphasizing development of strong academic skills for returning and intermediate students. WMS 403 Minority Women of the U.S.A. examines connections between racism and sexism, through understanding the experience of U.S. minority women. WMS 411 Feminist Theories is an in-depth treatment of the intellectual challenge of Women's Studies. WMS 402 Women's Resources: Interdisciplinary Library Research and WMS 412 Feminism, Organizations, and Change are intended to develop academic and practical skills essential to Women's Studies students. WMS 461 Women's Studies Practicum is offered when special, in-depth research and community projects arise which involve Women's

Studies faculty and students. WMS 480  
Independent Study in Women's Studies

offers students an opportunity to pursue  
special interests.

## Women's Studies/Course Descriptions

### Core Courses

#### **WMS 351 Sociological Perspectives on the Family (4 Hrs.)**

Current research and theory on American families, in context of historical cross-cultural, and subcultural variations in family forms, including issues such as mate selection, marital conflict and power, violence, isolation, alternative contemporary forms, childhood, and parenthood. See CFC 351 and SOA 351.

#### **WMS 401 Women's Horizons and Visions: Introduction to Women's Studies (4 Hrs.)**

Multidisciplinary introduction to women's studies which explores the many issues raised by movements for women's liberation and the possibilities created by feminist perspectives.

#### **WMS 402 Women's Resources: Interdisciplinary Library Research (2 Hrs.)**

Introduction to search procedures and materials especially relevant to interdisciplinary library research on women, including special documents, collections, and archives. Recommended as companion to other courses involving library research projects on women. See SOA 417.

#### **WMS 403 Minority Women of the U.S.A. (4 Hrs.)**

Minority women's feminist perspectives in U.S.A. Examines how racism and sexism create double jeopardy for U.S. women of color, and common and unique aspects of minority and majority women's experiences.

#### **WMS 411 Feminist Theories (4 Hrs.)**

Connections between a variety of feminist perspectives (such as radical, socialist, liberal, libertarian, and anarchist) and traditional political philosophy. Identification and reformulation of disciplinary models where feminist theory is most needed, and theory building in areas which fall between traditional disciplines, such as models of power and oppression. See SOA 408.

#### **WMS 412 Feminism, Organizations, and Change (4 Hrs.)**

Feminist models of organizational structure, dynamics, and plans for and operations of organizational change. Develops skills in organizing and working in groups, such as networking, coalition building, goal setting, decision making, and feminist processes.

#### **WMS 415 Women's Studies Practicum (2-4 Hrs.)**

Group or individual research or community action projects relating to women. Projects

designed jointly by students and faculty. Regular participation in colloquium, practicum journal, and research paper/project report.

#### **WMS 460 Special Topics in Women's Studies (2-8 Hrs.)**

Study of selected topics in women's studies, to be announced each time course is offered. Variable credit; may be repeated for different topics.

#### **WMS 480 Independent Study in Women's Studies (2-8 Hrs.)**

Variable credit; individually arranged tutorial on special issues in women's studies.

### General Courses

#### **WMS 421 Philosophy and Women (4 Hrs.)**

Perspectives on women from the Western philosophical tradition. Paradigms of philosophical inquiry from several historical periods and their impact on thinking about women. Selected writings by contemporary feminist philosophers and their contributions to philosophical inquiry. See PHI 468.

#### **WMS 422 Sex Roles and The Helper (4 Hrs.)**

Examination of sex role stereotyping and judgments of mental health. Exploration of non-sexist approaches and techniques used in counseling women and men. See HDC 422.

#### **WMS 423 Counseling Women (4 Hrs.)**

Examination of specialized biological, psychological, and social issues which affect women. Exploration of theoretical assumptions, counseling practices, and process variables which may apply differently to or affect women in counseling therapy. Identification of skills facilitative to women in general and to particular subgroups of women. See CFC 423 and HDC 423.

#### **WMS 434 Women and Work (4 Hrs.)**

Analysis of the role of women workers participating in the American labor force, their status and roles, their satisfaction and alienation, and their part in the labor movement. See LST 434.

