1978

1978 Catalog

Governors State University

1978 CATALOG
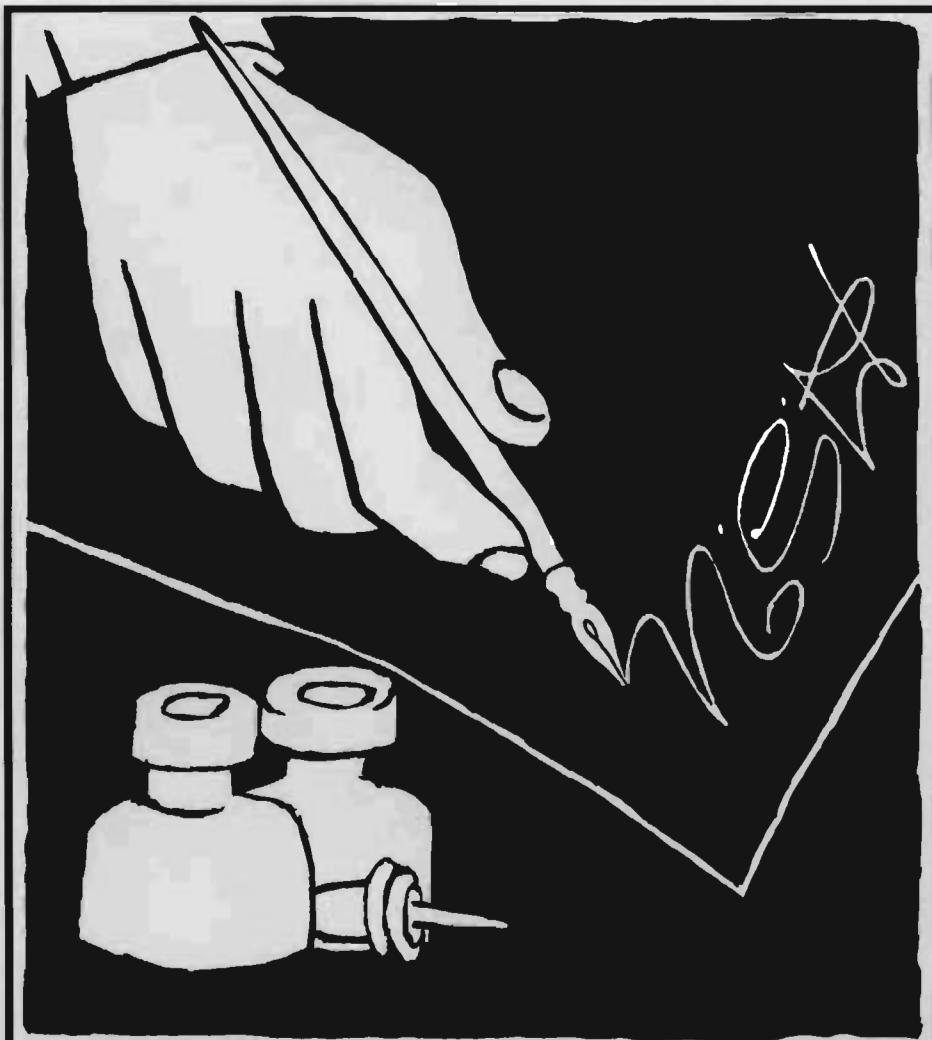## GOVERNORS STATE UNIVERSITY

Governors
State
University
1978
Catalog

Academic Calendar 1978

Winter Trimester 1978

Advance Registration ....November 15-December 15
Registration, Fee
    Payment — Advance Registrants Only ....W, January 4
Admission Application, Credential
    Deadline .... Th, January 5
Registration, Fee Payment... Th, January 5
Classes Begin — Blocks 1 & 2 .... M, January 9
Add/Drop, Late Registration ....M-W, January 9-18
HOLIDAY — Martin Luther King Jr's Birthday ....M, January 16
Refund Deadline — Blocks 1 and 2............................Th, January 19
Withdrawal Deadline — Block 2 ....Sa, February 4
HOLIDAY — Lincoln's Birthday..................................M, February 13
Withdrawal Deadline — Block 1 ....Sa, March 4
Block 2 Ends...M, March 6
Classes Begin Block 3... T, March 7
Add/Drop — Block 3 ....T-Th, March 7-16
Refund Deadline — Block 3 ....F, March 17
Withdrawal Deadline — Block 3 ....M, April 3
Winter Trimester Ends ....F, April 28

Spring/Summer Trimester 1978

Advance Registration.. March 15-April 15
Registration, Fee
    Payment — Advance Registrants Only ....M, May 1
Admission Application — Credential
    Deadline — Blocks 1 and 2.. T, May 2
Registration and Fee Payment... T, May 2
Classes Begin — Blocks 1 and 2 ....Th, May 4
Add/Drop and Late Registration ....Th-M, May 4-15
Refund Deadline — Blocks 1 and 2......................................M, May 15
HOLIDAY — Memorial Day ....T, May 30
Withdrawal Deadline — Block 2 ....Th, June 1

COMMENCEMENT.. Sa & Su, June 3 & 4
Withdrawal Deadline — Block 1 ....W, June 28
Block 2 Ends..W, June 28
Admission Application and Credential
    Deadline — Block 3.. Th, June 29
Registration for Block 3 ....Th, June 29
HOLIDAY — Independence Day.. T, July 4
Classes Begin — Block 3 ....W, July 5
Add/Drop and Late Registration — Block 3.................W-F, July 5-14
Refund Deadline — Block 3 ....Sa, July 15
Withdrawal Deadline — Block 3 ....W, August 2
Spring/Summer Trimester Ends.......................................Sa, August 26

Fall Trimester 1978

Advance Registration .... July 15-August 15
Registration, Fee
    Payment — Advance Registrants Only ....W, August 30
Admission Application, Credential
    Deadline Fall..Th, August 31
Registration, Fee Payment...Th, August 31
HOLIDAY — Labor Day..M, September 4
Classes Begin — Blocks 1 & 2 ....T, September 5
Add/Drop, Late Registration ....T-Th, September 4-14
Refund Deadline — Blocks 1 & 2................................F, September 15
Withdrawal Deadline — Block 2 ....T, October 3
Withdrawal Deadline — Block 1 .... M, October 30
Block 2 Ends... M, October 30
Classes Begin — Block 3..T, October 31
Add/Drop — Block 3 ....T-Th, October 31-November 9
Refund Deadline — Block 3 ....F, November 10
HOLIDAY — Thanksgiving and Day After. Th & F, November 23 & 24
Withdrawal Deadline — Block 3 ....T, November 28
Fall Trimester Ends.. F, December 22

Policy Statement

It is the policy of Governors State University not to discriminate on the basis of sex in its student admissions, educational programs and activities, or employment policies as required by Title IX of the 1972 Educational Amendments. Furthermore, it is the policy of Governors State University not to discriminate on the basis of physical or mental handicaps in admission or access to, or treatment or employment in its programs and activities as required by Section 504, Rehabilitation Act of 1973.

Table of Contents

The University

Governors State University is Illinois' response to the recent dramatic growth of the State community college system in the Chicago area. State studies of community college graduates revealed that south Chicagoland needed a specially planned commuter university for community college graduates to conveniently pursue further studies. This university would need unique qualities: 1) innovative and flexible programs geared to the older, employed and work-oriented community college graduate; 2) open to any student with 60 units of college work and yet carefully planned to address the educational needs of minority students and of students who cannot afford high tuition costs.

Governors State, a senior level University, opened the doors of its temporary warehouse facility to 700 juniors, seniors and graduate students in September of 1971. In 1974, GSU moved to its permanent location, a remarkable educational facility in Park Forest South, Illinois.

Mission

Governors State University is a future-oriented, service-directed, experimenting institution for commuter students. It has been planned to be open, flexible, humane, efficient, utilitarian, and academically excellent. Its unusual programs encourage innovative search for solutions to many of humanity's most profound problems.

The University is committed to a degree of responsiveness to individual and community needs that may be unparalleled. Wherever possible, barriers have been removed. Members throughout the University family (students, faculty, interested community members, staff, and administration) interact in University governance, and are receptive to each others' evaluation in terms of expectancies and commitments made, creating a new level of accountability.

Action Objectives

The objectives that when integrated guide the planning and development of the instructional, research, and community programs are:

Job Efficiency The acquisition and improvement of marketable skills, attitudes, and values.

Functional Citizenship An environment of participatory democracy that ensures the student's full engagement in the University.

Intra- and Interpersonal Relationships The development and strengthening of open, accepting and understanding human relationships.

Cultural Expansion The appreciation and use of the fine arts and humanities of all cultures.

Characteristics of the Instructional System at GSU

A most important characteristic of the University is its many options. The scope of some of the options is hinted at here:

• There being no departments at GSU, students and faculty may work together in an interdisciplinary fashion, sometimes involving others from all collegiate areas.

• There are no grades at GSU, not even pass/fail; instead, students are expected to work according to reasonable pace that suits their needs until various instructional objectives are completed. These are combined to define competencies, which are then entered on transcripts only after they have been achieved — there is no transcript record of work attempted but not completed.

• Faculty and students are encouraged to work together as colleagues.

• When appropriate, independent work can be started and ended anytime, if registered during the normal registration period.

• Work will be guided by a Student Study Plan that may be negotiated before, and in some cases altered after starting; the Student Study Plan may vary for different students taking similar work.

• Modes of instruction are used which emphasize individualized and self-instructional learning settings, thus audio-tutorial techniques, computer-assisted instruction, colloquia, seminars, cooperative education, and other laboratory and field projects are emphasized. In many cases these may replace more traditional forms of university instruction.

• Work that can be applied to community needs, or that is in response to some of them, is common.

• Students and faculty are encouraged to engage in research; to date this has not been required, though many students culminate their educational experience with a research project or some other terminating experience.

• There is a continuum of studies linking the undergraduate and graduate students.

• Work may be carried out on campus, off campus, in laboratories, libraries, in the field. Only part of the work is completed in classroom settings.

• The University schedule is comprised of 3 Block Trimesters.

• Education is conducted in modules of instruction. A Learning Module may consist of classroom lectures or individualized research in a student's special area of concentration.

Accreditation

GSU was fully accredited by the North Central Association of Colleges and Secondary Schools on April 9, 1975.

Director of Computer
and Information Systems

Instructional
Computer Liaison

President

Assistant to President and
Affirmative Action Officer

Director
University Relations

University Assembly
Chairperson

Executive Associate

Vice President,
Institutional Research
and Planning

Assistant to the
Provost and Vice President

Provost and Vice President,
Academic Affairs

Vice President,
Administration

Associate Vice President

Associate Vice President,
Research

Associate Vice President,
Community Services

Director of Personnel

Supervisor
Plant Operations

Coordinator,
Institutional Research

Coordinator,
Budget Planning

Coordinator,
Facilities Planning

Space Administrator

Director,
Department of Public Safety

Business Manager

Dean,
Special Programs and
Instructional Services

Dean, College of
BPS
CS
EAS
HLD

Dean,
Student Affairs and Services

Director of Assessment
and Coordinator of BOG
5% Programs

*Intercollegiate Programs

Director,
A & R

Director,
University Without Walls

Director of LRC

*Counseling, Testing,
Health Services

Director,
Student Activities

Coordinator,
Community College Relations

Director of ICC

Director,
Financial Aids

*Recruiting

Director,
Career Planning and Placement

Veteran Affairs

*Co-op Ed

Box [ ] Indicates Administrative Title

*Line — Indicates function to be performed
by person(s) within the unit

University Organization

Governors State University joins with Chicago State University, Eastern Illinois University, Northeastern Illinois University, and Western Illinois University in being responsible to the Board of Governors of State Colleges and Universities. That Board, along with the Board of Regents of Regency Universities (Illinois State University, Northern Illinois University, Sangamon University), Trustees of Southern Illinois University (all campuses), Trustees of the University of Illinois (all campuses), and the Illinois Community College Board (all state community colleges), is responsible to the state legislature and governor through the Illinois Board of Higher Education.

The administrative chart on opposite page links present University officers to our organizational scheme.

Governance System

The University Assembly is a unicameral governance body composed of faculty, staff, students and community members. The Assembly promotes shared participation in responsible democratic decision-making and ensures channels of communication among different constituencies of the University. The University Assembly makes policy recommendations for action by the president. It can also, through its Monitoring Committee, express concerns regarding implementation of Board policy on campus. Members of the Assembly include 8 faculty, 8 students, 4 support staff, and 4 civil service staff, all elected by their respective constituencies. Additionally, the President is a member and appoints 8 persons. The Assembly's standing committees are: Executive, Educational Programs and Policies, Human Service, Fiscal Resources, Physical Resources, Governance and Future.

Each collegial unit is directed to maintain a governance system similar to the University System. The College may establish policies and procedures as semi-autonomous units. Collegial policies are developed by a collegial assembly subject to the approval of the Dean. In addition to the collegial assembly, each College has a Community Council which is a blend of collegial staff and community members, including neighboring community college staff and students. In addition to representation on the collegial assembly, students are represented in each College by a Student Assistant Dean.

Office of the President

In addition to the executive duties of the President, several support functions are administered by this office: Affirmative Action, Computer and Information Systems, and University Relations.

The Office of University Relations

The Office of University Relations reports directly to the President and the Executive Associate as a support unit for the entire University community. Three major functions are performed by the Office: 1. communications-public relations; 2. fund raising from private sources; 3. liaison with the Governors State University Alumni Association.

Three Wings

The University is divided functionally into three wings, each administered by a University Vice President who reports to the President.

The Administrative Wing

Under the direction of the Vice President for Administration, the Administrative Wing is composed of these support units: Budget and Planning Office, Building and Plant Operations, Business Operations, Personnel, and Public Safety.

Institutional Research and Planning Wing

The Vice President for Research and Planning is responsible for institutional research, facilities planning and budget planning. The primary responsibilities of the Vice President are to provide leadership in developing and maintaining a University-wide integrated planning process.

Academic Wing

The Delivery of Academic Programs and the Administration of Student Affairs are Functions of this Wing.

The Academic Wing

The Academic Wing has two major interrelated roles within the University: the organization and delivery of the academic program and the administration of student affairs. The University Provost/Vice President for Academic Affairs directs and coordinates the work of the Wing. The Provost/Vice President is supported by two Associate Vice Presidents and six Deans who direct and coordinate the various units of the Wing and report directly to the Provost/Vice President.

Office of Community Services

The Office of Community Services is administered by the Associate Vice President, Community Services, and is directly responsible for University outreach programs.

Office of Research.

The Office of Research is administered by the Associate Vice President, Research and provides academic research support services to the University. Externally sponsored and internally funded projects are coordinated by this Office. The Research Office is responsible for preparing budgets for grant and contract proposals, providing liaison contacts between the University and external funding sources, providing information on grants/contracts to faculty, preparing policy and procedures handbooks and newsletters, administering the Mini-Grant program, assuring protection of human subjects involved in research projects, and final preparation and submission of all proposals. The Associate Vice President also represents the Provost/Vice President for Academic Affairs on the Board of Governors Graduate Deans Council and assists the Provost/Vice President in the administration of graduate studies.

Office of Special Programs and Instructional Services

The Office of Special Programs and Instructional Services is administered by the Dean of Special Programs and Instructional Services and is responsible for the operation of the Instructional Communications Center, the Learning Resources Center, the Office of Experiential Assessment, the University Without Walls, Career Planning and Placement, Community College Relations, and Intercollegiate Programs.

Learning Resources Center

In the (LRC), students, faculty, and others in the GSU community have access to a large collection of information in a variety of formats. The current LRC collection contains more than 160,000 volumes, 2,100 journal subscriptions, 210,000 microforms, and 12,000 nonprint materials including filmstrips, audio and video-cassettes, records, slides, kits, games, and motion pictures.

Available in the LRC are the quiet study area routinely found in libraries, plus special areas where patrons may listen to records and examine a large collection of best-sellers and current periodicals.

The reference librarians on duty in the LRC are available to assist patrons in locating and using library materials, compiling bibliographies, solving research problems, or requesting through an interlibrary loan system those materials not available in the LRC. The reference librarian will also assist patrons in the use of the LRC's special collections, including its collections of federal, state, and local government documents, curriculum materials, juvenile literature, and the University's archives.

The LRC is located on the second floor of the central core of buildings. It is open Monday through Saturday; closed Sunday.

For detailed information about LRC collections and services, consult the Learning Resources Center Guide, available at the Circulation and Reference Desks.

Instructional Communications Center

The staff of the Instructional Communications Center provides the necessary resources for instructional support of the GSU community and for the individualization of the learning process.

Working with faculty members, an instructional developer from the ICC will design, produce, and/or organize instructional materials into individualized learning packages or instructional programs to be used in the classrooms. A talented production staff creates a wide variety of graphics, publication designs, photographs, 16mm or 8mm film productions, video and audio tapes. Experienced technicians maintain and distribute throughout the University equipment such as portable videotape recorders, audio-tape recorders and film projectors.

The most modern communications media are available in the ICC. A modern professional color television studio and a black and white studio provide instructional television programs for the University. The electronic dissemination of audio and video recordings to thirty different areas of the campus is provided by the ICC's communications center. From these areas the students have easy access to any of the Center's A-V recordings. All the student need do is dial the appropriate distribution number.

Up-to-date color and black and white photographic equipment and darkroom facilities are also located in the ICC. Mono and stereo audio recordings are produced in the audio studio. Computer facilities are provided for instructional uses, such as learning packages using CAI or CMI instruction or computer simulations. Making full use of all these facilities, the ICC staff develop multimedia presentations of unsurpassed sophistication.

Finally, working closely with the GSU academic programs, the ICC provides necessary training for students in the communication arts and sciences. Students work in all areas of production.

Office of Experiential Assessment

Experiential Education at Governors State University encompasses those experiences a student may have outside the formal classroom which are related to the student's educational and/or career goals. These experiences may be categorized as being of two types. First are those activities planned or organized to provide the student with experiences outside of, but related to, formal educational activities. These include practice teaching, field experiences, practica, internships, and cooperative education experiences. The second is the assessment of experiences by the academic staff to determine what learnings, related to the academic and/or career goals of a student, have already taken place either in order that the student will not have to repeat learning experiences already attained or in order to obtain academic credit toward a degree.