#### **WMS 445 Law and Social Order (4 Hrs.)**

Focus on law as a social control mechanism. Explores conflict of individual freedom and social responsibility; changing nature of law as reflection of social changes; and concepts such as social welfare state, police power, social engineering, and individual's relationship to government. Surveys basic areas of law. See LES 404, POS 421, and SOA 425.

**WMS 446 Family Law (4 Hrs.)**

Law that affects family. Topics include divorce, domestic violence, illegitimacy, adoption, child support and custody, parental control, abuse and neglect laws, issues affecting the elderly, domestic law reform, and the impact of the women's rights movement. See SOA 454, HDC 446, CFC 446, LES 446.

**WMS 447 Sex-Based Discrimination (4 Hrs.)**

Substantive law course includes constitutional standards, impact of the ERA on these standards, the family, employment, and the criminal justice system. See LES 447.

**WMS 448 Law and Literature (4 Hrs.)**

Study of the trial as metaphor; human nature and the state; the idea of property; and the nature of justice using novels, drama, and other literature. See LES 456.

**WMS 449 Nondiscrimination Laws in Employment (4 Hrs.)**

Development and implementation of nondiscrimination laws in employment, including hiring, firing, promotion, terms and conditions, benefits, and pay. Focus on protective labor laws, veteran preference, harassment, and due process requirements in employment. See LES 449.

**WMS 452 Sociology of Gender (4 Hrs.)**

Analysis of creation, maintenance, and enforcement of female and male roles. Socialization processes, cultural definitions, major social institutions, and structured social inequality. See SOA 452.

**WMS 453 Women and Culture (4 Hrs.)**

Investigation of roles of women from evolutionary and cross-cultural perspective. Includes examination of women's lives in tribal, peasant, industrial, and developing societies. See SOA 453.

**WMS 455 Feminist History: The U.S. Then and Now (2 to 4 Hrs.)**

Issues and themes (production, reproduction, socialization, and women's movements) from colonial times to the present. Self-paced course emphasizing thinking and writing skills as well as content. See HIS 455.

**WMS 456 Human Sexuality (4 Hrs.)**

Exploration of knowledge and values toward issues of human sexuality, with emphasis on sociological content, personal growth, and professional development. Format includes lectures, film presentations, and small-group discussions. See CFC 456, HDC 456, and SOA 456.

**WMS 457 Women's History: Alternative Perspectives on the Past (4 Hrs.)**

Exploration of women's history in England, Russia, China, Vietnam, and the U.S., with survey of areas in which conventional historical insights and methods need reinterpretation. See HIS 457.

**WMS 461 Major Women Writers (4 Hrs.)**

Study of novels by such major female authors as Austen, Bronte, Eliot, Woolf, and Lessing. See LIT 461.

**WMS 475 Women's Revolution in China (4 Hrs.)**

Examination of past and present roles and status of women in urban and rural society, including 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. Offered as a self-paced module when not scheduled as a regular course. See HIS 475.



# Afro-American and African Studies

**Associated Faculty** — Marje FONZA, Alma Lowery-Palmer, Charles Sampson, Darryl Thomas

The Afro-American and African Studies Thematic Activity (ASTA) is an area of study in the Innovative and Experimental Studies cluster at Sangamon State University. The activity involves faculty, administration, and students in academic curricular development and community activities which emphasize the contributions of and public issues affecting Afro-Americans. While focus is on blacks in the United States, ASTA also supports course work and campus activities that highlight past and continuing links between Afro-Americans and Caribbean, Latin American, and African

affairs. During each academic year, ASTA coordinates appropriate course offerings, panels, workshops, and speakers.

## Course Offerings

- ADP 564 Seminar in Urban Administration and Planning
- HIS 421 The Melting Pot Reconsidered
- HIS 425 History of Afro-Americans
- POS 477 Comparative Black Political Thought
- SOA 480 Peoples and Cultures of Africa
- WMS 403 Minority Women of the U.S.A.