The formal experiences are usually organized and supervised by the staff in those disciplines to which experiences are to be related. Internships, practica, and practice teaching are examples of these types of experiential learning. In addition, the cooperative education coordinator in each College has responsibilities for locating appropriate learning experiences for students who wish or need job experiences which will reinforce their academic programs. Supervision and evaluation of the experiences for credit is often shared by the cooperative education coordinator and the student's advisor.

The number of students enrolled in these programs is estimated to be about 20% of the total enrollment.

Assessment of prior nonacademic learning experience is provided at GSU through the Board of Governors B.A. degree program, the University Without Walls (UWW) B.A. degree program, or through the GSU CEEL (Credit through Evaluation of Experiential Learning) Program which assesses prior nonacademic learning for credit either toward the B.A. or M.A. degree. Students may also apply for admission using approved nonacademic learning experiences in lieu of academic credit. During the past year, in part through our association with the CAEL (Cooperative Assessment of Experiential Learning) Assembly, Governors State University has received significant recognition as a leader and resource in the area of assessment of experiential education. Our processes and philosophies have been examined by outside groups, and numerous requests for information have been received.

Experiential education, and its assessment, represents a large component of the Board of Governors Program operation, since 90% of the students in the program request and receive such assessment. Board of Governors students also tend to become involved in Cooperative Education and other experiential learning options as well.

While assessment under the Board of Governors Program is made on broadly based learning experience, under the GSU CEEL Program and the UWW program, experiences assessed must relate to the student's academic program.

Continuing progress in the assessment of experiential learning results from the participations of GSU in CAEL Projects and from the recent centralization of assessment programs in the Office of the Director of Assessment of Experiential Education.

University Without Walls Degree Program

Governors State University's "University Without Walls" Bachelor of Arts Degree is an individualized, competency-based, non-credit, experiential program that attempts to combine maximum specialization with an interdisciplinary, competency-based liberal arts core, now being developed under a FIPSE grant. The high quality of the program is maintained through a management system that includes an admissions board, an advising team, a graduation board and an advisory board. Each component of the system uses criteria that guides them in carrying out their mission. The product of GSU's UWW BA Degree is a person highly competent in an area of specialization and with broad knowledge and competence in the liberal arts.

The key to implementing programmatic and individual goals within the UWW BA Program lies in the ability to: 1) enunciate clearly the expected learning outcomes; 2) identify and provide learning activities that can lead to the mastery of identified learning outcomes; 3) understand, utilize and develop assessment techniques that ensure proper evaluation of learning outcomes; and 4) orient faculty and students to understand and be able to carry out all aspects of the program.

Admissions to the program is administered by a team of four persons consisting of the director, two faculty members and a UWW student. Judgement is made on the basis of criteria relative to self-motivation, self direction and maturity. The ultimate concern of the admissions team however is the appropriateness of the program for the student and the institutions ability to serve the students' needs.

Students are eligible for the UWW Program if they have completed 60 semester hours of academic work, 60 units of prior non-academic learning assessed as equivalent to college level work, or any combination of the two. A portfolio of prior experiences is used to assess the non-academic learning for college level equivalences.

The cost to the student is equivalent to full-time attendance but is not based on credits. This cost provides for administration and advisement of the program students and any formal module that the student desires to engage in at GSU. For the academic year 1977-78, the cost per Trimester for Illinois residents will be $270.00. Out-of-state students will be charged $780.00 per Trimester.

Each student develops a Student Study Plan which is written in competency-based terms and includes the learning activities to be engaged in, the competencies to be mastered, and the methods of assessment to be used. A terminal project that provides the opportunity to integrate and demonstrate mastery of accumulated competencies is also required. When a student is nearing completion of his/her degree plan, he/she applies for graduation.

A graduation board composed of the student's advising team, the director, two faculty members agreed upon by the student and the director, and a UWW student chosen by the perspective graduate is then selected and a date is set for meeting with the student.

The board will recommend to the director whether or not they feel the student has satisfactorily completed his/her degree plan. Further work may be recommended.

For information concerning Governors State University's "University Without Walls" contact Robert Press, Director

> University Without Walls
> College of Cultural Studies
> Park Forest South, Illinois 60466
> (312-534-5000, extension 2453)

BOG Degree

The Illinois Board of Governors of State Colleges and Universities is now offering a special and unique type of Bachelor of Arts degree through its five universities designed to meet the educational needs of many adults.

The program differs from collegial degree programs at Governors State in that there is no defined Area of Emphasis, and the graduation requirements are not stated in competency-based terms. Thus, the program may be more general in nature and can be a desirable option for some students.

In its basic design the program:

1. builds in many options in a flexible manner for earning a Bachelor of Arts degree while maintaining high standards;
2. capitalizes on the strengths and unique characteristics of five public universities scattered throughout Illinois — Governors State, Chicago State, Northeastern Illinois, Eastern Illinois and Western Illinois;
3. recognizes that the traditional time table for higher education is not appropriate for everyone, particularly those already in the world of work;
4. recognizes the growing geographic and career mobility of the American people;
5. recognizes that an intelligent adult will have acquired a large amount of education through experience and is designed to assess and recognize such experiential education.

The Board of Governors degree is highly individualized. Each student will work closely and carefully with a counselor(s) at the campus(es) of his choice in setting up his own specific program. The program guidelines provide for the maximum allowances possible for previous credit earned for education beyond the high school. In addition to the option of credit based on the evaluation of prior nonacademic learning experiences, credit may also be obtained for instruction in non-traditional forms such as television, independent and correspondence study, and programmed learning sequences. All passing credits from accredited institutions will be accepted directly. Proficiency examination scores such as those obtained in the College Level Examination Program (CLEP) and the ACT Proficiency Examination Program (PEP) will also be evaluated for credit. Military training experiences are evaluated for credit using the recommendations of the American Council on Education "Guide to the Evaluation of Educational Experiences in the Armed Services."

It should be emphasized that a variety of techniques applied in a manner consistent with high standards may be utilized in fulfilling the requirements. To earn a Board of Governors Bachelor of Arts degree, the following are the requirements:

> 120 total semester credits or equivalent
> 40 semester credits or equivalent at the junior-senior level
> 15 semester credits actually taken in any order at any combination of Board of Governors universities
> 12 semester credits each from social science, natural science and humanities gained in any combination or under any approved method
> Selection of a particular Board of Governors institution to sponsor the degree
> A "C" average upon graduation

Students entering the Board of Governors Degree Program at Governors State are eligible for admission if they have completed at least 60 semester hours (or the equivalent, which may include credits based on non-academic learning experiences).

Additional information may be obtained from the BOG Degree Program Office. Applicants for this program must have the coordinator's approval prior to submission of their application forms. Prospective students who have not completed 60 semester hours of college work, and who are applying for admission on the basis of credits for non-academic learning experiences should contact the BOG office at least 6 months before their desired admission date.

The CEEL (Credit through Evaluation of Experiential Learning) Program

Governors State University recognizes the fact that many University students are mature and bring a wealth of experience to the academic arena. The University grants credit for prior learning experiences to a limited number of well-qualified students to be used for admissions purposes or for credit toward an academic degree. An assumption is made that some students may acquire competencies by nonacademic means, that is, through work, noncredit inservice training, and/or through a variety of learning experiences, and that these competencies are relevant, useful, and verifiable. The Board of Governors has given permission to the University to provide credit for prior nonacademic learning experiences to 5 percent of the total enrollment.

To initiate the process, the student contacts an Admissions Counselor if she/he is applying for admission, or her/his advisor if application is being made for credit toward a degree. Application forms may be obtained from Collegial Offices or the Office of Assessment. An assessment fee of $25 is charged. The gathering of necessary documents and the study and assessment of the experiences by faculty are often time-consuming. Therefore, students should begin the process at least six months before admission is desired or during their first trimester at GSU, if the credit is to be used for completing graduation requirements.

Intercollegial Programs

Bilingual/Bicultural Program The Bilingual/Bicultural Program is designed to meet the needs of Hispanic-speaking

students and students who have chosen career goals which will involve them in serving members of Hispanic-speaking communities.

Liberal Education Component The purpose of the liberal education component is to clearly define liberal education competencies. Students are expected to achieve these competencies while working on their undergraduate degree programs at the University.

Urban Studies In Urban Studies the focus is on the city and local community, rather than the region, state or nation. A multidisciplinary approach is taken to the decisions, processes, policies and lifestyles that are found in larger cities, urban neighborhoods, suburban and rural communities and various levels of metropolitan activity.

Women's Studies Women's Studies is a set of learning experiences designed to give the student insight and understanding about women's behavior and position in society. These learning experiences may include modules (courses), workshops, seminars, independent study and cooperative education (work experience).

Teacher Education

The following teacher education programs have been approved by the State Board of Education for certification of teachers completing the degree program at Governors State University:

> Urban Elementary Teacher Education
> Urban Business Teacher Education
> Elementary School Counseling
> K-12 Science Teaching
> English Education

Career Planning and Placement

The University maintains a central Placement office. Its function is to be the contact point for employers and to provide a helping service for students in the preparation of resumes and the maintenance of their credentials at the University. It works closely with seniors and alumni who are interested in employment opportunities and career guidance. Additionally, the Placement Office manages requests for part-time and summer job opportunities for students who need to earn money to defray the cost of their education. A file is maintained in the central Placement Office of occupational information, projections of employment trends and manpower needs for the Chicago area, as well as for the rest of the country. Here, a student may find descriptions of particular kinds of work and work environments and outlooks in occupational areas, as well as specific job descriptions by organizations seeking employees. The office also sets up on-campus interviews between students and specific employers and manages an occupational census and retrieval system based on the requests of employers and on the information the students turn in as to their long range interests and goals.

Cooperative Education

The Cooperative Education Program is a means chosen by the faculty of Governors State University to allow stu-

dents to increase the dimension of their learning by combining their on-campus studies with a placement in the field. This enables them to try out a vocation, explore a new situation, or simply engage in community service as a citizen. The students earn credit toward their degree for the co-op term. These co-op terms are arranged with the professors of Cooperative Education who are located in each of the several Colleges. It is the belief of the faculty that this combination of on-campus study in the classroom and off-campus engagement in society produces an excellence in education which cannot be achieved by either of the means alone.

By use of the co-op mode of education, the student and the University may take advantage of the enormous teaching potential of the Chicago area, and beyond. This is accomplished by cooperative relationships which give the University access to the facilities of an enormous variety of enterprises and agencies. It also allows Governors State to take advantage of the knowledge and skills of a very large number of individuals who are working in the agencies and enterprises who join the University in this cooperative relationship. This first-class teaching by practitioners in the field adds a considerable dimension to the teaching within the University walls. By this means the student is able to take advantage of the most up-to-date facilities and techniques in the whole productive complex of the society. He is then able to integrate this experience with his studies within the University.

For the co-op term the students may, with the professor of Cooperative Education in their College, arrange a new experience which allows them to explore an unknown situation, or otherwise make a shift in emphasis and employment. Another alternative is to take an interval in their continuing employment, if they are working full-time, and use it for an in-depth study of the situation to which they already have access. In any case, this Cooperative Education experience is part of the University's device for bringing together the complexities and resources of the whole community with those of the University, and by counsel with the faculty working in Cooperative Education to forward the career planning of each of the students at GSU.

Community College Relations

Governors State University was created by the Illinois Board of Higher Education as a senior-division or upper-level university in acknowledgement of the growing enrollments in Illinois community colleges. The University is committed to serving graduates from Illinois community colleges as a capstone to community college programs. Essentially, the mission of the Office of Community College Relations is to facilitate the transfer of students from community colleges to the University.

A Counselor/Recruiter, assigned part time to the Office, makes frequent visits to students and counselors in nearly all community colleges in northeastern Illinois and visits other community colleges in the state when possible. The timing of visits allows opportunity for both day and eve-

ning students to obtain information and discuss their specific problems with a University representative.

The Counselor/Recruiter also arranges other visits to community colleges by GSU collegial representatives, or he may be accompanied by collegial staff members who wish to discuss their program areas with community college staff and students. Conversely, visits to the GSU campus by community college students and staff may be coordinated through the Counselor/Recruiter. Although GSU focuses mainly on the community colleges within commuting range, recruitment efforts and visitations are extended to high schools, state and national college fairs, and area service centers.

A second staff member in the Office of Community College Relations works with GSU and community college staffs on program articulation and assists in developing cooperative, integrated programs. Program linkages between the two types of institutions are strengthened by articulation conferences dealing with a particular discipline, by the development of articulation brochures, and by close communication with community college program officers.

The Office of Community College Relations has also assumed the responsibility of assisting University students who plan careers in community colleges. Students may develop internships and other cooperative education experiences with the assistance of Office staff. Learning Modules on the study of the community college as a unique educational institution are taught by staff members, and a recommended curriculum for students wishing community college careers has been developed. Community College Relations staff provides professional advisement for these students.

Lastly, the Office serves as a liaison between the community colleges and the University. Requests for information, assistance, and/or support to or from the University normally come through the Community College Relations Office and are then referred to appropriate University personnel or to liaison personnel in community colleges.

Office of Student Affairs and Services

The Office of Student Affairs and Services is directed by the Dean of Student Affairs and Services and includes the student support services of Admissions and Records, Financial Aids, Counseling, Testing, Health Services, Student Activities, and Veterans Affairs.

Student Affairs and Services provides support to the University's academic efforts by developing and implementing programs which meet the basic human needs of the GSU student. The development of the total person is the philosophy which guides Student Affairs and Services. Brief descriptions of some of the services provided follow.

Admissions and Records

The Admissions Office coordinates all admissions activities. The Office collects and evaluates all official documents for admission to the Colleges. To expedite admission to the University, students should submit their applications and official transcripts to the Admissions Office.

The Records Office is the official student record depository for the University. While Collegial units maintain records of students' academic achievement, **all official* transcripts must emanate from the Records Office.**

Child Care

It is the intent of the Child Care Center to promote each child's physical, social, intellectual, emotional, and creative growth while providing a warm and accepting living atmosphere. The Center provides services for children three to twelve years of age and will be open according to demand. The cost is designed to cover only operating expenses.

Counseling

The purposes of the counseling services are: (1) to provide counseling and testing service to individuals; (2) to provide developmental guidance for individuals; (3) to conduct studies pertinent to counseling processes.

Financial Aids

The Office of Financial Aids assists in the assessment of financial aid eligibility of all students who apply. Work/study jobs are centrally handled in this office, as are certain scholarships and other types of tuition waivers and awards.

Various types of financial assistance now available to eligible students include:

1. **Supplemental Educational Opportunity Grant** — four years of eligibility of up to $1500 per year for at least a half-time undergraduate with demonstrated exceptional need.

2. **College Work-Study Program** — hourly wages for up to 20, or exceptionally 40, hours per week employment at public (including GSU) and non-profit agencies, for at least half-time students in financial need.

3. **National Direct Student Loan** — financial need is a criterion for these loans of up to $1500 per year for at least half-time students, to be repaid within 10 years of completion of education or service (military, VISTA, Peace Corps) at 3% interest on unpaid balances.

4. **Law Enforcement Education Program** — grants are available to law enforcement personnel at up to $150 per session.

5. **Veterans Administration (G.I. Bill)** — monthly income for up to four years for veterans who have served more than six months, amount determined by dependents and whether full- or part-time enrolled.

6. **Illinois State Scholarship Commission Monetary Award** — up to four years of tuition for eligible half-time undergraduate Illinois residents.

7. **Illinois Military Scholarship** — four calendar years of eligibility for tuition for veterans who resided in Illinois prior to service, and who returned to Illinois immediately following an honorable discharge after at least one year of service.

8. **Illinois Guaranteed Loan Program** — eligible students may borrow up to $2500 per year for educational expenses, to be repaid at 7% simple interest over a five-year period beginning one year after full-time enrollment ends.

9. **Illinois General Assembly Tuition Waiver** — applications processed by state Senators' and Representatives' offices in residence legislative district.

10. **Department of Vocational Rehabilitation** — tuition scholarship and partial support for books and living expenses, application processed by state DVR office.

11. **Adult and Special Education Scholarship** — tuition waivers for eligible students specializing in adult and special education.

12. **College Entrance Examination Board Scholarship** — scholarship available to minority students currently at community colleges, but who intend to transfer to a senior institution.

13. **GSU Institutional Tuition Waiver** — available to:
    (a) 5% of University enrollment, usually for one year only, for all financially disadvantaged students
    (b) 1% of University enrollment, based on financial need, for foreign students.
    (c) up to 70 students per year, on the basis of extra-curricular talent (in athletics, and recreation, leadership and service, communication arts, and creative, fine and performing arts, not restricted to those in financial need.

14. **GSU Short-Term Loan** — loans of up to $300; to be repaid within two months at 8% simple interest, for degree-seeking students in temporary financial duress

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*Governors State University is not responsible for falsified records.

who have earned at least 6 Units of credit at GSU.

15. **GSU Emergency Fund** — awards of up to $150 for exceptional circumstances, for students who could not continue to attend GSU without such assistance.

16. **Dr. Charles E. Gavin Memorial Foundation Scholarship** — awarded to students on the basis of their service to mankind, as judged by prior voluntary experiences of applicant.

17. **Student-to-Student Scholarship** — up to $1000 per academic year of monies donated by GSU students and matched by state funds, available to full-time Illinois-residing undergraduate students in financial need.

18. **Institutional Part-Time Job** — limited numbers of these are available to students with special skills and experience in needed areas.

19. **Cooperative Education** — limited Coop-Ed experiences are available at the University, all of which are coordinated through the University's Cooperative Education Office.

20. **American Logistics Association Scholarship** — for an academic year; is a full tuition waiver or stipend awarded to the student who demonstrates the ability and desire to enter into an area in the logistical field. For criteria for eligibility contact the Office of Financial Aid.

21. **The BEOG (Basic Educational Opportunity Grant)** program is also available at GSU.

Health Services

The Health Services are limited to emergency, first aid, and the symptomatic treatment of illnesses. A health care referral service is offered, and the student insurance program is administered by this office.

Student Activities

The Student Activities Program meets the social life/extracurricular needs of the GSU student. Elements that make up the total activity package are: entertainment, lecture series, film media series, clubs and organizations, and free student typing.

A **Student Services Advisory Committee** (SSAC) includes two elected student representatives from each College, and makes recommendations that lead to the expenditures of all Student Activity monies collected from students (according to State laws).

Transportation Transportation to and from the University is basically the responsibility of the student.

I. D. Cards I. D. cards are available from the Office of Student Services. These cards are required to take books and materials from the Learning Resource Center.

Other services provided by Student Services: housing information, lockers, lost and found.

University Testing Program

All degree-seeking students may be required to participate in a University testing program and to pay all or part of the costs of that program. At present, undergraduate and graduate degree-seeking students must take the required test(s) before they register for a second Trimester at the University. These tests are **not** used for determining admissions eligibility, but are intended to facilitate student advising and information gathering on student characteristics. This data will be used for program development and planning.

Veterans Affairs

The G.I. Bill provides a monthly income for up to four years for veterans who have served more than six months, the amount of which is determined by the number of dependents and whether the veteran is enrolled full-time or part-time. For assistance with check problems, V.A. Educational Loans, dependent changes, Certification of Enrollment, school transfers, program changes, address changes, military scholarships, tutorial assistance and V.A. work-study program, students may contact the Office of Veterans Affairs.

Air Force ROTC Program

Students at Governors State University can enroll in the Air Force ROTC program through a "Cross-Town" agreement between Governors State University, Illinois Institute of Technology, and Air Force ROTC Det 195. Air Force Aerospace Studies are available to undergraduate and graduate students with at least two years of full-time study remaining. Interested and qualified men and women may earn commissions as Second Lieutenants in the U.S. Air Force upon graduation and completion of Air Force ROTC. Scholarships (paying full tuition and fees, all textbook costs, and $100 monthly subsistence allowance) are available to both graduate and undergraduate students. Those cadets qualified and selecting pilot training will receive 25 hours of free flying time during their last year in the program.

Credits earned through the Air Force ROTC program will be evaluated for application toward a GSU degree within the guidelines of the student's study plan and the relevancy of competencies attained to the student's degree requirements. The courses in the program are taught on the campus of the Illinois Institute of Technology.

The two-year program consists of one paid six-week summer field training encampment and the four-semester Professional Officers Course (POC). Participants are selected from qualified volunteer applicants. Application for the program should be made no later than the month of March prior to GSU enrollment in the fall. All successful applicants will be required to complete the six-week summer field training before enrollment in the Fall Trimester. Additional information about this program may be obtained from the

Department of Aerospace Studies
AFROTC Detachment 195 (AU)
Illinois Institute of Technology
Chicago, Illinois 60616

Campus Ministries Council

The Campus Ministries Council, organized during GSU's first full year of operation, is supported and directed by eight religious denominations. The Council affirms that study about religion and religious values is valid and significant within the life of the University.

The Council sponsors professional and volunteer representatives on campus whose goal is not to impose values or beliefs from outside the educational community, but to help elicit, examine and support the interests and concerns of students, faculty and staff within the University.

The Council fosters the integrity of individual and group religious commitments. Its membership is open to all traditions, old and new. It maintains independent voice and action since it pays for its own operation and receives no University or State funds.

Activities The Campus Ministries Council offers competent and confidential counseling on religious matters and on any subject or issue of concern to students, faculty or staff. Regular hours are posted in the Student Services area, and special appointments at the convenience of the student.

Each Wednesday at noon, the Council sponsors "Theology for Lunch" on campus, an informal conversation led by community and university resource people on personal, social and religious themes.

The Council also sponsors occasional weekend seminars and retreats as opportunities for inquiry and reflection. These events are open to all, with no religious affiliation required or implied. Themes have included liberation, black/white relationships, the arts.

Membership At present the denominations with membership in the Campus Ministries Council are Associated Rabbis of the South Suburbs, First Church of Christ Scientist, Episcopal Diocese of Chicago, Blackhawk Presbytery, Lutheran Student Foundation, Roman Catholic Diocese of Joliet, United Methodist Church, and the United Ministries in Higher Education.

Community Relations One of the major functions of the Campus Ministries Council is to build additional bridges between the University and the religious sectors of the community. The council seeks to bring persons and groups from the community into helpful contact with higher education as offered at GSU. And with equal seriousness it seeks to bring the University into meaningful exchange with and service of people in the community who share the Council's concern for caring, growth and the quality of human life.

Servicemen's Opportunity College

Governors State University is affiliated with the Servicemen's Opportunity College. The service student will be registered in GSU as a regularized student and, therefore, is expected to meet all the requirements of GSU and of the College responsible for the area of emphasis indicated by the prospective student.

The entrance requirements of the University pertain to servicemen interested in completing the baccalaureate: an A.A. or A.S. degree or sixty (60) hours of C average college credit. The servicemen must develop a contract or program of study with an advisor in the area of his interest or with the GSU counselor to servicemen acting as the liaison for the service personnel.

The servicemen are required to register for a minimum of 24 hours of residence study at GSU This requirement, however, can be fulfilled by any academic work taken through GSU, including independent study, field work, etc.

Area Service Center For Educators of Gifted Children

The role of the Area Service Center for Educators of Gifted Children is to assist local gifted reimbursement school districts in developing programs to meet the needs of gifted (above average) students.

The Area Service Center covers four counties of the State's Region I-South: the southern half of Cook County and all of Will, Grundy, and Kankakee counties.

The functions assumed by the Area Service Center in fulfilling its role include assessment of needs, developing programs and appropriate curricular experiences, and effecting attitudinal changes through workshop activities, in-service education, consultants, and program and curriculum development. These individualized programs are tailored to meet the needs of the students who are gifted in one or more of the following six areas of talent focused on in the Illinois Program:

1. General Intellectual Ability
2. Specific Academic Ability
3. Leadership Talent
4. Creative Thinking & Potential
5. Psychomotor Talents
6. Visual & Performing Arts.

Because gifted children exist within all levels of society, within all racial and ethnic groups, and because they come from every kind of home, a state plan must take into account the variety of ways in which innovation occurs in schools, and must expand the range of possibilities open to local districts in providing for their gifted children. The Area Service Center operating on-site with teachers, kids, and administrators, makes it possible for these needs to be met.

The community is invited to visit the colorful and lively campus office located on the second floor at Governor State University.

The YMCA at GSU

Through a special cooperative arrangement between Governors State University and the YMCA, a comprehensive recreational program exists for students, staff and faculty at a very reasonable fee. Students holding the YMCA Activity Pass may use the gymnasium, pool, and handball/racquetball court at "open" times. Additionally, YMCA staff provide supervised programs in such activities as tennis, belly dancing, jazz dance, judo, karate, volleyball, swimming, and other activities in which an interest is shown.

A special program of intramural activities is available each session for different sports.

During 1977-78 students may obtain a YMCA Activities Pass for $5.00/year. The families of students may join for $45.00. Students and family members pay ½ the regular fee for special fees which sometimes exist for certain instructional programs, e.g., scuba diving.

See the GSU/YMCA office in "F" Building for further details.
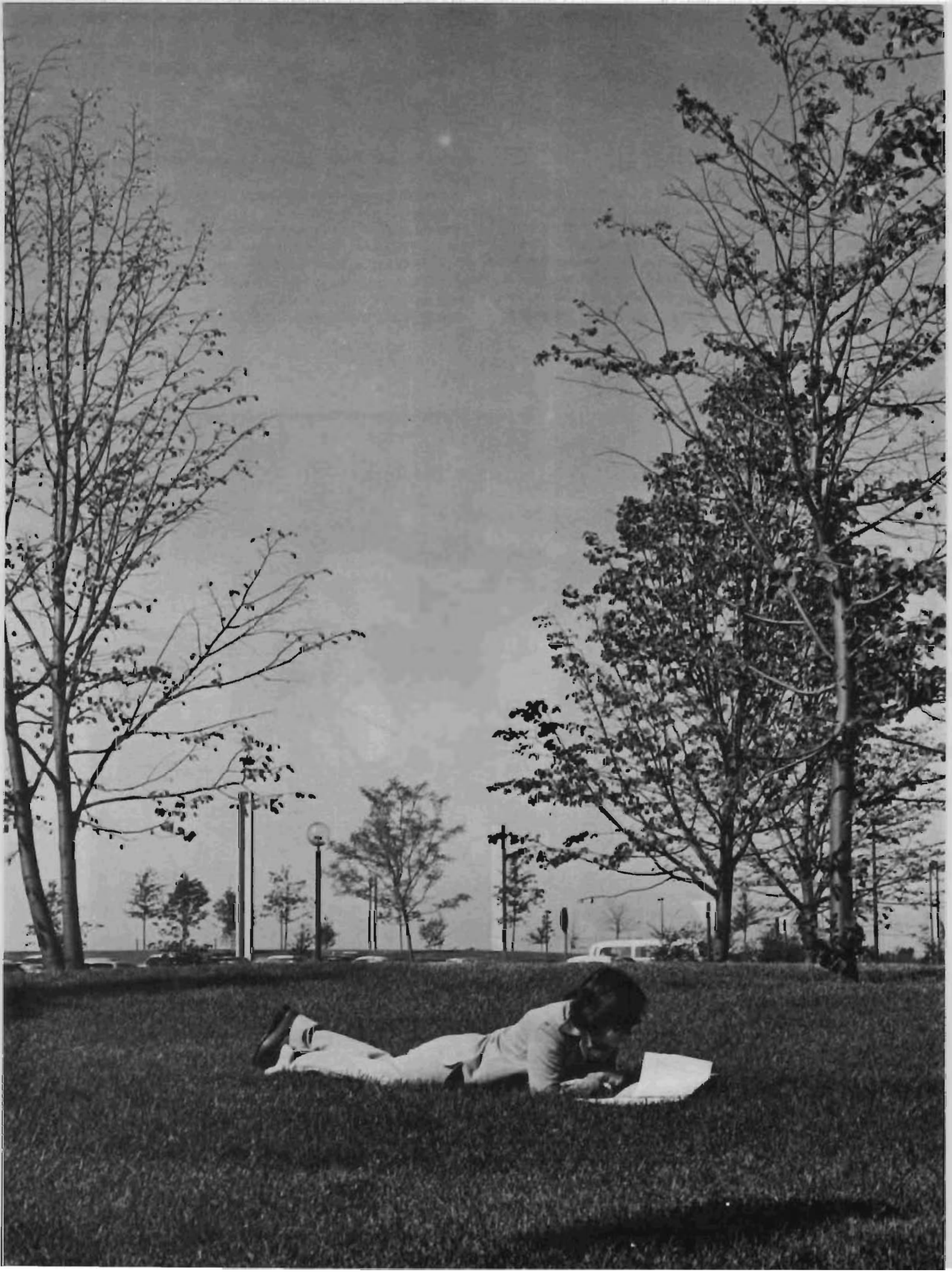
Academic Procedures and Policies

This section contains general University procedures and policies. Additional specific collegial and program requirements are described in each collegial section of this catalog.

Glossary of GSU Terms

Some of the terminology used at Governors State may be unfamiliar to a new student. This glossary of key University terms should prove helpful.

Area of Emphasis: A concentration of related competencies in an Instructional Program. An Area of Emphasis differs from a traditional "department" because it is defined by a specified list of competencies that students are expected to attain.

Calendar The Academic Calendar at Governors State University consists of three 16-week Trimesters. Learning Modules (courses) may be scheduled to meet for the entire sixteen weeks (designated as Block 1), for the first eight weeks (Block 2), or for the last eight weeks (Block 3) of the Trimester.

The Academic Year begins with the Winter Trimester (January through April), followed by the Spring-Summer Trimester (May through August), and ending with the Fall Trimester (September through December).

College: The only academic division in the University. There are four relatively autonomous Colleges, each to be limited in size to 1500 students. The absence of departments is intended to promote interdisciplinary studies within and between the Colleges.

Competency: The Governors State student competes only with himself/herself. No grades are given — rather, the transcript lists those academic skills, called competencies, mastered by the student while at the University. Prior to each Learning Module the professor lists the competencies to be achieved in that Learning Module, how they are to be achieved and how the achievement is to be evaluated. When the student demonstrates mastery of a competency, the competency is recorded on his/her transcript. Failure to master a competency is not recorded on the student's transcript.

Cooperative Education: Many GSU students participate in a cooperative education program, which allows them to learn in actual on-the-job or on-site settings. Students thus serve community needs while gaining important work experience. (For a more detailed explanation see the section on Cooperative Education).

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

Faculty: All full-time GSU faculty are of the same rank — University Professor. In addition, community resources provide part-time faculty who are titled Community Professors.

Instructional Program: A major subdivision within the College that contains the following characteristics: (1) it has been approved by the Board of Governors, (2) it consists of one or more related Areas of Emphasis, and (3) it is defined by competencies that its students will attain.

Interdisciplinary Studies Context (ISC): In the College of Cultural Studies, this term is used synonymously with Instructional Program.

Interdisciplinary and Intercollegial: In the world we inhabit "everything is connected to everything else." As universities organize themselves, however, this interrelatedness of all things is often ignored. Even on the undergraduate level clear divisions between and among departments and specializations are built into the very structure of a university.

Governors State, on the other hand, is deliberately structured to foster the interdisciplinary work which reflects the interrelatedness of the world both student and faculty inhabit.

The College is the smallest division within the University. There are no departments. Further, students enrolled in one College are encouraged to take Learning Modules offered by other Colleges. It is not unusual to find students and faculty from different Colleges planning, developing and executing academic programs. It is in this sense that Governors State refers to itself as intercollegial.

Moreover, within the individual Colleges, emphasis is placed on developing programs which cross disciplinary lines. Less emphasis is given to programs of study that are highly specialized and single-discipline-oriented.

Finally, at Governors State the liberal arts are integral to each College and program and thus provide a University-wide background against which the various academic elements are interrelated.

Learning Modules (Courses)

The fundamental instructional element at GSU is called a Learning Module. Learning Modules may be characterized as:
• interdisciplinary;
• individualized and self-paced;

• varying in completion time and credit;
• performance-based, with stated competency objectives;
• structured to emphasize mastery;
• open-ended;
• often involving more than one professor;
• often being cross-collegial;
• dealing with content and its social and humanistic
  consequences;
• interrelating the four Action Objectives of the University;
• interrelating science, technology, and society;
• laboratory and field-oriented;
• issue-centered and problem-oriented;
• inquiry-oriented and student-oriented; and
• application or career-oriented.

In many cases, the Learning Modules have self-instructional components or packets; the University is also continuously developing Learning Modules in a stand-alone self-instructional-materials format, called a SIM.

Students and professors, working as colleagues, tailor expected competencies to help meet the goals of students. These tell specifically what competencies students will be able to demonstrate, when, under which conditions, and to what degree of perfection. Then students, working independently or in small groups under the guidance of one or more professors, try to achieve work that has been mutually agreed upon. Learning Modules are expected to be evolving continuously; few are offered without substantial modification for more than two years.

Student Study Plans

At the time of admission and initial enrollment, a student and advisor cooperatively plan the specific offerings to be taken and begin to estimate the approximate time needed to meet the student's academic objectives at GSU and earn a degree. This will be summarized into the informal beginnings of a study plan — a plan that will be reviewed, and probably altered, by the student and advisor at regular intervals.

By the time a graduate student has completed 8 GSU units of credit, or an undergraduate 12-18 Units of credit, a Student Study Plan should be started. Inasmuch as this Plan forms the basis for degree completion, it should be written out with great care. Undergraduates who enter with more than the 60 credit hours needed for admission, and graduate students who transfer previous credit hours earned to GSU should begin work on their Student Study Plan immediately.

The Student Study Plan should relate the goals of the student to the expected competencies for graduates of the University, the College, the Instructional Program, the Area of Emphasis, and any specialized curriculum selected.

The Student Study Plan includes methods for attaining each expected competency, whether by regularly scheduled modules, self-instructional materials, cooperative education jobs, independent readings and investigations, courses transferred to GSU, or prior non-academic learning experience. (Students should consult with their advisor before attempting to apply for the special approval procedure required for credit for prior non-academic learning experiences. See "Experiential Learning at GSU" in this **Catalog.**)

The Student Study Plan defines the desired available programmatic level of specificity or generality, e.g., Instructional Program, Area of Emphasis. The Plan ought to include 20-25% work from outside the College in which the student is enrolled.

Admissions

Admission Criteria — Degree Programs

Undergraduate

Students will be admitted as undergraduates to Governors State University on a first-come first-served basis within the programs of the respective Colleges. Persons are eligible for undergraduate admission if they:

1. Have earned an Associate of Arts (AA) or an Associate of Science (AS) degree from an accredited community or junior college; or

2. Have earned at least 60 semester or 90 quarter hours of work from an accredited college or university, community or junior college, with at least a "C" average in any 60 semester hours or 90 quarter hours of the total collegiate hours, and

3. Were in good standing at the last institution they attended.

Graduate

Students are eligible for admission as graduate students to Governors State University if they:

1. Have earned a Bachelor's Degree from an accredited college or university;

2. Have satisfied collegial and/or programmatic criteria for graduate study in a specialized field. Such criteria may include requests for additional information, letters of recommendation, a minimum grade point average at the undergraduate level and/or a minimal score on a graduate examination, a portfolio evaluation showing graduate-level competency, and other evaluative data; (Students should refer to the information related to their area of interest in this catalog for more detailed information about graduate admission criteria.)

3. Were in good standing at the last institution they attended. Criteria for graduate admissions are subject to constant review and development. As new criteria evolve, applicants will be notified by the Office of Admissions and Records and by the Colleges.

Board of Governors Bachelor of Arts Degree Program

Students are admissible as **undergraduates** to this program on a firstcome, first-served basis if they have a combined total of 60 semester hours or 90 quarter hours of academic work from an accredited institution and credit for non-academic learning experiences. If the student has left a university for academic reasons, he/she must wait six months before being admitted to the Board Program.