# Astronomy-Physics

**Associated Faculty** — Alexander J. Casella, Charles Schweighauser

Astronomy-Physics is a thematic activity in the Arts and Sciences cluster. It provides courses and laboratory work in astronomy and physics, featuring an astronomical observatory with a 14-inch Schmidt-Cassegrain telescope, an eight-inch Schmidt-Cassegrain telescope, two six-inch Newtonian telescopes, a diffraction grating spectrograph, a photoelectric photometer, a micrometer, a hydrogen-alpha filter, an objective prism, two television systems, and an image intensifier system that accommodates the spectrograph and cameras. Physics laboratory resources include a multi-channel analyzer with nuclear radiation detectors

and radioactive sources, microcomputer equipment, electronic testing and breadboarding equipment, x-ray apparatus, several lasers and optical equipment, and sound analysis equipment. Opportunities are provided for students to do research with Astronomy-Physics faculty.

In 400-level courses, graduate students are expected to do additional work, including reading of selected primary sources and, when appropriate, additional observatory/laboratory work.

Students may pursue an individualized degree which includes Astronomy-Physics through the Individual Option Program.

## Astronomy-Physics/Course Descriptions

**ASP 401 Astronomy for Everybody (4 Hrs.)**  
Descriptive introduction to modern concepts of the physical nature of the astronomical universe. Topics include astronomical instrumentation, stars, the sun, nebulae, galaxies, and planets. For nonscience majors.

**ASP 402 Modern Astronomy (4 Hrs.)**  
Analytical approach to the solar system, astrophysics, stellar systems, and galactic astronomy. For science majors only, or with permission of instructor.

**ASP 403 The Solar System (4 Hrs.)**  
Discussion of rapid strides made during the space age in our understanding of the solar system. Includes modern information about the sun, planets, comets, meteors, and planetary satellites.

**ASP 404 Astrophysics (4 Hrs.)**  
Study of the origin, evolution, interiors, atmospheres, and energy production mechanisms of stars. For science majors only, or with permission of instructor.

**ASP 405 Theories of the Universe (4 Hrs.)**  
Survey of the most important concepts of the universe from the Babylonians through Einstein. Quasars, pulsars, black holes, and other recent discoveries are related to current cosmological thought.

**ASP 407 Practical Astronomy (2 Hrs.)**  
Training in observatory procedures and techniques. Photography of objects in the solar

system (planets, moon, sun) and deep-sky objects (galaxies, nebulae, star clusters) using SSU Observatory's 14-inch telescope and associated equipment. Prerequisite: ASP 401 or equivalent.

**ASP 408 Observational Astronomy (2 Hrs.)**  
Techniques of spectroscopy and photometry in determining stellar temperatures, luminosities, and chemical compositions. Uses the University's 14-inch telescope, spectrograph, and photometer. Prerequisite: ASP 407.

**ASP 410 Undergraduate Research (1-4 Hrs.)**  
Investigation of a specific problem in astronomy-physics of interest to the student and instructor. May be repeated for credit without limit, but research topics must vary.

**ASP 411 Workshop in Science Education: Astronomy (4 Hrs.)**  
Workshop on science methods intended for in-service training for teachers at the elementary and secondary levels.

**ASP 412 Classical Mechanics (4 Hrs.)**  
Introduction to Newton's laws, including energy, momentum, angular momentum; multiparticle systems; Lagrangian and Hamiltonian formulations. Prerequisites: general physics and calculus.

**ASP 413 Electricity and Magnetism (4 Hrs.)**  
Static and dynamic electric and magnetic fields and their relation as embodied in Max-

well's equations. Lecture and discussion. Prerequisites: general physics and calculus.

**ASP 414 Introduction to Quantum Mechanics (4 Hrs.)**

Development of the Schroedinger Equation; applications to simple physical systems including the one-electron atom; approximate methods for treatment of polyelectronic systems; development of the variational principle, with application to current semi-empirical and ab initio molecular orbital methods. Pre-

requisites: general physics and calculus.