University Without Walls Bachelor of Arts Degree Program

Students may be admissible as undergraduates to this program if they have a total of 60 semester hours or 90 quarter hours of academic work from an accredited institu-

tion, or the equivalent, which may include credit for non-academic learning experience.

In reviewing applications, the UWW Admissions Committee will seek students who have:

— self-direction

— the ability to take initiative

— organizational skills

— the ability to deal effectively with uncertainty

— a desire to learn and complete a degree program

— a desire to use non-classroom resources for learning and an ability to locate these resources

— an ability to identify educational goals

— learning needs which are not met by other degree programs

Credentials Required — Degree Programs

Undergraduate

Official transcripts reflecting all course work, including grades, and good standing at the last institution attended.

Graduate

Official transcripts reflecting all course work, including grades, done prior to receipt of a Bachelors degree, the award of a Bachelors degree, all graduate level work done, and good standing at the last institution attended.

Board of Governors Bachelor of Arts Degree Program

Official transcripts reflecting all course work, including grades, and academic standing at the last institution attended.

University Without Walls Bachelor of Arts Degree Program

Official transcripts reflecting all coursework earned prior to admission to Governors State, including grades and academic standing at the last institution attended. A supplemental application, available from the UWW Office, must also be submitted for consideration by the UWW Admissions Committee. A portfolio for assessment of non-academic learning experience will also be requested of students who do not otherwise meet minimum admission requirements.

Admission Under the C.E.E.L. (Credit through Evaluation of Experiential Learning) Program

Students applying or admitted to any degree program at Governors State University, on either the graduate or undergraduate level, may apply for assessment of credit for non-academic learning experience, including work experience, through this process. This credit, if awarded, may be used to meet minimum admission criteria, or may be used to meet competencies required for the degree program. Students interested in information regarding application for this credit should contact the Office of Admissions.

Petitions of Admission

Students not eligible for admission as outlined above, but who have earned a minimum of 54 semester hours, may petition for admission under policies and procedures established by the University and the Office of Admissions.

Non-Degree Seeking Students-at-Large

Students who wish to enroll in Learning Modules of their own selection at Governors State University, but who do not intend to earn a degree, may register as Non-Degree-Seeking Students-at-Large on either the undergraduate or graduate level. Non-Degree-Seeking Students-at-Large register after degree-seeking students, at times indicated in the schedule of classes for each Trimester. Coursework completed in this status is NOT automatically applicable to a degree program. The transfer of such courses is governed by policies established by the deans and faculty of each College. Non-Degree-Seeking Students-at-Large are not eligible to earn any Governors State University degree. If at some later date, students in Non-Degree-Seeking status wish to enter a degree program, formal application and admission to that program is required.

Admission Criteria — Non-Degree

Undergraduate

1. An Associate of Arts or an Associate of Science degree from an accredited institution, or
2. At least 60 semester hours or 90 quarter hours of work, with at least a "C" average in any 60 semester hours or 90 quarter hours of work taken from an accredited institution.

Graduate

Transcripts or a diploma indicating the award of a Bachelors degree or a graduate degree from an accredited institution.

Special Non-Degree Status

Students who have not completed 60 semester hours of college work but who have had equivalent specialized experiences and wish to enroll in a learning module, workshop, seminar or other University activity for credit are eligible to become special non-degree students. They must petition for enrollment in the appropriate College for each separate term of enrollment, will be permitted to enroll only if space is available after eligible regular students are enrolled, may enroll for only two learning activities per trimester, and may earn a maximum of 15 units in this status. Credit earned in this manner **cannot** be used for admissions purposes. Students who have had some collegial work should have official transcripts forwarded to the Office of Admissions, and admission will be conditional pending receipt of these credentials.

Application for Admission

1. Complete undergraduate/graduate application for admission and return to the Office of Admissions. (Board

of Governors Degree applicants must have the application approved in advance by an authorized Board of Governors Program representative.)
2. Have official transcripts of academic work as outlined above forwarded to Governors State University's Office of Admissions (Student or unofficial copies can be sent for evaluation purposes, and admission can be processed conditionally, pending receipt of official transcripts.) Courses in which the student is currently enrolled should be indicated on the transcript(s) if possible.
3. Undergraduates must include the fifteen dollar non-refundable application fee. Application form, transcripts and fee should be addressed to:

> Office of Admissions
> Governors State University
> Park Forest South, IL 60466

Application for Re-Admission

A re-application and re-admission to Governors State University, prior to registration, **is required** in the following instances:

1. If a student has not been registered at G.S.U. for a period of more than one Trimester;
2. If a student has completed a degree (Bachelors/Masters) at GSU and wishes to re-enter as a degree-seeking student in another degree program;
3. If a student has been admitted as a non-degree student and is seeking admission into a degree program.

Application and Credential Deadlines

All applicants should have application material — including transcripts, a supplemental application, and a portfolio if assessment is required — on file **no later** than the end of **October** if applying for the Winter Trimester, the end of **February** if applying for the Spring/Summer Trimester, and the end of **June** if applying for the Fall Trimester.

Transfer Credit

When the University admits a student, he/she receives a Certificate of Admission which formally notifies the student of admission, any conditions of admission, and identifies the student's academic advisor. At the time of admission to a degree program, students will begin to plan their academic program and negotiate the transfer of hours, with the assigned advisor. Ordinarily, an undergraduate student will complete 60 semester hours of work on the freshman/sophomore level, and 60 semester hours on the junior/senior level to total 120 semester hours, the minimum number of hours required for graduation. Normally, therefore, no more than 60 semester hours will transfer from a community college or from a four-year college if done on the freshman/sophomore level. Hours earned on the junior/senior level may be considered for transfer, this decision is made by the student's academic advisor in rela-

tion to the study plan which is developed with the student. Graduate students may transfer a maximum of eight semester hours toward the total of 32 hours, minimum requirements for graduation. Again the decision on transfer of hours is made by the student's academic advisor in relation to the student's study plan. Both undergraduates and graduates must earn a minimum of 24 units from Governors State University in order to earn a degree from GSU. Board of Governors Students must earn a minimum of 15 units from GSU.

In all cases a student's program will be tailored to personal needs and therefore there are no set curricula and/or degree programs established for **every** student. **Each** student will develop his/her own student study plan upon admission as a degree-seeking student and in consultation with a collegial faculty advisor.

Information for Foreign Students

At present there is no University Foreign Student Office, and most special services traditionally offered by such offices are not available at GSU. The Admissions Counselor for Foreign Students in the Office of Admissions and Records is available to assist students in obtaining visas and legal documents. Each College has a faculty person who acts as Foreign Student Advisor, and whose primary responsibility is academic counseling and helping the student with related problems after enrollment.

The University is a commuter institution and there are no dormitories or student housing facilities on campus. Students are responsible for arranging their own housing and transportation to and from the campus. Many students live in the immediate area or in Chicago, and commute either by car or train to GSU. The University offers a shuttle service to and from the local train station.

Admission Requirements

Academic Preparation To be considered for undergraduate admission, an applicant must have completed the equivalent of two years of University-level work from an accredited institution of higher education in the United States. Applicants to graduate programs must have completed an education equivalent to the baccalaureate degree from an accredited institution of higher education in the United States.

The University will evaluate the applicant's credentials and make a determination as to the student's preparedness to enter and successfully complete the learning program for which application is made.

Language Proficiency Evidence of a satisfactory score on the Test of English as a Foreign Language (TOEFL) is **required of all students from countries whose native language is not English.**

Information on testing dates and location and the TOEFL Bulletin of Information and Registration Form may be obtained at the American Embassies and consular offices of the United States Information Service, at United States educational commissions and foundations abroad, and at binational centers. Applicants may also contact the Educational Testing Service, Box 899, Princeton, New Jersey 08540

U.S.A., if they are unable to secure the TOEFL Bulletin and Registration Form in their native country.

Financial Statement At present, the University has no special scholarships or financial assistance plans for foreign students, and is unable to assume responsibility for financial matters for foreign students. A prospective student must certify that adequate funds are available to fulfill financial needs for the length of time necessary to complete a full-time course of study applicable to a degree program. Estimated costs are listed on the Financial Statement for Foreign Students. Further information can be obtained through the University Office of Financial Aids.

Admission Application Procedures

The completed application for admission should be sent to the Office of Admissions and Records, Governors State University, Park Forest South, Illinois 60466 with the following documents and academic credentials:

1. summary of educational experience form
2. signed financial statement
3. TOEFL scores
4. credentials for evaluation
   a) complete secondary school record, listing courses and examination results;
   b) national examination results;
   c) diplomas and/or certificates;
   d) university entrance examination results;
   e) complete records of all college, university, or other post-secondary work, listing courses taken and examination results, and including diplomas and/or certificates;
   f) college or university transcripts, if applicable.

Official original documents must be furnished and accompanied by certified English translations. These records must be certified by an official of the educational institution issuing them, or by a United States or local government official.

All credentials must be received by the Office of Admissions and Records at least two months prior to the application deadline for the session for which the student is applying.

Federal Authorization

This institution is authorized under Federal law — ACT 101 (A) (15) (F); 8 CFR 2143 — to enroll non-immigrant, alien students.

NOTE: Additional information is contained in the "International Student Brochure" available in the Office of Admissions.

Special Note

It is the policy of Governors State University to afford equal education opportunities regardless of sex, religion, race or ethnic background. Furthermore, it is the policy of this University to be unusually responsive to the individual needs of each student.

Registration

There is an advance registration period and on-campus registration each Trimester. Add/Drop and Late Registration periods are scheduled at the beginning of each Trimester and at the beginning of the second eight-week Block (Block 3) for classes which meet for that Block only. Specific dates for advance registration, on-campus registration, add/drop periods, etc. are available in the Academic Calendar and in the Schedule of Classes distributed prior to each Trimester.

Advisor Academic advisors are assigned to degree seeking students at the time of admission to the University. Students should contact their advisors as soon as possible after admission to begin development of a Student Study Plan and to prepare for their first registration. Advisors should be contacted prior to each registration period to discuss registration and for approval of registration forms. Advisors have copies of the student's application and transcripts available for advising purposes.

Work Load The normal maximum full-time student load is 16 units per Trimester, or 9 units per 8-week block. Each unit of credit requires about 40 hours of student work, including laboratory, library, field work, etc.

A full student load of 6-9 units in an 8-week block might thus require about 30-45 student hours per week. Most students will be enrolled for two to four, or in special cases five, Learning Modules during one Trimester.

Add/Drop Period

A student may make a change in schedule (add, change or drop modules) after consultation with his/her advisor. (Appropriate forms are available in the Colleges.) Completed forms must be returned by the student to the Office of Admissions and Records or the change area, which is located near the main entrance. These forms can be turned in from 11:00 AM to 8:00 PM Monday through Friday, and from 8:30 AM until noon on Saturday on days of the Add/Drop Period, as listed in the Schedule of Classes for each Trimester/Block.

Adding or changing Learning Modules takes place during the scheduled add/drop period for each Trimester/Block (see schedule of classes for each Trimester.) Modules may be dropped with a full refund during the first ten (10) calendar days after the first day of the Trimester. Modules may be dropped, without a refund, after the first ten calendar days as follows: 16-week modules — end of 8th week; 8-week modules — end of 4th week.

Requirements

Students will be allowed to register if:

1. they have been admitted, or readmitted to the University;
2. they have no outstanding financial obligations to the University;
3. they are either in good academic standing (or on academic probation).

Note: All registration forms must be signed by the student's advisor. Registration is not complete until all fees have been paid. (A $10.00 late fee applies to students who register for the first time during the add/drop periods.)

How to Register

Advance Registration Degree seeking students enrolled in previous Trimesters, and students newly admitted prior to the deadline, may advance register by means of Advance Registration Forms distributed by the Office of Admissions and Records. (Advisors will aid students in completion of Advance Registration Forms and they must sign the forms.) Students who participate in Advance Registration will have their course requests processed ahead of other students. Advance registrants come to the University during regular registration to pick up schedules and pay fees.

Regular Registration Students who do not advance register will obtain registration forms from their College, Board of Governors, or University Without Walls Program Offices. Advisors will aid students in completing registration forms and the forms must be signed by the advisor. Non-degree-seeking Students-at-large may obtain registration forms at the registration areas.

Registration Reservations for Later Trimesters

Students who do not intend to enroll for Learning Modules during a given Trimester should complete a Registration Form registering for zero units for that Trimester, and have it signed and forwarded to the Office of Admissions and Records by their advisors. A student may not enroll for zero units for two consecutive Trimesters. Students should contact the Health Services Office if they wish to continue University medical insurance coverage during the period. (Coverage holds for up to one Trimester of zero unit enrollment).

Change of Student Information

Personal: All changes of information (such as name, address, etc.) should be reported to the Office of Admissions and Records. Forms are available in the Records Office.

Academic: Students wishing to change their College, Program, Area of Emphasis, or Advisor, should complete Change of Student Information Forms available in their Collegial/Degree Program offices.

Student Records

The educational system at Governors State University is competency-based. No letter or numerical grades are recorded on the transcripts. The University records on students' transcripts the titles of all Learning Modules (courses) **completed,** the Trimester of enrollment, and the number of units of credit earned. The "unit" of credit at Governors State University is the equivalent of a semester hour.

Students' academic standing at Governors State is based on a cumulative completion rate rather than on a grade point average (SEE ACADEMIC GOOD STANDING POLICY).

Shortly after each Trimester/Block, the Office of Admissions and Records mails Status Reports to the students, indicating the students' progress in their Learning Modules (in which they have enrolled) in that Trimester/Block. Twelve weeks after the initial enrollment period, final Status Reports are issued. The Status Reports also reflect the cumulative enrollment record of the students. Students should keep their student schedules and paid receipts, and check their status reports as they are received. If there is any error in either the transcripts or the Status Reports, the Records Office should be contacted at once.

Degree Requirements

General requirements for graduation include:

1. Completion of a *minimum* of 120 units, including previous approved college work, for the Bachelor of Arts, Bachelor of Health Science, or Bachelor of Science degrees. Completion of a *minimum* of 32 units, including previously approved college work beyond the Bachelor's degree for the Master of Arts, Master of Health Science, or Master of Science degrees.

   (Note: A student earning both a bachelors and a master's degree at GSU, must complete a minimum of 152 units, including previously approved college work.)

2. Demonstration that all degree competencies have been met, as defined in the Student Study Plan.

3. Verification of "good standing" at the time of graduation.

4. Payment of all University financial obligations.

5. Filing an application for graduation and paying the graduation fee.

   Note: Deadlines for submission of Applications for Graduation to the Collegial/Degree Program Office are as follows:

   | Graduation Date: | December | April | August |
   | Application Due: | October 1 | February 1 | June 1 |

6. Completion of at least 24 units of credit at Governors State University. This requirement applies to both undergraduate and graduate students.

Graduation

There are three graduation dates per year: December, April, and August. Students intending to graduate should make application for graduation, in consultation with their academic advisor, through their College or Degree Program in accordance with established deadlines (see deadline dates above). Specific information regarding procedures for graduation can be obtained through the Registrar's Office.

Commencement ceremonies take place once a year — in June. Participation is optional. Diplomas are awarded only upon verification of completion of all degree requirements.

Graduating students should contact the University Placement Officer regarding services available.

Students intending to enroll in another degree program subsequent to graduation are required to reapply and be readmitted to that new program prior to any further registration activity.

Withdrawal

Because of the twelve-month academic calendar, a student is **required** to enroll for only two Trimesters per academic year to be considered a continuing student. Students planning not to enroll for one Trimester must register for zero units of credit for that Trimester in order to maintain continuing status.

Students wishing to withdraw officially from the University should contact the Registrar's Office regarding procedures.

Transcripts

The University will send transcripts to other institutions or agencies at no charge for the first two transcripts. There is a $2.00 charge for subsequent transcripts.

The student record is confidential. The following, however, is considered public information: student name, College, program, dates of enrollment, degrees and dates awarded.

Unless authorized by the student, no other information is released to anyone except to philanthropic or funding organizations sponsoring or supporting the student and to authorized individuals doing research in which the identities of students are not made public.

Tuition and Fees

Tuition Schedule

	Illinois Resident	Non-Illinois Resident
Undergraduate Tuition		
Full Time (12 units or more)	$ 255.00	$ 765.00
Part Time (per unit)	21.25	63.75
Graduate Tuition		
Full Time (12 units or more)	$ 270.00	$ 810.00
Part Time (per unit)	22.50	67.50

Registration Fee Schedule

	Per Trimester	Per 8-Week Block
Activity Fee	$ 15.00	$ 7.50
Audit Fee (per Learning Module)	5.00	5.00
Health Insurance Fee	9.00	4.50
Late Fee	10.00	10.00
*Parking Fee	8.00	4.00
Student-to-Student Scholarship Fund Fee (optional)	2.00	1.00

*ANNUAL PASS: $22.00; 50¢ per entry

Other Fees

Application Fee (Undergraduates Only)	$ 15.00
Graduation Fee	
Bachelors Degree	$ 10.00
Masters Degree	$ 15.00
Portfolio Assessment Fee	
BOG	$ 30.00
UWW/CEEL	$ 25.00
Transcript Fee (first two are FREE)	$ 2.00

Description of Fees

Activity Fee Applies to all students. Funds collected are used to support student activities such as the newspaper, clubs and organizations, entertainment and cultural events, scholarships, and travel. The students elected to the Student Services Advisory Committee recommend the exact distribution of funds.

Application Fee This fee is required of all students who are applying for any undergraduate program. It is charged one time only; hence, students who are applying for readmission are not required to pay this fee again.

Audit Fee The audit fee is assessed for students who wish to attend the meetings of a Learning Module but do not wish to receive academic credit.

Health Insurance Fee This fee provides major medical coverage for accidents and illness. All full-time students are assessed this fee, although it may be waived if the student produces evidence of equivalent coverage. Coverage is available for part-time students and zero-unit registrants with certain limitations. Full information is available in the Health Services Office.

Late Fee Applies to students who register and pay fees after the last day of regular registration and to students paying tuition via the installment method who do not pay the balance due on time.

Portfolio Assessment Fee This fee is charged to students who request assessment of non-academic learning experiences; e.g., students applying to B.O.G., U.W.W., or under the C.E.E.L. Program.

Transcript Fee Transcripts (or copies of the student academic record) can be requested in person or in writing by the student. There is no charge for the first two transcripts. Thereafter, there is a charge of $2.00 per transcript.

Payment of Fees

Regular Payment Method Unless the installment payment method is used, tuition and all fees must be paid IN FULL prior to the beginning of the Trimester. There will be a $10.00 late fee assessed for payments made after the final registration date.

Installment Payment Method Students registering for twelve or more units of credit may take advantage of the installment payment method. Fifty percent of tuition and all fees must be paid during registration. The balance of tuition must be paid not later than the Friday before the start of the second eight-week Block.

Payment Via Master Charge As a convenience to students, the University now accepts tuition and fee payment via valid Master Charge credit cards. The Master Charge Card will be accepted for up to $300.00.

University Hold List Students with unsatisfied financial obligations to the University will be placed on a University Hold List, which is administered by the Office of Admissions and Records. Students on the Hold List may not regis-

ter and may not have their academic records released until the obligations have been met.

Refunds

In accordance with Board of Governors policy, students who drop Learning Modules during "the first ten calendar days after the first day of a Trimester or Block" will be entitled to a full refund of tuition and fees.

Residency Classification Rules

To be considered a Resident, a student must have lived in Illinois for a period of at least six consecutive months immediately preceding the beginning of any term for which he/she registers at the University, and must continue to maintain a bona fide residence in the State.

A person who is not a citizen of the United States of America, to be considered a Resident, must have permanent resident status with the United States Immigration and Naturalization Service and must also meet and comply with all of the other applicable requirements of these regulations to establish Resident status.

Academic Policies

Definition of a Full-Time Student

A full-time student is one who is: a) enrolled for 12 or more units in a Trimester, or; b) enrolled for 6 or more units in any 8-week Block.

Academic Good Standing

Unit Completion Rate

Students are in academic good standing when they are maintaining unit completion rates of 75% or more.

Definition of unit completion rate:

	Toral number of units from previous Trimesters completed by the end of any Trimester
UNIT COMPLETION RATE =	total number of units registered in previous Trimesters

total number of units from previous -minus-Trimesters dropped during designated drop periods

(All registration activity in the immediate Trimester is excluded from all calculations, and good standing cannot be calculated during a student's initial Trimester at the University.)

Students must be in academic good standing to graduate.

Academic Probation

Students shall be placed on academic probation when their unit completion rates fall below 75%.

Any period of academic probation shall extend for two Trimesters, at most, beginning with the Trimester following the determination of probationary status.

In order to return to academic good standing, students must attain a unit completion rate of 75% or more by the end of their periods of academic probation. This may be accomplished either by completing outstanding units (if permitted), by completing a sufficiently high number of new units, or both.

Academic Suspension

Students shall be academically suspended from the University for any one of the following reasons:

1. failure to complete at least 25% of units registered by the end of the student's second Trimester;
2. failure to attain a unit completion rate of 75% or more by the end of academic probation period;
3. falling below a unit completion rate of 75% for a third time.

Students academically suspended from the University for any one of the above reasons may petition for readmission after one year from the date of suspension.

Please contact the Registrar's office for any additional information concerning this policy.

Extraordinary Registration Permission (ERP)

ERP is required: 1) to carry an overload, or; 2) to extend the normal completion deadline for a Learning Module.

1. ERP for Overloads

    An overload occurs when a student wishes to enroll for more than sixteen units during any Trimester or for more than nine units during any Block. (Block I enrollments count one-half value.) The Dean of the College, Director of the Degree Progran, or their designee must approve all overloads by signing the student's registration form.

2. ERP for Extensions

    Extension approval is required when a student wishes to extend the completion date for a Learning Module beyond twelve weeks following the Trimester of initial enrollment. In this case, the student must petition for ERP to the Coordinator of the Learning Module **before** the twelve-week period is over. Should the Coordinator grant ERP, the student will have one additional Trimester to complete the Learning Module. ERP for extension may be granted only **once.**

Learning Module Completion Deadlines

Learning Modules are normally to be completed during the Trimester/Block in which they are offered. Students do have the option of completing Learning Modules within twelve weeks following the Trimester of initial enrollment without receiving special permission (ERP) to do so.

If students find that completion will be impossible during the specified time period, they may petition for Extraordinary Registration Permission to the Coordinator of the Learning Module before the end of the twelve-week period. Unless ERP has been granted by the Coordinator, no academic credit will be awarded to a student after the twelve-week deadline.

University Policy on Student Records

The Family Educational Rights and Privacy Act of 1974 was signed into law by the President of the United States effective November 19, 1974. This federal law states that a written institutional policy must be established and a statement of adopted procedures covering the privacy rights of currently enrolled students be made available.

Governors State University wishes to comply fully with this law and, therefore, accords every student all of the rights which are dealt with under the Family Educational Rights and Privacy Act of 1974. No one outside of Governors State University shall have access to nor will this institution disclose any information from a student's education records without the written consent of the student, except to authorized personnel within the institution, to persons or organizations providing financial aid, to accrediting

agencies carrying out their accreditation function, to persons in an emergency in order to protect the health or safety of students or other persons, to officials of other institutions in which the student seeks to enroll, and to persons in compliance with a judicial order. When Governors State University receives a request for disclosure of the education record from officials of other institutions in which the student wishes to enroll or in compliance with a judicial order or subpoena, the student will be notified of such a request by mail at his/her last known address. ("Notice of Release of Student Record"/FERP-7 and "Consent or Denial of Request for Release of Student Record"/FERP-3.) All of the above listed exceptions are permitted under the Family Educational Rights and Privacy Act.

Within the Governors State University community only those members, individually or collectively, acting in the student's educational interest are allowed access to student education records. These include members from the following units: Office of the Vice President for Academic Affairs, Office of Admissions and Records, Office of Financial Aids, appropriate collegial and program personnel and other University personnel within the limitation of their need to know.

Governors State University includes only the following in the category of directory or public information: name, major field of study, participation in officially recognized activities, dates of attendance, and degrees and awards received. Directory information pertaining to individual students, as defined above, may be released by Governors State University, at the discretion of the Director of Admissions and Records. A definition of directory or public information appears in the official schedule of classes each trimester. During registration, students are given an opportunity to notify the Office of Admissions and Records that they do not want any directory information disclosed without prior written consent. All requests for disclosure of directory information must be made in person and in writing to the Office of Admissions and Records. Directory information will never knowingly be disclosed for sales or political purposes.

The request for nondisclosure of directory information will be honored by the University until otherwise notified by the student in writing.

Governors State University maintains education records in the Office of Admissions and Records, the College of Business and Public Service, the College of Cultural Studies, the College of Environmental and Applied Sciences, the College of Human Learning and Development, the Board of Governors degree office, and the University Without Walls office. The Family Educational Rights and Privacy Act provides students with the right to physically inspect and review the information contained in his/her education records. The review must be done in the presence of a University representative. Requests for review must conform to the policies and procedures as established by Governors State University, and where necessary, interpretation of the education record can be provided by appropriate qualified University personnel. Students wishing to review their education records must present identification to the Director of Admissions and Records, to the Dean of the appropriate

college, or to the Program Director. ("Request to Inspect and Review Student Records"/FERP-1.) Only records covered under the Family Educational Rights and Privacy Act will be made available as soon as possible but not later than forty-five calendar days following the request. Original records may not be removed from any office where they are maintained. Students may have copies made of their education records as permitted by law; however, certified copies will be provided only if there are no administrative holds on their records. Copies will be made at the student's expense at the current rates established by the University.

Students may not inspect and review the following education records as outlined by the Family Educational Rights and Privacy Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which the student has waived his right of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. Students are not permitted to inspect and review confidential letters of recommendation placed in the education record prior to January 1, 1975, provided they are used only for the purposes for which they were collected. Education records also do not include records of institutional, administrative, and educational personnel which are the sole possession of the maker and not disclosed or revealed to any other individual except a temporary substitute, records of the Department of Public Safety, student health records, employment records, or alumni records.

A student has the right to challenge the education record on the grounds that its contents are inaccurate, misleading, or otherwise in violation of his/her privacy or other rights. To initiate such a challenge, the student shall, within sixty days after he/she has inspected and reviewed the record in question for the first time, file with the University office responsible for maintaining such records a written request for a hearing or correction, on the form specified by the University and provided by the Office of Admissions and Records ("Request for Hearing on or Correction to Student Record"/FERP-4.) Within thirty days following receipt of such a request the head of said unit, or his designated representative, shall review the records in question and either (1) order the correction or deletion of the inaccurate, misleading, or otherwise inappropriate data as specified in the request, or (2) notify the student of the right to a hearing at which the student and other persons directly involved in the establishment of the record shall have an opportunity to present evidence to support or refute the contention that the data specified in the request is inaccurate, misleading, or otherwise inappropriate. The student shall be given written notice ("Notice of Hearing on the Correction of Student Records"/FERP-5) of the unit head's decision and if a hearing is necessary, the student shall be notified not less than ten days in advance. The student shall have the right to attend the hearing, be represented by another person, including a lawyer at the student's expense, and to call witnesses in his/her behalf. The student shall be noti-

fied in writing ("Notice of Decision in Hearing on Student Record"/FERP-6) of the decision within ten days following the hearing. Such decisions are final.

If the decisions are unsatisfactory to the student, the student may place with the education records statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the student's records and released whenever the records in question are disclosed.

Students who believe that the procedures relating to adjudications of their challenges were unfair, or not in keeping with the provisions of the Act may request in writing, assistance from the President of Governors State University. Further, students who believe that their rights have been abridged, may file complaints with the Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education, and Welfare, Washington, D. C. 20201, concerning the alleged failures of Governors State University to comply with the Act.

Academic Honesty: Using the Ideas of Others Appropriately

Academic credit is granted at Governors State when a student has demonstrated that he or she is competent in a given field by presenting evidence to demonstrate first-hand knowledge.

The following procedures are appropriate ways to use the ideas of others when submitting evidence of being competent in a given area:

1. When someone else's work or scholarship is a part of material submitted to demonstrate competency, the source of the material should be given credit. It would not be stated or implied that such material is a person's own work.

(a) When using material from a publication (i.e., book, journal, article, film, etc.), that material should be enclosed in quotation marks or otherwise set off, and the source of the material acknowledged.

(b) When paraphrasing published material (i.e., using it almost word-for-word) the source should also be acknowledged unless the information is common knowledge in the field.

(c) Unpublished data or ideas of another person should be utilized only with the consent of that person.

(d) Unpublished data or ideas of another person should be utilized only with the instructor's permission to do so.

(e) Material written by another person should be used only when acknowledging the author of the material.

(f) Material should be prepared jointly with one or more other individuals only with the permission of the instructor. The contributions of all individuals to this material should be clearly acknowledged when it is submitted.

(g) Having someone else prepare material that is to be submitted should only be done with the instructor's permission to do so.

2. The same piece of work should be submitted for credit in more than one Learning Module only with the permission of all instructors involved.

3. Hypothetical data should be submitted only with the permission of the instructor to do so, and should be clearly labeled as such.

4. One should refuse to make work available to another person who intends to submit part or all of that work as if he/she had written it.

These ethical guidelines are in no way intended to discourage people from studying together or from engaging in group projects, provided the guidelines are followed.

1st floor

1 YMCA Office
2 Gymnasium
3 Swimming Pool
4 Co-op Ed/Placement
5 Handball Court
6 Personnel Office
7 Department of Public Safety
8 Financial Aids
9 Nurse's Office
10 Cashier
11 Admissions and Records
12 Student Affairs and Services
12 Community College Relations
13 Engbretson Hall
14 Theatre
15 Hall of Governors
16 Instructional Communications Center
17 Cafeteria
18 Bookstore
19 Innovator

20 Music Recital Hall
21 College of Cultural Studies
22 CCS Student Lounge
23 CCS Art Studios
24 Community Services
25 College of Environmental and Applied Sciences
26 EAS Student Lounge
27 EAS Greenhouse

2nd floor

1 Board of Governors Degree Program Office
2 Computer Center/Information Systems
  (Access via 1st floor elevator)
3 Learning Resources Center
4 College of Cultural Studies
5 CCS Dean
6 College of Environmental and Applied Sciences
7 EAS Dean

3rd floor

1 College of Business and Public Service
2 BPS Dean
3 College of Human Learning and Development
4 HLD Dean
5 University Relations
6 Academic Affairs
6 University Provost
7 Office of Institutional Research and Planning
8 President's Office
9 Office of Research
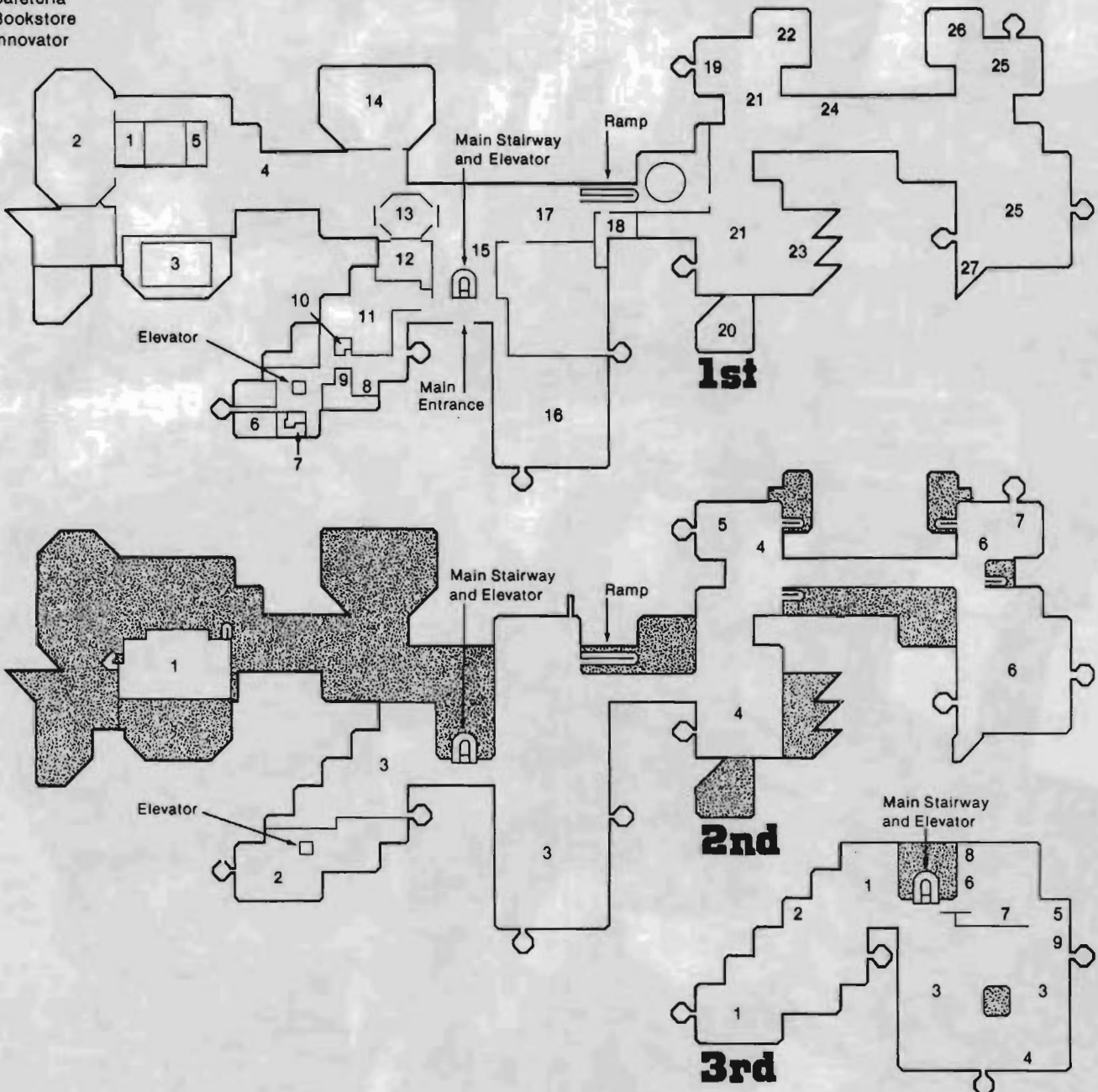
The Colleges

**The College of
Business and Public Service**

**The College of
Cultural Studies**

**The College of
Environmental and Applied Sciences**

**The College of
Human Learning and Development**

The College of Business and Public Service

Instructional Programs (Majors)

Programs, degrees, and Areas of Emphasis available at the Undergraduate and Graduate levels in the College of Business and Public Service are:

Business Administration (BA & MA)
Business Education (BA & MA)
   Urban Business Teacher Education **(U, G)**
   Office Administration **(U)**
Public Service (BA & MA)

Philosophy

The primary mission of the College of Business and Public Service is the education of students for the future, preparing them for leadership and responsibility in business, industry, public service, and teaching by emphasizing preparation in administrative science through the study of political, social, and economic organizations.

The College is firmly committed to the development of effective change agents in the study of administrative science. In order to preclude rapid obsolescence and make Business and Public Service students effective managers of change, the behavioral sciences, organizational theory, and quantitative areas are stressed; emphasis is placed on understanding of the public and private sectors rather than upon current business and governmental practices and techniques.

As an upper-division College offering graduate work, CBPS utilizes business and public sector units available in this region as laboratories and centers for research.

The basic objectives of the College are to provide learning experiences designed to enable students completing a program to:

1. Qualify for meaningful positions in business, public career service, and business education.
2. Attain an understanding of administrative science theory and practice in sufficient depth to apply such knowledge effectively in a vocational capacity.
3. Acquire skills and expertise in developing and implementing solutions to problems related to the administrative functions of purposeful human organizations.
4. Formulate attitudes which will facilitate the selection and attainment of career and life goals mutually beneficial to them and mankind.
5. Develop a knowledge of the basic business and governmental functions and provide opportunities for continued study in several Areas of Emphasis.
6. Develop an ability in identifying business and public sector problems, obtain relevant information, formulate and test alternatives, and select and implement decisions.
7. Increase their capacity for a rapid and appropriate adjustment to the rapidly-changing conditions of our society.
8. Enlarge their understanding of the political, social, and economic organizations and develop a sense of personal responsibilities in order to meet the industrial and business needs of their community.