**ASP 419 The Nature of Things (2 Hrs.)**

For the nonscience major curious about developments of modern physics but lacking the mathematical background required for the traditional course. Major concepts of modern physics, stressing the human creative process involved in development of modern physical theories. Includes relativity, cosmology, nature of atoms, elementary particles, and nature of light.

# Energy Studies

**Associated Faculty** — Alexander Casella, Nancy Ford, Mark Heyman, John Munkirs, Charles Schweighauser, Luther Skelton, W. Williams Stevens, William Warren, Leroy Wehrle

Energy Studies is an area of study within the Innovative and Experimental Studies cluster. Students may design a degree in Energy Studies through the Individual Option Program; or students may choose courses from Energy Studies to augment a degree in Environmental Studies or another program, giving them a concentration in Energy Studies.

Because the use of energy affects all aspects of society, the goal of Energy Studies is to develop a synthesis of technical knowledge and social considerations by drawing upon present courses in several disciplines at SSU, including administration, economics, environmental studies, sociology, education, and the natural sciences, in addition to courses specifically designed for this area of study. In consequence, Energy Studies brings together faculty and students who have a common desire to study and to seek solutions to energy problems.

Energy Studies builds and expands on the traditional areas that deal with energy issues. For example, a student in the physical sciences or in engineering may explore economics and policy aspects. Social science undergraduates examine technological and environmental issues. The environmental studies student confronts economic and political realities. Professional administration and policy students confront technological and environmental factors.

Energy Studies is a synthesis created from traditional disciplines. Courses are intended to supplement and expand discipline-based education and should not be viewed as a substitute for such education.

## Research in Energy Studies

Students have the opportunity to participate in several research projects for academic credit, including Community Energy Self-Reliance for Springfield, Renewable Replacements for Petrochemicals, various topics in solar energy, and legal issues of nuclear power. Students are also encouraged to initiate their own research topics.

## Representative Courses

Several Public Affairs Colloquia courses are offered in Energy Studies each semester. Some representative PACs are: The Nuclear Dilemma; Solar Energy: Options for Illinois; Energy Conservation and Social Change; Alternative Fuels; Energy Options for Springfield; and Solar Architecture.

Other courses offered include:

- ECO408 History of Economic Thought
- ECO445 Economic Development
- ECO461 Industrial Organization
- ECO467 Policy Analysis
- ENS 401 Environmental Planning: Land and Resource Use
- ENS 402 Land-Use Planning: Principles and Practices
- ENS 422 Energy Resource Economics
- ENS 431 Energy and the Environment
- ENS 432 Appropriate Energy Technology: Theory and Applications
- ENS 433 Energy Resources and Technology
- ENS 434 Solar Energy: Principles and Applications
- ENS 435 Advanced Solar Energy Design
- ENS 436 Energy Conservation Technology: Buildings
- ENS 437 Solar Architecture

ENS 487 Practicum in Environmental  
Action  
ENS 488 Environmental Law and the  
Citizen  
ENS 500 Graduate Research  
ENS 510 Thesis  
ENS 520 Graduate Project

ENS 530 Internship  
ENS 531 Community Energy Systems  
ENS 544 Agroecosystems: An Ecological  
Analysis  
SOA 447 Sociology of Natural Resources  
SOA 448 Energy and Society I  
SOA 449 Energy and Society II

# International Studies

**Associated Faculty** — Nina Adams, Ashim Basu, Proshanta Nandi, Alma Lowery-Palmer, Michael Quam, Darryl C. Thomas

International Studies is an area of study within the Innovative and Experimental Studies cluster. Students, faculty, and staff throughout the University participate in planning activities to enhance understanding and appreciation of the positions, problems, and perspectives of other nations and cultures.

In an era of complex interdependencies in the international system and conflicts that are partially the results of differences in cultures and values, International Studies courses are designed to prepare students to be effective participants in a changing domestic and global society. Each semester, several courses are highlighted in the course schedule for students interested in International Studies. Students desiring to pursue an individualized degree in International Studies may do so through the Individual Option, Economics, or Political Studies programs.

## Representative Courses

*\*Indicates courses recommended for a Political Studies or Economics concentration in International Studies.*

ECO 315 Economics for Administration  
 ECO 421 Comparative Economic Systems\*  
 ECO 445 Economic Development  
 ECO 449 The World Economy\*  
 ENS 465 Europe: Its Geography, Planning, and Resources  
 HIS 447 Democracy in Crisis: France Since 1870  
 HIS 461 Between Two Worlds: Social Change in England, 1890-1920

HIS 463 Europe in the Twentieth Century  
 HIS 466 Imperialism  
 HIS/ WMS 475 Women's Revolution in China  
 HIS 477 Long Revolution in China and Vietnam  
 HSA 351 Exploration in a High Technology Health Care System  
 HSA 352 Third World Assessment: A Managerial Viewpoint  
 HSA 427 Seminar: Managing Health Care in the Third World  
 HSA 437 Health, Economic Development, and Social Change in Third World/Developing Countries  
 HSA 447 Organizational and Administrative Aspects of Primary Health Care Delivery in Third World/Developing Countries  
 HSA 477 Cases in Health Planning and Budgeting in Developing Countries  
 POS 471 Comparative Politics\*  
 POS 472 Asian Politics\*  
 POS 473 World Politics\*  
 POS 475 International Organizations and Integration\*  
 POS 515 Seminar in Comparative and International Politics  
 SOA 443 Nutrition and Culture  
 SOA 445 Medical Anthropology  
 SOA 448 Energy and Society I  
 SOA 449 Energy and Society II  
 SOA/453 WMS 453 Women and Culture  
 SOA 480A People of Africa  
 SOA 480B People of Mexico  
 SOA 483 Social Problems of the Developing World



# Studies in Social Change

**Associated Faculty** — Nina Adams, Ashim Basu, Joyce Bennett, Al Casella, Ed Cell, Jeffrey Van Davis, Ron Ettinger, Nancy Ford, Larry Golden, Hugh Harris, Barbara Hayler, Dave Hilligoss, J. Richard Johnston, Patricia Langley, Terry Peters, Michael Quam, Ron Sakolsky, Robert Sipe, Luther Skelton, Regan Smith, Ralph Stone, Darryl Thomas, Mike Townsend

Studies in Social Change is an area of study within the Innovative and Experimental Studies cluster. Students, faculty, and staff throughout the University and community participate in activities coordinated by the committee. Interested students may design their own degree programs in Social Change through the Individual Option Program.

Studies in Social Change emphasizes the importance of critical analysis in examining the assumptions and practices of society, and in acquiring the knowledge and skills to make changes suggested by that critical analysis. Interdisciplinary learning is encouraged as the most effective means to achieve a blending of theory and practice. Faculty, students, and community members work together in conducting workshops, holding forums on public issues, sponsoring visiting speakers, presenting radio programs over WSSR, etc.

Course work and other learning experiences are available. In addition, some of the Public Affairs Colloquia offered each semester may be of interest. One such course, "Issues on the Left," has

been sponsored by the committee. The following courses are representative of available course work. In addition, self-designed learning experiences (e.g., internships and field studies) are available through the Individual Option Program.