Collegial Competencies

Students who have earned the degree of Bachelor of Business and Public Service should have the minimum competencies to:

1. Demonstrate that they can provide the needed leadership for a changing society, presently and in the future, by taking an active role in community projects.
2. Develop a research project in any field of endeavor related to government, business, or labor.
3. Demonstrate the understanding and applicability of the concepts of human and civil justice.
4. Demonstrate that they have acquired the professional skills in such a quality as to be able to continue, if they so choose, their formal education at the next higher level in the same field without significant handicap.
5. Indicate their understanding of the intricate interrelationships and structure of the many governmental units.
6. Demonstrate their understanding of the uniqueness of the American enterprise system through their involvement therein.
7. Demonstrate their understanding and use of literature and other resources germane to their area of expertise.
8. Demonstrate the application of their skills to the benefit of the environment by engaging in interdisciplinary and intercollegiate projects.
9. Indicate their understanding of socio-political implications germane to the various disciplines in Business and Public Service.
10. Demonstrate in-depth understanding of the structure of knowledge in at least one of the following: accounting, administrative science, organization of personnel, marketing organizations, office administration, career public service, international business economics, finance, and business education.
11. Demonstrate their understanding of the functions and theory of organizations.

Admission Requirements

Undergraduate See general University admission requirements and program requirements.

In addition to University admission criteria, CBPS requires the following:

Graduate admission is dependent upon the completion of a bachelor's degree from an accredited institution, generally with a 2.5 cumulative grade point average.

Graduate students requesting admission to the MA program in Business Administration should take the Graduate Management Admission Test (GMAT) prior to admission and have the test score sent to the Office of Admissions. To receive a Bulletin of Information describing arrangements for taking the test, the nature of the exam, and scoring procedures, write to:

GRADUATE MANAGEMENT ADMISSION TEST
EDUCATIONAL TESTING SERVICE
BOX 966
PRINCETON, N.J. 08540

Graduate students requesting admission to the MA program in Public Service and in Business Teacher Education **should** take the Graduate Record Examination (GRE) prior to admission and have the test score sent to the Office of Admissions. To receive a Bulletin of Information describing arrangements for taking the test, the nature of the exam, and scoring procedures, write to:

GRADUATE RECORD EXAMINATIONS
EDUCATIONAL TESTING SERVICE
BOX 955-R
PRINCETON, N.J. 08540

Graduate conditional admissions are imposed by the College. Conditions of admission are imposed on potential graduate students when (1) their undergraduate grade point average is less than a 2.5 (a petition and three letters of recommendation are also required), (2) students from a non-graded school do not meet admission criteria, and (3) their bachelor's degree is from a non-accredited school. Upon meeting the conditions of admission, the College will remove the condition(s).

Consult program descriptions for any additional admission requirements.

Special Procedures in CBPS

A Student Study Plan is completed by each student with the program coordinator and requires the Dean's or Assistant Dean's signature. The student must have a SSP before he can initially register for modules at GSU.

Advisors are assigned to each incoming student. The role of the advisor is to offer academic assistance and direction to the advisee regarding his/her SSP.

Changes of Program/Advisor require completion of a Change of Status Form submitted to the College office.

Overload Any more than 16 credits per Trimester will require permission from the College office. A student enrolling for only one two-month Block within a Trimester may not register for over nine (9) units. Permission for over-

loads will not be granted if students have any incomplete Learning Modules.

Progression from Undergraduate to Graduate Study Through the normal course of study, students are permitted to progress to graduate study. Undergraduate students must have a BA degree from an accredited institution with a 2.5 GPA from a graded institution or three letters of recommendation from an ungraded institution *before* they will be considered for the Master's program. Undergraduate students cannot take undergraduate and graduate work simultaneously. If they do, the graduate modules will not be applied towards the graduate degree if the student is accepted in the graduate program. Therefore, all students *must* complete a graduate admissions form and be admitted *before* graduate modules may be taken for graduate credit.

In their last Trimester, some undergraduate students may take graduate modules for graduate credit by making written application for admission to the graduate program and receiving written permission from the Dean's Office to take graduate Learning Modules for graduate credit.

Graduate Candidacy Graduate students are admitted to candidacy after the following conditions have been satisfied: (1) removal of any conditional status, (2) completion of all undergraduate prerequisite requirements, (3) assuring availability of GMAT/GRE scores in the Dean's Office, and (4) successful completion of eight (8) credits of graduate work.

Initial graduate admission grants permission to take modules for graduate credit. Students are not admitted to a degree program until they have been admitted to candidacy. Until students have their Applications for Candidacy approved, they are not candidates for the graduate degree. It is the responsibility of the students to apply for candidacy.

Instructional Programs

Programs are offered which lead to the BA and MA degrees in Business Administration, Public Service and Urban Business Teacher Education, and a BA in Office Administration. BA programs are planned to meet the needs of students who have completed two years of collegial work in the appropriate areas.

In order to insure broad training for life-long career development, all students will have a common foundation emphasizing administrative science and organizational leadership.

For example, basic core competencies for Business Administration include Learning Module components in accounting, management, finance, marketing, economics, business policy, and a cooperative education experience.

The student then selects optional concentrations from a supplementary core consisting of Learning Modules in the Area of Concentration in conjunction with a professor in the Area. Thus, students in the College develop certain common competencies at the same time they engage themselves in those business electives germane to their

specific fields of specialization. These are selected in consultation with their advisers.

Professional Affiliations

The professors of the College participate in numerous professional activities such as:

American Accounting Association
American Assembly of Collegiate Schools of Business
American Economics Association
American Institute of Certified Public Accountants
American Marketing Association
American Political Science Association
American Psychological Association
American Society of Chartered Life Underwriters

American Statistical Association
Bilingual-Bicultural Institute
Citizens Action Program
Financial Management Association
Illinois Bar Association
Illinois Humanities Council
Illinois Society of Certified Public Accountants
Latin American Studies Association
National Association of Accountants
National Business Education Association
The Academy of Management

The above activities enhance the College's ability to achieve the Collegial and University objectives as established by the Board of Governors of State Universities and Colleges.
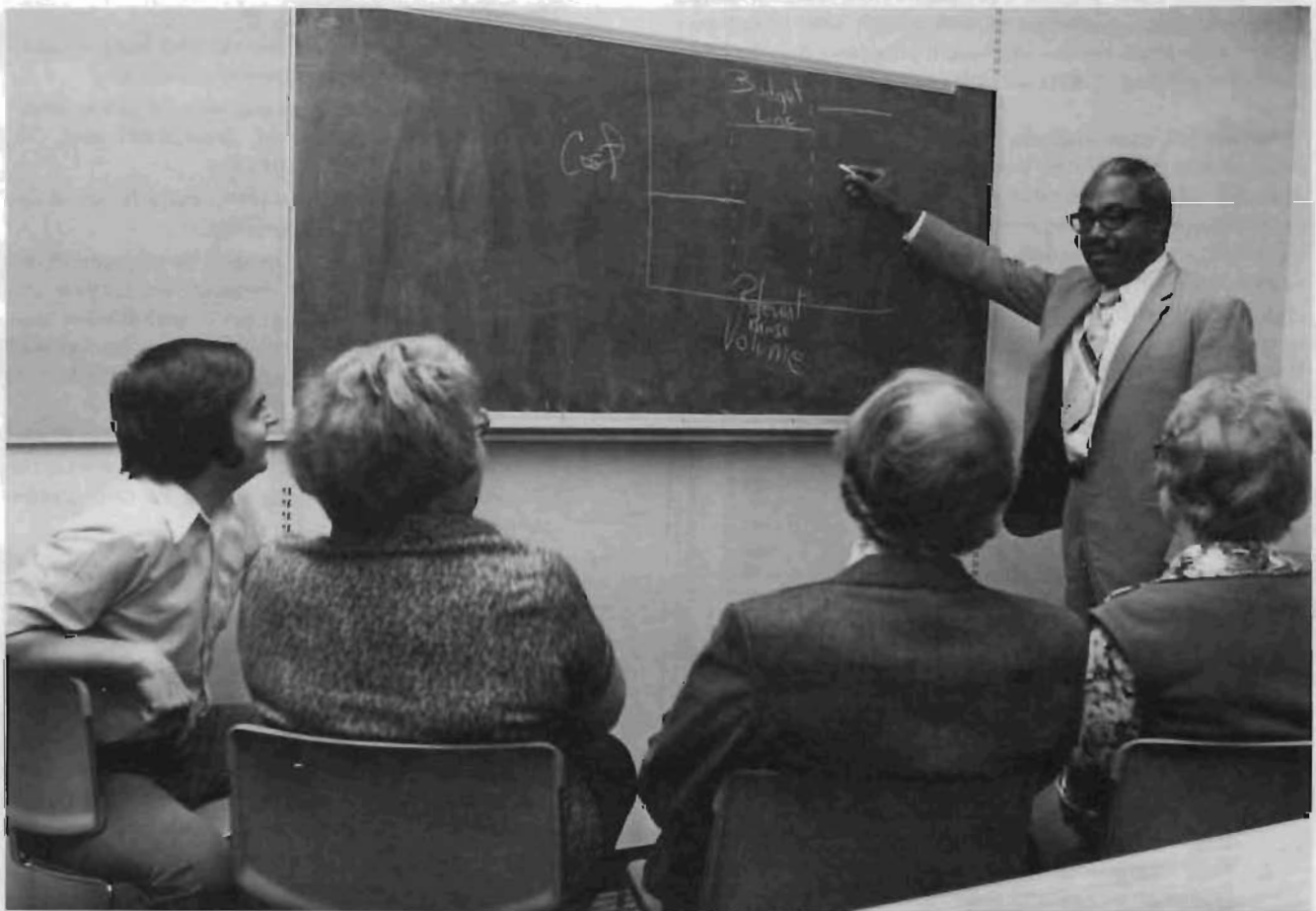
Business Administration Program (Major)

The primary goal of the Business Administration Program is the preparation of students for professional careers within the general field of business components. The five basic components of the Program are (1) Preliminary core (graduate and undergraduate), (2) Basic core (undergraduate and graduate), (3) Supplementary core (graduate), (4) Electives (undergraduate and graduate), and (5) Capstone (undergraduate and graduate). Undergraduate students are also required to complete 48 hours of liberal arts at the Community College and/or Governors State. The preliminary and basic cores are designed to expose the students to the functional areas of business administration. The supplementary core consists of Learning Modules designed to develop in-depth competency within the various functional areas of business administration. Capstone modules are synthesizing experiences and are taken during the final Trimester of each student's program. However, no single student is likely to attempt to seek a high level of competence in all areas; hence, individual programs may be contracted according to the particular career goals of each student.

Proficiency examinations will be given for Quantitative Foundations and Written Communications to both Undergraduate and Graduate students. Students not passing the examinations will be required to take a three-credit Learning Module (not applicable toward graduation) in Written Communications and a three-credit Learning Module (not applicable toward graduation) in Quantitative Foundations to satisfy each competence deficiency in Quantitative Foundations and in Written Communications.

Graduate students requesting admission to the MA program in Business Administration **should** take the Graduate Management Admission Test (GMAT) prior to admission and have the test score sent to the Office of Admissions.

Business Administration Program Competencies

Undergraduate The student will have previously completed a minimum of sixty hours and will have demonstrated, at Governors State University, an understanding of the following:

1. A solid command of the basic ideas and techniques of algebra for more rigorous quantitative courses. *(Quantitative Foundations)*.

2. Basic command of the English language including grammar, syntax, and sentence and paragraph development. *(Written Communications)*.

3. Fundamental concepts and guidelines for the corporate information system design, data collection, storage and retrieval. *(Management Information Systems)*.

4. Accounting cycle and principles as they apply to business objectives, financial statement preparation,

flow of resources, theory of liabilities, equities inventory evaluation and budgeting. *(Financial Accounting Process and Reporting)*.

5. Theories about the economy as a whole, dealing with data and behavior at the total or aggregate level of the economy. *(Macroeconomic Analysis and Policy)*.

6. Price formation, demand and production decisions. *(Microeconomic Analysis and Policy)*.

7. The four significant areas of law in the business environment, including: contracts, agency, partnerships and corporations. *(Legal Environment of Business)*.

8. The basic topics in applied statistics including the sample mean and variance, random variables, elementary finite probability and hypothesis testing. (Introductory Statistics).

9. The basic concepts of differential and integral calculus. *(Calculus for Business Administration)*.

10. The basic topics in applied statistics including analysis of variance, regression, correlation and chi-square. *(Intermediate Statistics)*.

11. Using accounting information to make business decisions. *(Managerial Accounting)*.

12. Theoretical constructs as applied to managerial decision-making, consumer demand, production and cost analysis, business behavior and market performance with resource input decisions and growth equilibrium. *(Managerial Economics: The Economics of the Firm)*.

13. The theories and practices of the financial management function in planning, raising and directing the efficient allocation of funds within the firm. *(Financial Management)*.

14. The managerial approach to marketing including the study of markets, institutions and the environments which businesses and non-business enterprises operate. *(Marketing Management)*.

15. Organizations and their roles in modern society including a review of the fundamental functions of management. *(Organization Administration)*.

16. The applications of management science and analysis to the production function, including an emphasis on product development, plant location, and analysis and work measurement. *(Production Management)*.

17. The methodology for analyzing national income accounts; the development of goods; the money and labor markets and the impact and effect of policy instruments. *(Intermediate Macroeconomics)*.

18. Business as a system and business problems and cases using analytical and conceptual business skills. *(Business Policy)*.

In addition, it is required that each student complete sufficient business and liberal arts electives to satisfy the required minimum 60 credits at Governors State University.
*If any of the listed Learning Modules are taken at a community college, students must complete advanced Learning Modules in the subject area or by other approved validation processes. These credits may be counted toward the 60 credits required for graduation.

Graduate The student will have completed all undergraduate preliminary competencies and demonstrated an understanding of four of the following:

1. Accounting as it relates to managerial decision-making process; includes organizing data for decision-making and evaluation for management control (*Accounting for Administrative Control*).

2. Techniques of elementary theory of games and applications to business, economics, and politics. The student will also have analyzed conflict situations in game theoretic terms, and he will have applied his analysis to individual and collective decision-making (*Advanced Quantitative Methods*).

3. Fundamental concepts and guidelines for the corporate information system design, data collection, storage and retrieval, administration data processing, modeling, functions of information systems, mini-computer systems, and micro-forms systems (*Management Information Systems*).

4. Economic theory and its applications to optimize the inputs associated with corporate marketing, production, finance, accounting, and personnel, and to make the appropriate output decisions (*Managerial Economics for Graduate Students*).

5. The development of organization theory and critical examination of organization theory and its value for explaining organization change and phenomena (*Organization Theory*).

6. Problems faced by the financial officer in the management of funds in the business firms. The student will also have demonstrated ability to implement capital expenditure policies, solve short-term and long-term financing problems and to establish dividend policies (*Problems in Financial Management*).

7. Problems arising from employer-labor relationships, management's theory, theories of work, problems in organization, manpower management, and industrial relations research (*Problems in Industrial Relations*).

8. The recognition and analysis of marketing problems, generation and evaluation of alternative solutions, and development of strategies and plans of action for implementing chosen solutions (*Problems in Marketing Management*).

9. The analytical methods used in production, design of production systems, work measurements, production inventory systems, statistical quality control, work simplification, and value engineering (*Problems in Production Management*).

Further, the student will have demonstrated an understanding of:

1. Cases and readings that attempt to tie together the operating functions of a business to show the business as a system and demonstrates those special coordinating skills and knowledge which are applicable at the upper-levels of an organization (*Policies and Strategies of Administrative Science*).

2. The role of the corporation in modern society and its responsibilities to the public, government, and the economic well-being of the nation, including its social responsibilities (*Business and the Public Interest*).

Finally, the student will have demonstrated an understanding of the performance objectives for fourteen units of electives.

Business Education Program (Major)

Areas of Emphasis (options)

Office Administration **(U)**
Urban Business Teacher Education **(U, G)**

The Business Teacher Education Program at Governors State University is designed to provide students with an understanding of the internal and external environments of both educational and business organizations.

Graduate students requesting admission to the MA program in Business Teacher Education **should** take the Graduate Record Examination (GRE) prior to admission and have the test score sent to the Office of Admissions.

Business Education Program Competencies

Undergraduate The students in the Program will have gained at least minimum competencies to:

1) Demonstrate knowledge of the business field; that is, the nature and structure of business and industry. They must possess business occupational intelligence, understand the role of organizations in society and their effect upon the individual and society.

2) Demonstrate an understanding of human behavior in business and other social organizations.

3) Understand the effects of actions of business and individuals upon the national economy and vice versa; the moral, ethical and social responsibilities of business, particularly its relationship to ethnic minorities, the environment, and social institutions.

4) Exhibit the understanding and the ability to handle administrative processes and their role in management. These include recording and using financial data; gathering, displaying, and interpreting information in quantitative terms; and using technological processes for information processing.

5) Communicate, cooperate, lead, and follow in working on a one-to-one basis, or in small, or large groups of homogeneous and heterogeneous composition.

6) Understand self — personality, attitudes, and behavior — and become receptive to change as self-assessment indicates.

Graduate Graduate students will demonstrate at least minimum competency to:

1) Plan, organize, and implement courses and programs in business education.

2) Demonstrate knowledge of and ability to use modern methodology in meeting needs of secondary students.

3) Exhibit thorough knowledge of the subject matter to be taught.

Area of Emphasis: Office Administration

The focus of this Area of Emphasis is to enable students to understand the role of the office in an organization; to create and maintain processes and conditions which enhance organizational viability, and to embrace a concept of service in improving the quality of life.