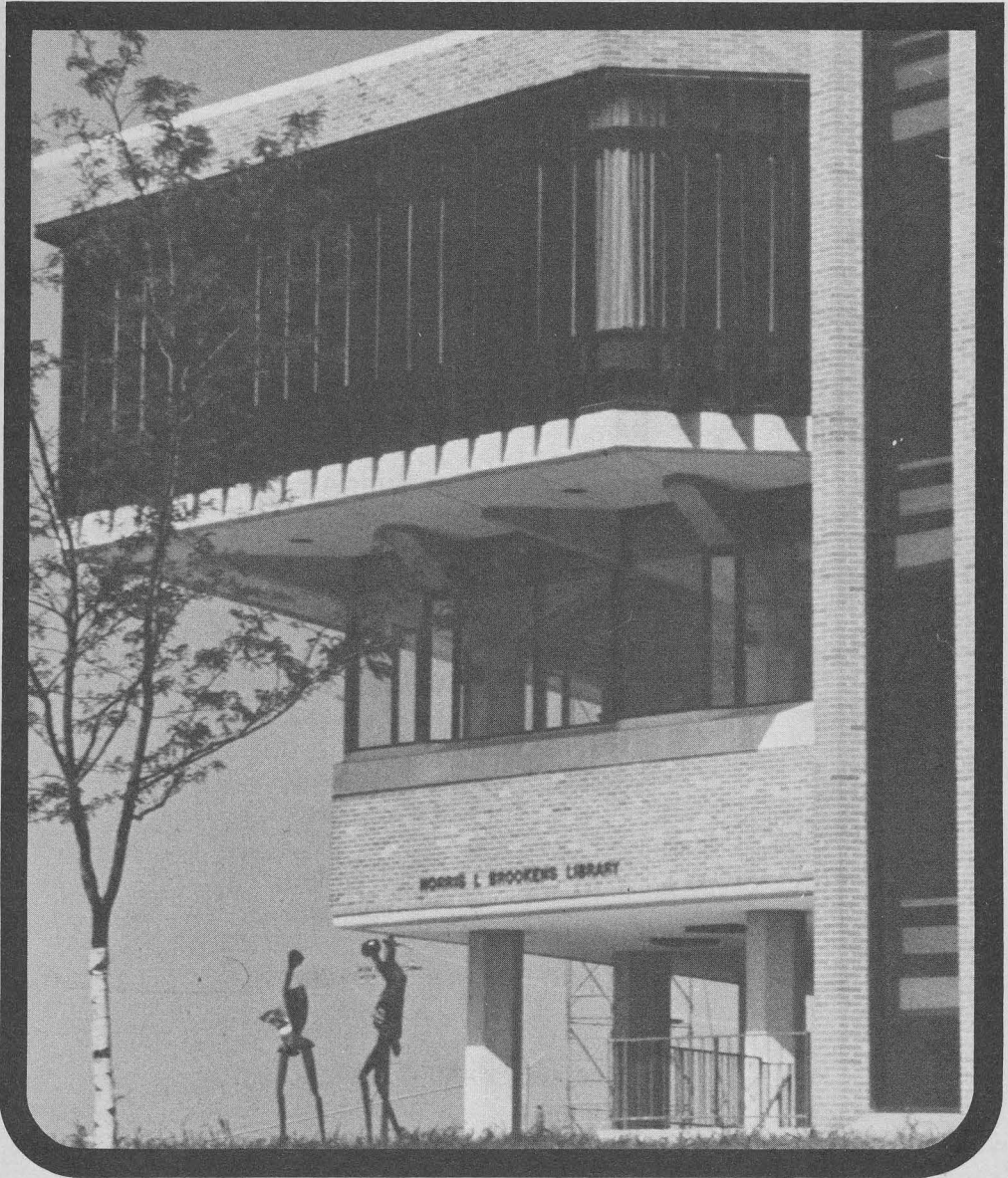
## Representative Courses

- CFC 426 Radical Social Work
- CFC 576 Community Organization:  
Theory and Models
- ECO 409 Radical Political Economics
- HIS 427 American Worker in the 20th Century
- HIS 429 The American Left: Ideology and Politics
- HIS 455 Feminist History: The U.S. Then and Now
- HIS 466 Imperialism
- HIS 477 Long Revolution in China and Vietnam
- LES 404 Law and Social Order
- LST 419 Marxism and Critical Theory
- LST 461 Labor Union Organizing
- LST 462 Workplace Democracy
- POS 473 World Politics
- SOA 433 Class and Culture in the U.S.A.





# Organization of the University





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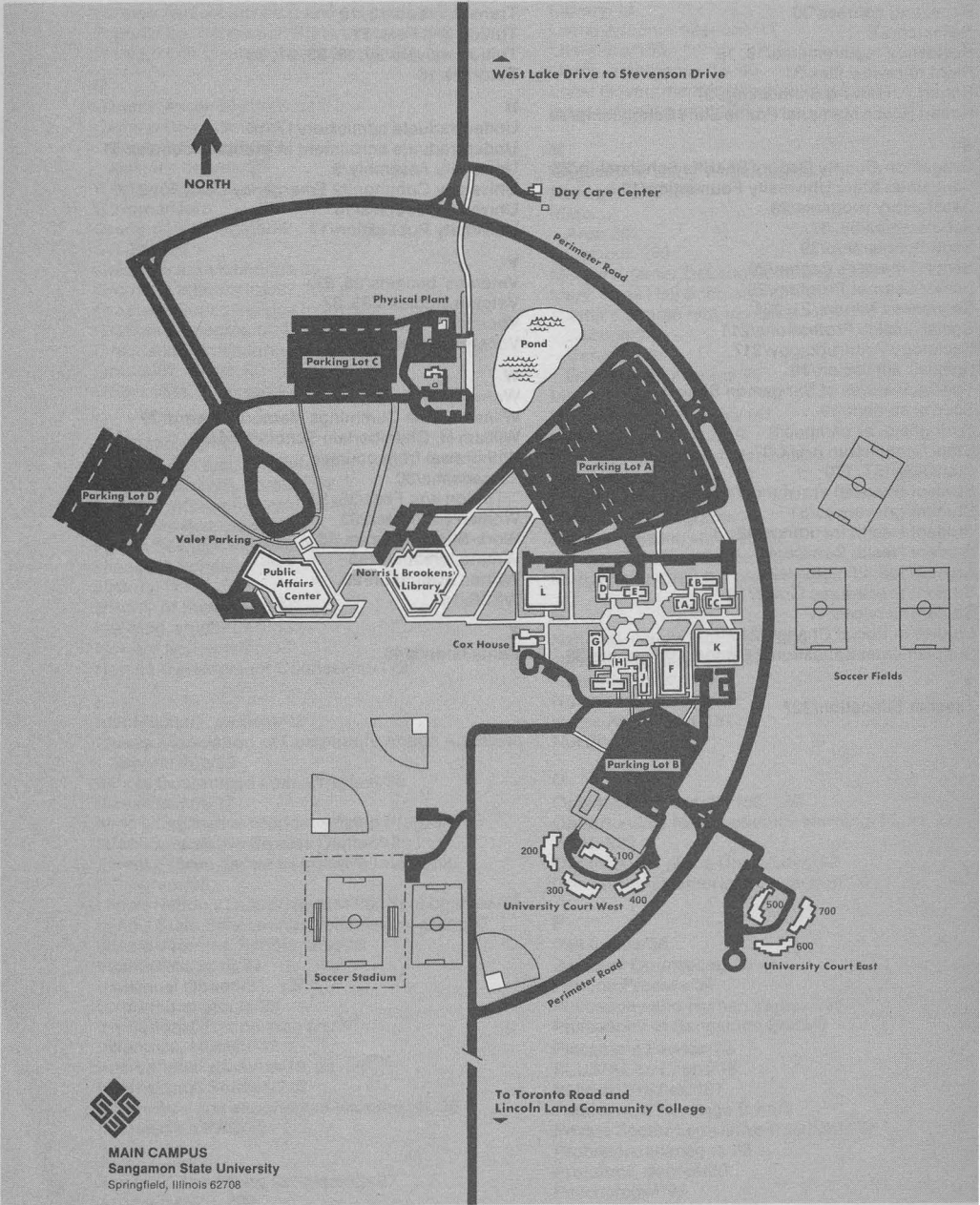
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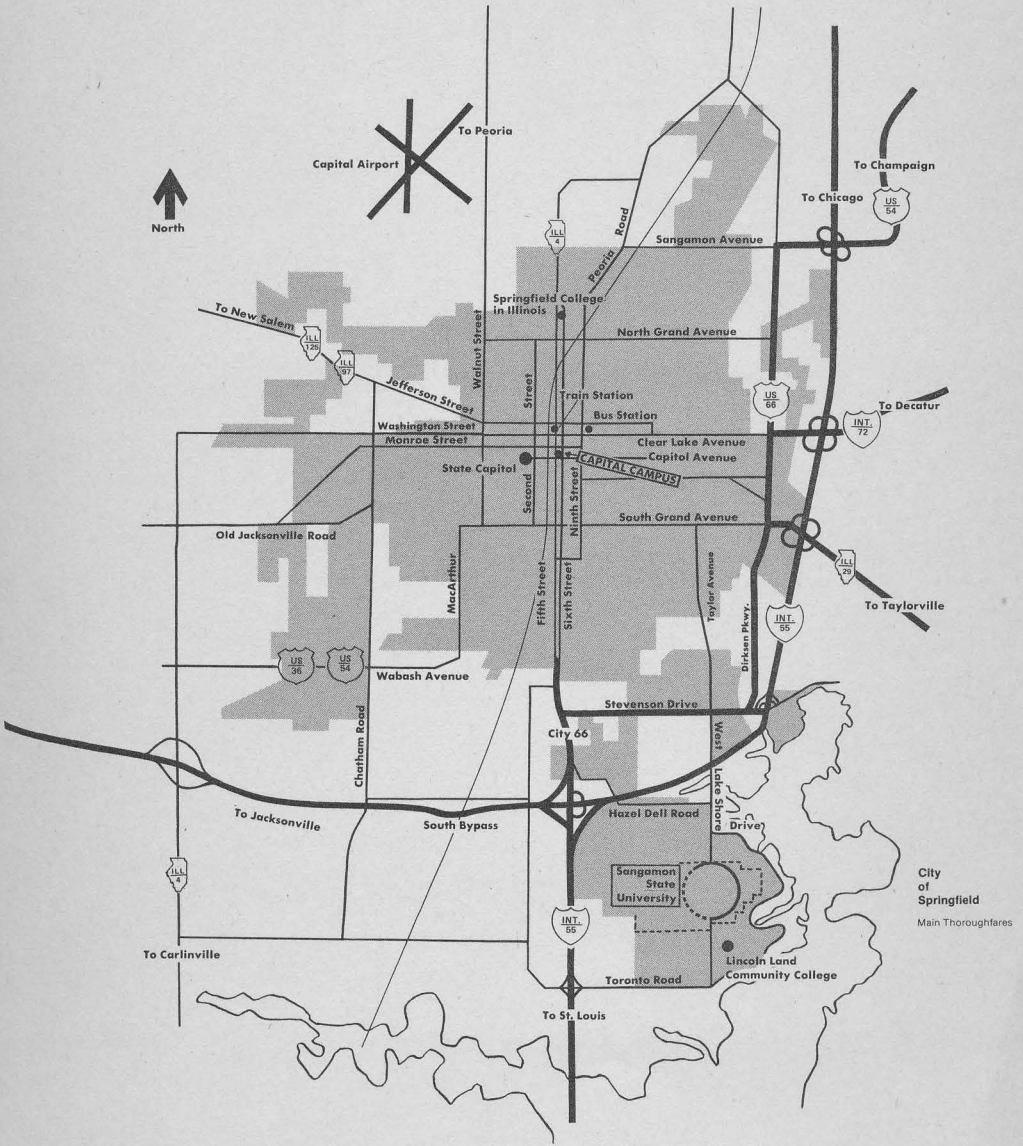
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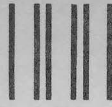
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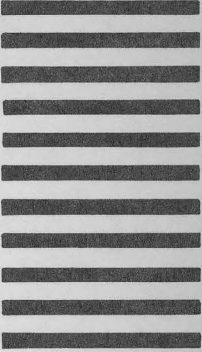


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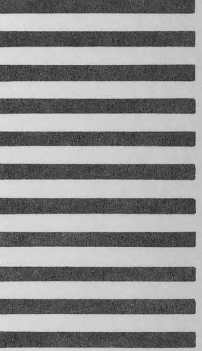


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