Undergraduate Upon completion of the Office Administration Area of Emphasis, the student will have:

Basic Core

1. Demonstrated understanding of organizational administration processes *(Organizational Administration)*.

2. Studied and applied the principles of human behavior *(Human Behavior)*.

3. Demonstrated the ability to apply principles pertinent to the use of data processing and computer programming concepts for solving business problems *(Management of Information Systems)*.

4. Demonstrated the ability to communicate verbally and nonverbally in the style and manner appropriate to business situations *(Business Communications)*.

5. Analyzed and evaluated the nature and needs of the offices in business, education, social and civic organizations and agencies *(Field Project)*.

6. Applied office administration knowledge in an office setting *(Cooperative Education internship)*.

Specialized Core

1. Understood and used principles of effective office organization and management *(Office Organization and Management)*.

2. Developed and applied strategies for successful management of office services *(Management of Office Services)*.

3. Evaluated records systems in relation to: creation, use, maintenance, management, protection and destruction of records *(Records Administration)*.

4. Studied, evaluated and applied knowledge pertinent to the physical and psychological features affecting office layout *(Physical Environment of the Office)*.

5. Analyzed and applied principles pertinent to working with others in offices whether in large or small

groups, or on a one-to-one basis *(Human Elements in the Office)*.

6. Understood and evaluated the office in accordance with systems analysis concepts and procedures *(Administrative Systems)*.

In addition, GSU electives or upper-division transfer credits to equal 60 credits.

Area of Emphasis: Urban Business Teacher Education

This Area has been approved by the State Board of Education for certification of teachers completing the degree program at GSU.

Objectives of learning experiences for persons preparing to teach business subjects include (1) developing understanding of the foundations of American education and of the evolutionary nature of education in a dynamic society, (2) acquiring understanding of the nature of human behavior in learning, and of (3) socio-cultural differences of various racial and ethnic groups and their significance in guiding the learning process.

Significant for attainment of business teaching competencies are the field and student teaching experiences which each student is expected to complete.

Urban Business Teacher Education Competencies

Undergraduate All of the listed Learning Modules must be achieved to complete the Bachelor of Arts requirements.

Upon completion of the undergraduate Urban Business Teacher Education program of studies, the student will have:

Basic Core

1. Demonstrated understanding of organizational administration processes *(Organizational Administration)*.

2. Studied and applied the principles of human behavior *(Human Behavior)*.

3. Demonstrated the ability to apply principles pertinent to the use of data processing and computer programming concepts for solving business problems *(Management of Information Systems)*.

4. Demonstrated the ability to communicate verbally and nonverbally in the style and manner appropriate to business situations *(Business Communications)*.

Specialized Core

1. Understood and applied essential principles to problems in business *(Principles and Problems in Business Education)*.

2. Developed and evaluated instructional materials for business teaching *(Instructional Design in Business Education — U)*.

3. Applied fundamental knowledges and practices to the development of teaching strategies for basic

business . subjects *(Instructional Strategies in Basic Business)*.

4. Applied fundamental knowledges and practices to the development of teaching strategies for bookkeeping and accounting *(Instructional Strategies in Bookkeeping and Accounting; Shorthand; or Typewriting)*.

5. Studied and reported on the educational philosophy, practices and procedures of a selected secondary school program *(Field Project in Business Education)*.

Professional Education Competencies
The student will have:

1. Understood and applied basic knowledge of the foundations of education *(Foundations of Education)*.

2. Comprehended and analyzed educational psychological principles *(Educational Psychology)*.

3. Evaluated learning systems and their applications *(Contemporary Educational Environment)*.

4. Demonstrated effective teaching of business education skill and non-skill subjects at the secondary level *(Student Teaching Practicum)*.

In addition, GSU electives or upper-division transfer credits to equal 60 credits.

Graduate

Undergraduate Preliminary required for certification, if not certified (23 undergraduate credits).

Upon completion of the Urban Business Teacher Education certification requirements, the student will have:

1. Understood and applied essential principles to problems in business *(Principles and Problems in Business Education)*.

2. Developed and evaluated instructional materials for business teaching *(Instructional Design in Business Education — U)*.

3. Applied fundamental knowledges and practices to the development of teaching strategies for basic business subjects *(Instructional Strategies in Basic Business)*.

4. Applied fundamental knowledges and practices to the development of teaching strategies for a selected subject *(Instructional Strategies in Bookkeeping/Accounting; Shorthand; or Typewriting)*.

5. Studied and reported on the educational philosophy, practices and procedures of a selected secondary school program *(Field Project in Business Education)*.

6. Comprehended and analyzed educational psychological principles *(Educational Psychology)*.

7. Demonstrated effective teaching of business education skill and non-skill subjects at the secondary level *(Student Teaching Practicum)*.

Graduate Requirements (32 units).

Professional Business Education Core

Upon completion of the Master of Arts Degree Program Competencies, the student will have:

Professional Education Core

1. Comprehended and analyzed educational psychological principles applicable to learning processes in contemporary educational settings *(Human Behavior and Instructional Processes in Contemporary Educational Environment)*.

2. Analyzed and applied basic knowledge of the philosophical and social foundations of education to contemporary education environments *(Philosophical and Social Foundations of Education)*.

Professional Business Education Core

1. Critically studied research and literature to analyze the current issues and trends of thought in selected business subjects *(Contemporary Issues in Education for Business)*.

2. Analyzed methods, arrangements, and techniques of creating, administering, and facilitating effective learning situations in the teaching of business subjects *(Improvement of Strategies in Teaching Business)*.

3. Analyzed the origins, elements, and patterns of curriculum plans; integrated components of instructional programs; and, constructed teaching-learning systems *(Instructional Design in Business Education — II)*.

4. Examined and evaluated significant research studies in business education and determined research basis for current teaching methodology *(Research in Business Education)*.

In addition, Business Education electives to total six credit units.

Professional Business Administration Core

Competencies to equal eight (8) Graduate credit units must be elected in the following areas: accounting, economics, finance, management, or marketing.

Plus sufficient GSU electives or transfer units to equal 32 credits.

Public Service Program (Major)

The Public Service Program is designed for persons interested in careers at all levels of general government, law enforcement, and non-profit or community organizations. It is also appropriate for persons interested in volunteer community and political work. The general program competencies, required of all students, are designed to help persons develop the skills of the administrative generalist. These program competencies stress the need for a grounding in political and social values, as well as in administrative functions. In addition, each student chooses an area of concentration, which provides 12 units of concentration in an area most suited to each.

These areas of concentration are defined quite broadly, as follows: (1) administration/management, (2) law enforcement/public safety, (3) political theory/government, (4) public financial management, and (5) urban/local government. Students may choose from a variety of modules within their areas of concentration, providing flexibility. There is additional program flexibility in the wide variety of electives from which students may choose.

Graduate students requesting admission to the MA program in Public Service **should** take the Graduate Record Examination (GRE) prior to admission and have the test score sent to the Office of Admissions.

Public Service Program Competencies

Undergraduate The public service undergraduate program is intended for persons interested in public service careers or in acquiring background in government and politics useful for other careers or for citizen participation. Since a large portion of the program is elective, students may develop individual study guidelines relevant to their particular needs and interests. Students in the program will have gained at least minimum competencies to demonstrate knowledge of:

1. The political, social, and economic environment of public service, with particular emphasis on the political character of government bureaucracy.
2. Methods and techniques for collecting, analyzing, evaluating, and understanding information in the public service context.
3. Organizational functioning, especially the behavior of individuals and groups of people in organization settings.
4. The processes by which public policy is formed and implemented, as well as the techniques used to analyze public problems.
5. The skills required for competent public administration including organization design, the management of work, personnel administration, budgeting, and financial administration.
6. Law enforcement, criminal justice processes, and other public safety fields.

7. The structures and functions of state and local governments, including cities, suburbs, and villages.
8. American and international politics, government, administration, and organizations.

Prerequisites Before beginning their studies in Public Service, students are expected to have acquired (ordinarily in lower division) certain basic competencies. Competence in English and Mathematics may be established by acceptable scores on the examinations offered by the College, or by taking modules in Written Communications and Quantitative Foundations, if their scores are unacceptable. Because they are prerequisites normally completed in lower division, credits earned in these two modules do not apply towards the degree. The remaining five undergraduate prerequisites may be taken at GSU for credit if necessary. They are:

American National Government	3 units
History	3 units
Local Government	3 units
Psychology	3 units
Sociology	3 units

Requirements Students are required to take eight modules for three units each, as follows:

Applied Financial Skills	3 units
Constitutional Law	3 units
Introduction to Public Administration	3 units
Economics	3 units
Policy Analysis	3 units
Political Theory/Philosophy	3 units
Public Organization Theory/Practice	3 units
Statistics for Social Science	3 units

Concentrations Students must select a concentration and complete 12 units of work in that area. The Public Service Program offers five areas: Administration/Management, Law Enforcement/Public Safety, Political Theory/Government, Public Financial Management, and Urban/Local Government. Students may arrange for other concentrations if University resources are available.

Electives In addition to their Public Service modules, students are encouraged to make full use of the resources of Governors State University by electing modules in such subjects as business, literature, philosophy, history, mathematics, foreign language, physical science, and fine arts.

Co-operative Education Students may acquire up to six units of co-operative education or satisfy the requirement through career experience. The purpose of a co-operative education placement is to provide an opportunity for on-the-job training in a working environment relevant to the student's public service career objectives.

Graduate The graduate Public Service program consists of 32 units, plus a graduate research paper. The program is intended to provide advanced skills for careers in public service and in-depth knowledge of government and politics useful for other careers and for citizen participation. Students may develop individual study guidelines relevant

to their particular needs and interests. The program consists of prerequisite, required, concentration, and elective modules in eight categories as well as an internship and master's research project.

The student will demonstrate knowledge of:

1. Humanistic and ethical values which enhance responsibility in the Public Service.
2. Methods and techniques for collecting, analyzing, evaluating, and understanding information in the public service context.
3. Organizational functioning, especially the behavior of individuals and groups of people in organization settings.
4. Processes by which public policy is formed and implemented, as well as the techniques used to analyze public problems.
5. Skills required for competent public administration, including organization design, the management of work, personnel administration, budgeting, and financial administration.
6. Law enforcement, criminal justice processes, and other public safety fields.
7. Structures and functions of local governments, including cities, suburbs, and villages.
8. American and international politics, government, administration, and organization.

Prerequisites There are six prerequisite modules which students should complete before enrolling in other modules. Written Communications and Quantitative Foundations may be satisfied only by passing examinations offered by the College or by taking modules if scores are not acceptable. Students who have completed the other four modules previously do not have to repeat them. However, students who have not done so must complete two units of each for undergraduate credit. The four modules are:

American National Government	2 credits
Constitutional Law	2 credits
Introduction to Public Administration	2 credits
Statistics for Social Science	2 credits

Requirements Students must take five required graduate modules, as follows:

American Institutions and Values (Seminar)	3 units
Public Management (Seminar)	3 units
Public Policy (Seminar)	3 units
Research Methods for Public Administration	3 units
Urban Government (Seminar)	3 units

Concentrations Students must select a concentration and complete 12 units of work in that area. The Public Service Program offers five areas, Administration/Management, Law Enforcement/Public Safety, Political Theory/Government, Public Financial Management, and Urban/Local Government. Students may arrange for other areas of concentration if University resources are available.

Electives Students may choose elective modules to fit their personal goals and interests, subject to the approval of their advisor. Students are encouraged to take advantage of the interdisciplinary character of GSU by enrolling in

modules in Business Administration or in the other Colleges when appropriate.

Internship Students will be required to participate in a public service internship or to show equivalent work experience.

Masters Research Students will be required to submit a research project that is judged acceptable by two faculty members. Research project proposals will not be considered until a student has completed at least 50% of his or her graduate modules.

Concentrations
Administration/Management Competencies

Undergraduate The student will be able to:

1. Demonstrate ability to collect information appropriate for the functioning of government agencies. (Access to Business and Government Information Sources; Research Methods in Public Administration).
2. Demonstrate knowledge of basic management processes. (Administrative Systems*; Office Organization and Management*; Office Services and Procedures: Budgeting; Physical Environment of the Office*; Records Administration*; Organizational Administration*; Management by Objectives*).
3. Demonstrate understanding of relationships between organizations and their environment. (Organizations and Their Environment; Government and the Public*; Politics and Administration*).
4. Demonstrate ability to apply selected management functions. (Group Problem-Solving and Decision-Making; Human Resources and Development; Public Personnel Administration*; Public Finance: Analysis, Issues and Budgeting*; Administrative Law*).

Graduate The student will be able to:

1. Demonstrate comprehension of, and ability to apply, alternative management processes. (Management by Objectives; History and Development of Management Thought; Seminar in Public Management: Democratic Administration**; Seminar in Public Management: Organization Democracy**; Seminar in Public Management: International Organization Behavior**).
2. Demonstrate comprehension of concepts of organization dynamics. (Group Problem-Solving and Decision-Making; Organization Theory; Organizational Analysis; Seminar in American Institutions and Values: Equality, Freedom, and Property**).
3. Demonstrate understanding of relationships between organizations and their environments. (Organizations and Their Environment; Business and Public Interest; Politics and Administration; Government and the Public).
4. Demonstrate ability to apply selected management functions. (Human Resources and Development;

Public Personnel Administration; Public Finance: Analysis, Issues and Budgeting; Administrative Law).

Law Enforcement/Public Safety Competencies

Undergraduate The student will be able to:

1. Demonstrate ability to analyze the American criminal justice system. (Introduction to Criminal Justice; Supreme Court in American Politics; Public Safety Administration).
2. Demonstrate understanding of the history of American law enforcement. (History of Law Enforcement: Chicago and Suburbs; History of Law Enforcement to 1789; History of Law Enforcement, 1789 to 1900).
3. Demonstrate comprehension of problems in law enforcement. (Patterns in Forceable Rape; Law and Order: Crime in the Streets; Law Enforcement and the Ghetto).
4. Demonstrate understanding of the legal and Constitutional requirements of American law enforcement. (Constitutional Law: Civil Liberties*; Law Enforcement and the Constitution; Criminal Trial Simulation).

Graduate The student will be able to:

1. Demonstrate ability to evaluate the American criminal justice system. (Introduction to Criminal Justice; Law Enforcement and the Constitution; Criminal Trial Simulation; Supreme Court in American Politics; Public Safety Administration).
2. Demonstrate understanding of the role of law enforcement officers in American society. (Seminar in American Institutions and Values: Image of the Police Officer in America**; Seminar in American Institutions and Values: Ethics in the Career Civil Service**).
3. Demonstrate ability to analyze policy issues in law enforcement. (Seminar in Public Policy: Crime Control**; Seminar in Public Policy: Definitive Sentencing in American Criminal Justice*; Patterns in Forceable Rape; Law and Order: Crime in the Streets; Law Enforcement and the Ghetto).
4. Demonstrate understanding of the history of American law enforcement. (History of Law Enforcement: Chicago and Suburbs; History of Law Enforcement to 1789; History of Law Enforcement, 1789-1900).

Political Theory/Government Competencies

Undergraduate The student will be able to:

1. Demonstrate understanding of the fundamental principles of American public law. (Constitutional Law: Intergovernmental Relations*; Constitutional Law: Civil Liberties*; Administrative Law; History of Law Enforcement to 1789; History of Law Enforcement, 1789 to 1900; Criminal Trial Simulation; Su-

preme Court in American Politics; Law Enforcement and the Constitution).
2. Demonstrate understanding of the political dimensions of public administration. (Administrative Law*; Politics and Administration*; Research Methods in Public Administration*).
3. Demonstrate understanding of major issues and processes in state and national politics. (Government and the Public; Politics of Illinois State Legislature; U.S. and Illinois Elections; Women, Politics, and Literature; American Urban History; American Political Behavior; Political Psychology; Women, Politics, and Change; Women in American History; Black Politics and the American Political System).
4. Demonstrate understanding of major issues and processes among nations and within nations other than the United States. (International Stratification; Problems in International Politics, I: World Imperialism; Problems in International Politics II: Multinational Corporations; Problems in Third World Development; World Affairs Conference; Ideas in History: 19th and 20th Century Europe).

Graduate The student will be able to:

1. Demonstrate ability to relate normative values to the role of the career civil servant. (Seminar in American Institutions and Values**; Seminar in American Institutions and Values: Ethics in the Career Civil Service**; Seminar in American Institutions and Values: Equality, Freedom, and Property**; Seminar in American Institutions and Values: Values of 1787**; American Political Thought; Political Theory; Women, Politics, and Literature).
2. Demonstrate ability to relate the career civil service to the formulation of public policy. (Seminar in Public Policy: Advanced Policy Analysis**; Seminar in Public Policy**; Seminar in Public Policy: Crime Control*; Seminar in Public Policy: Policy Analysis**; Administrative Law; Politics and Administration).
3. Demonstrate understanding of major issues and processes in state and national politics. (Government and the Public; Politics of Illinois State Legislature; U.S. and Illinois Elections; Women, Politics, and Literature; American Urban History; American Political Behavior; Political Psychology; Women, Politics, and Change; Women in American History; Black Politics and the American Political System).
4. Demonstrate understanding of major issues and processes among nations and written nations other than the United States. (International Stratification; Problems in International Politics I: World Imperialism; Problems in International Politics II: Multinational Corporations; Problems in Third World Development; World Affairs Conference; Ideas in History: 19th and 20th Century Europe).

Public Financial Management Competencies

Undergraduate The student will be able to:

1. Demonstrate ability to relate principles of accounting to the analysis and use of funds. *(Financial Accounting Process and Reporting*; Financial Reporting Theory I*; Financial Reporting Theory II*; Applied Financial Accounting Problems*).*

2. Demonstrate understanding of the sources and types of public institution finance. *(Financial Management; Tax Theory and Consideration; Governmental Accounting, Budgeting and Finance*).*

3. Demonstrate comprehension of principles of investment and securities. *(Investments*; Money and Capital Markets; Security Analysis).*

4. Demonstrate ability to relate concepts of economics to public institutions. *(Macro Economic Analysis and Policy*; Micro Economic Analysis and Policy*; Money and Banking; Intermediate Macro Economics; Consumer Economics*; Comparative Economic Systems; International Trade; Urban Economic Development).*

Graduate The student will be able to:

1. Demonstrate ability to relate principles of accounting to the analysis and use of funds. *(Financial Reporting Theory I; Financial Reporting Theory II; Applied Financial Accounting Problems; Accounting for Administrative Control; Accounting Information Systems).*

2. Demonstrate understanding of the sources and types of public institution finance. *(Tax Theory and Consideration; Governmental Accounting, Budgeting, and Finance; Problems in Financial Management).*

3. Demonstrate comprehension of principles of investment and securities. *(Money and Capital Markets; Security Analysis).*

4. Demonstrate ability to relate concepts of economics to public institutions. *(Consumer Economics; Comparative Economic Systems; International Trade; Urban Economic Development; Economic Development).*

Urban/Local Government Competencies

Undergraduate The student will be able to:

1. Demonstrate understanding of urban planning principles and practices and the context of planning. *(Urban and Regional Planning; Urban Planning: Innovative Techniques; The Planning Process: A Systems View; New Communities Development; Planning: County and Regional Perspectives; Land Use Law Seminar; Environmental Land Use Planning).*

2. Demonstrate understanding of the causes and consequences of urbanization. *(Urban Studies: Introduction to the City; Black Migration and Emergence of the Ghetto; Government and the Public*; Law Enforcement and the Ghetto; Urban Economic Development*; Urban Geography; Law and Order: Crime in the Streets; American Urban History).*

3. Demonstrate ability to evaluate and choose among alternative futures for American cities. *(Urban Futures; Environments in Transition).*

4. Demonstrate understanding of policies and practices of urban management. *(Public Personnel Administration*; Public Safety Administration; Constitutional Law: Intergovernmental Relations*).*

Graduate The student will be able to:

1. Demonstrate knowledge of organizational, political, economic, and social factors creating stress/harmony in the urban environment. *(Urban Future; Urban Studies: Introduction to the City; American Urban History; Law Enforcement and the Ghetto; Seminar in Urban Government: Public Choice and Metropolitan Reform; Seminar in Urban Government: Will County Politics) (choose 2 modules).*

2. Demonstrate understanding of the relationship between local associations and policy impacts. *(Government and the Public; Organizations and Their Environment; Business and the Public Interest; Politics and Administration; Land Use Law Seminar; Planning Theory; Planning Methodology).*

*May not be used to satisfy area of emphasis competency if being used to satisfy a program requirement.

**May not be used to satisfy area of emphasis competency if being used to satisfy a seminar requirement.

College of Business and Public Service Learning Module Descriptions

BPS3010 Business Communications (3) Designed to present a comprehensive treatment of the basic principles of business communications, including business letters, memoranda, and reports. The outline and patterns of business communications are examined in detail, including oral communication. Students must have completed Freshman Composition or its equivalent. Prereq: Written Communication Test or equivalent. **Fall, Spring/Summer, Winter.** *Staff*

BPS3020 Field Experience: Urban Business Teacher Education (2) Field Experience enables students to experience the on-going office operations in business, educational, social, and civic organizations and agencies and to have experiential associations with people of diverse origins, cultures, and beliefs. This experiential course is tailored to fit the background and needs of each individual enrolled. Limited to undergraduate students in the Urban Business Teacher Education Area of Emphasis. Prereq: BPS3080, BPS3030, Educational Psychology, Instructional Process in Contemporary Educational Environment, and one strategies course. **Fall, Spring/Summer, Winter.** *Swenson/Morton*

BPS3030 Instructional Design in Business Education I (3) Includes origins, elements, and patterns of instructional plans; integrating components of instructional programs; construction of teaching-learning plans. Prereq: BPS3080. **Fall.** *Staff*

BPS3070 Practicum in Business Teacher Education (6) A synthesizing experience for Urban Business Teacher Education students and an opportunity to gain new knowledge and insights in a secondary school setting. In the student teaching practicum, the student will be able to evaluate teacher-student behavior in learning situations. Practicum is combined with discussions and evaluation of professional preparation in regular sessions of the Business Education Seminar during the professional session. Prereq: BPS3080, BPS3030, Foundations of Education, Educational Psychology, Instructional Process in Contemporary Educational Environments, and two Business Education strategies of teaching courses. Students must apply for Practicum no later than March 31 for the following academic year (September through May). **Fall, Spring/Summer, Winter.** *Swenson*

BPS3080 Principles and Problems in Business Education (3) Designed to acquaint students with the evolution and philosophy of business education, the current status and structure of the curriculum, and the efforts being made to solve the problems. First course in the undergraduate business education sequence. **Fall.** *Staff*

BPS3090 Strategies of Teaching Basic Business (3) Deals with methods and techniques of creating, facilitating, and administering effective teaching, learning experiences in basic business. Prereq: BPS3080, BPS3030. **Fall.** *Swenson*

BPS3100 Strategies of Teaching Bookkeeping and Accounting (3) Deals with methods and techniques of creating, facilitating, and administering effective teaching-learning experiences in bookkeeping and accounting. Prereq: BPS3080, BPS3030. **Winter.** *Swenson*

BPS3110 Strategies of Teaching Shorthand (3) Deals with methods, arrangements, content, objectives, materials, standards, and techniques of teaching. To register, students must be enrolled concurrently in Strategies of Teaching Typewriting. Prereq: BPS3030, BPS3080, BPS3120. **Fall.** *Morton*

BPS3120 Strategies of Teaching Typewriting (3) Deals with methods, arrangements, content, objectives, materials, and techniques of teaching typewriting. Prereq: BPS3030, BPS3080. **Fall.** *Morton*

BPS3130 Report and Technical Writing (3) Provides a comprehensive coverage of business report writing procedures including grammar, planning, research, methods of development, outlining, format, illustrations, language, and style. Prereq: BPS4980. *Staff*

BPS3200 Independent Study in Office Administration (Arr.) Students are expected to work primarily on their own with few, if any, regularly scheduled class meetings. Performance objectives are provided at the outset, to be accomplished independently by the conclusion of the module. Prereq: Permission. *Staff*

BPS3210 Administrative Systems (3) Explores administrative systems, procedures, and methods. The inter-relatedness of subsystems in the total systems approach to office managerial planning will be examined. Prereq: BPS3810. **Winter.** *Staff*

BPS3220 Field Experience: Office Administration (2) Field experience enables students to experience the ongoing operations of business, education, social, and civic organizations and agencies, and to have experiential associations with people of diverse origins, cultures, and beliefs. This experiential module is tailored to fit the background and needs of each individual enrolled. For undergraduate students whose Area of Emphasis is Office Administration in the Business Education Program. **Winter, Spring/Summer, Fall.** *Staff*

BPS3230 Human Elements of the Office (3) Deals with the development of the creative and productive potential of employees with special emphasis upon those within the office environment. **Winter.** *Morton*

BPS3240 Office Organization and Management (3) Deals with applying the principles of management and organization to office administrative cases; planning the office environment in accord-

ance with the objectives and essential factors of space management; defining the systems and subsystems of the office and stating the objectives of systems and procedures analysis with application to a specific case. **Fall.** *Staff*

BPS3250 Office Services and Procedures: Budgeting (3) An introduction to managerial budgeting concepts and tools to help the potential and current office administrator to facilitate the management process. Basic knowledge of Cost Accounting and Financial Accounting concepts is helpful. **Spring/Summer.** *Staff*

BPS3260 Physical Environment of the Office (3) Deals with the effects of the physical elements of the office upon productivity of personnel; the psycho-physiological factors in the office; relationship of space management to office work flow; designing a model office plan consonant with the nature of the business, its function, personnel, and clientele epitomizing office productivity. **Winter.** *Staff*

BPS3270 Records Administration (3) Deals with principles of records creation, use, maintenance, and destruction; organization of records storage facilities; classification of active records; development of file patterns, forms and reports control; protection of vital records, including legal requirements; micro-photography; the use of the computer for information storage and retrieval; and electronic data processing in effective records control programs. **Fall, Spring/Summer.** *Staff*

BPS3290 Business Policy (3) The capstone course of the undergraduate Business Administration curriculum, designed to integrate the various functional areas of Business Administration. For undergraduate credit only, to be taken during the student's last or next to last Trimester before graduation. Prereq: BPS3810, BPS3820, BPS4250, BPS4020, BPS4470, BPS3350, and BPS3360. **Fall, Winter, Spring/Summer.** *Austin/Falk*

BPS3330 Introduction to Operations Research (3) Provides the student with operations research techniques for solving business problems at an elementary level and will survey the fundamentals of quantitative approaches to management. Prereq: BPS3580 or Permission. **Winter.** *Staff*

BPS3350 Organizational Administration (3) Closely examines organizations and their roles in modern society. The student will be introduced to different models of organizational behavior. This will include a review of the fundamental functions of management so the student can see the interrelationships between planning, organizing, directing, and controlling. Both the impact of organizations upon participants and the impact of participants upon organizations will be studied closely. Topics include goals, effectiveness, environment, control, individual motivation to work, and groups in organizations. Competency equivalent to BPS3570, BPS3580. **Fall, Spring/Summer, Winter.** *Buckenmyer/Falk/Triana*

BPS3360 Production Management (3) Applications of management science and analysis to the production function are discussed. Emphasis is placed on operations management to product development, plant location and layout, production cost analysis, work measurement, work simplification, safety management, and quality control. Prereq: BPS3570. **Fall, Spring/Summer, Winter.** *Tsolakides*

BPS3370 Practicum in Work Activity Sampling — SIM (3) Students complete all the steps necessary to plan and prepare to carry out a work sampling study and then conduct a modified work sampling study on themselves. The study will be reported in proper form. **Fall, Spring/Summer, Winter.** *Buckenmyer*

BPS3380 Management-Union Relations (3) Deals with analyzing and integrating the institutional and administrative issues in approaches to management-union relations. Prereq: Permission. **Fall.** *Staff*

BPS3540 Quantitative Foundations for Business Administration (2) Designed to provide each student with a solid command of the basic ideas and techniques of algebra, which is necessary for the more advanced quantitative courses. Topics include equations of lines, systems of linear equations, polynomials, rational functions, and rules for exponents. This module, or satisfying an administered examination is required of all undergraduate College of Business and Public Service students. This module is not applicable toward graduation. **Fall, Spring/Summer, Winter.** *Staff*

BPS3560 Finite Mathematics (2) Topics discussed include statements, truth tables, logic elementary set theory, Venn Diagrams, counting techniques, linear equations, and elementary linear programming. *Staff*

BPS3570 Introductory Statistics (2) Covers some of the basic topics in applied statistics including the sample mean and variance, random variables, elementary finite probability, the binomial and normal distributions, point and interval estimation, hypothesis testing and index numbers. Prereq: facility in college algebra. **Fall, Spring/Summer, Winter.** *Rocke/Wells*

BPS3580 Intermediate Statistics (2) A continuation of BPS3570, Introductory Statistics. Topics covered include analysis of variance, regression, correlation, bivariate distributions and Chi-square tests. Prereq: BPS3570. **Fall, Spring/Summer, Winter.** *Church/Rocke*

BPS3590 Calculus I for Business Administration (3) Designed to present the basic concepts of differential and integral calculus. The module as such is mathematical; the entering student is expected to have a solid command of algebraic (College Algebra) and graphical methods. Theory is presented and illustrated with examples drawn from business and economics. The module provides a foundation for more advanced courses in management science and operations research. Students who have had calculus previously should not register for this course. **Fall, Spring/Summer, Winter.** *Church*

BPS3810 Financial Accounting Process and Reporting (3) Emphasizes the beginning Accounting cycle, and integrates accounting principles and their applications to business objectives, financial statement preparation, flow of resources, non-current assets, theory of liabilities, equities, inventory evaluation, depreciation methods, budgeting, and a development of accounting principles. Emphasis is given to financial accounting information useful to investors, economists, the general public, and other external groups. This is a foundation module for future study. **Fall, Spring/Summer, Winter.** *Perritt/Staff*

BPS3820 Managerial Accounting (3) An analysis of managerial accounting, an examination of the information needed for planning and controlling, and an investigation of the manner in which accounting can provide the information. Emphasis on accounting as a management information tool. Problems stress the type of figure information relevant to managerial decisions and the methods of using such data. Prereq: BPS3810. **Fall, Spring, Summer, Winter.** *Olivera/Staff*

BPS4020 Marketing Management (3) Deals with the managerial approach to marketing. Includes a study of markets, institutions, and the environments which businesses and non-business enterprises operate. For students who have not had any marketing courses. Prereq: BPS4250 and BPS3810. **Fall, Spring/Summer, Winter.** *Shaaban/Staff*

BPS4050   Independent Readings in Marketing (1-4) Students will be expected to work primarily on their own with few, if any, regularly scheduled class meetings. Performance objectives are provided at the outset, to be accomplished independently by the conclusion of the module. Prereq: permission. *Staff*

BPS4060   Independent Project in Marketing (1-4) Students will be expected to work primarily on their own with few, if any, regularly scheduled class meetings. Performance objectives are provided at the outset, to be accomplished independently by the conclusion of the module. Prereq: Permission. *Staff*

BPS4220   American Industry (3) An analysis of the structure, conduct and performance of American manufacturing industries in resolving economic problems. The organizing mechanism of the analysis is the free market with its variations and imperfections. Prereq: Principles of Economics (Micro and Macro) or equivalent. *Staff*

BPS4230   Macro-Economic Analysis and Policy (3) Studies and theorizes about the economy as a whole, dealing with economic data and behavior at the total or aggregate level of the economy. In this context, Macro-economics analyzes income, output, employment, prices, etc., in terms of its measurement, determination, and policy implication all within a monetary structure using money and money institutions. **Fall, Spring/Summer, Winter.** *Petro/Miller*

BPS4240   Managerial Economics: The Economics of the Firm (3) Deals with the analysis and theoretical constructs of Micro-economics applied to managerial decision-making, consumer demand, production and cost analysis, business behavior and market performance, and with resource input decisions and growth equilibrium. Prereq: BPS3590, BPS4230 and BPS4250. **Fall, Spring/Summer, Winter.** *Liebscher*

BPS4250   Micro-Economic Analysis and Policy (3) Price formation, demand, and production decisions are the basic subject matter of Micro-Economics. Examines the individual and interrelated behavior of consumers, firms, and industries. Prereq: BPS4230 or equiv. **Fall, Spring/Summer, Winter.** *Edwards*

BPS4260   Money and Banking (3) Studies and theories about the U.S. monetary system in the areas of money; institutions, and policy. Concentrating on: analysis of money and its functions, the mechanics of the commercial banking system and its determination of the money supply, Federal Reserve System's functions and policy instruments, the impact and effectiveness of monetary policy on the public, commercial banks and the treasury, and the overall impact of the monetary system on income, output, employment, prices, etc. Analytical techniques developed in this module offer a framework for consideration of past and current monetary problems and issues. Prereq.: BPS4230 and BPS4250. **Fall, Winter.** *Petro*

BPS4270   Intermediate Macro-Economics (3) Deals with the aggregate level of economic activity in greater depth than the introductory module. The topics are divided into three parts: statistical measurement of economic activity, the determination of the measures, and the policy instruments that control activity. Analysis is directed at the methodology of national income accounts; development of goods, money and labor markets; and the impact and effect of policy instruments. Models are used to develop the interdependence of markets in the determination of the aggregate level of economic activity. The three introductory modules in economic analysis, or the equivalent, provide the basis upon which the advanced analysis builds. **Fall, Winter.** *Petro*

BPS4290   Urban, Property Markets (3) Deals with the development and financing of urban residential property plus commercial and industrial property. Demand and supply, spatial influences

(zoning, access to jobs, amenities, nuisances, taxes), and the level of public services are considered; survey of national, state, local regulatory controls. Financial subjects included are the role of the federal government in financing secondary markets for mortgages, institutional sources of funds, and instruments for financing real estate. Students should have attained competencies in Financial Management and in Micro-Economic Analysis and Policy. *Staff*

BPS4460   Estate Planning (3) Covers basics needed for developing and updating an estate plan, its creation conservation, and disposition. Topics include: Identifying and Harmonizing Life Goals and Life Styles, Investment Options, Life Insurance, Guardianships, Trusts, Wills, and the newly revised Federal Estate and Gift Tax Law. **Fall.** *Chavez*

BPS4470   Financial Management (3) Deals with theory and practice of the financial management function in planning, raising, and directing the efficient allocation of funds within the firm. Prereq: BPS3810, BPS3820, and BPS4250. **Fall, Spring/Summer, Winter.** *Max*

BPS4480   Risk Management & Insurance for the Small Businessman (3) Designed to prepare the individual to understand and evaluate his risk management and insurance needs when operating in the environment of a small business. *Staff*

BPS4550   Corporate Financial Analysis — SIM (3) Students utilize computer simulation to facilitate understanding and application of certain tools and techniques of analysis such as flow of funds, forecasting and discounted cash flow. Prereq: BPS4470. **Spring/Summer.** *Nissan*

BPS4560   Financial Markets (3) Deals with the analysis of the flow of funds through financial institutions and markets with the purpose of understanding and predicting market conditions. Areas to be covered include types of financial instruments, term structure of interest rates, investment policies of financial institutions, efficiency of financial markets, and the effect of monetary and fiscal policies upon financial markets. Prereq: BPS4470. *Staff*

BPS4570   Investments (3) The study of the principles of investment in securities with varying degrees of risk and return. Topics include: investment risk, historical risk-return relationships, valuation of alternative financial instruments, technical analysis, procedures of the securities industry, formula investing, tax considerations, investment companies, and personal investment policy. Prereq: BPS4470. **Winter.** *Max*

BPS4670   American National Government — SIM (2-3) This self-instructional module emphasizes the institutions of the U.S. government, informal political pressures influencing government, and the role of the federal bureaucracy. Classes will meet three times — for an organizational meeting the first week, and for testing and evaluation the fourth and eighth week of the module. Graduate Public Service students may enroll in the module to satisfy the American Government competency, but will not receive graduate credit. **Fall, Spring/Summer, Winter.** *Colby*

BPS4680   Constitutional Law: Civil Liberties (2-3) Explores the fundamental principles of the civil liberties guaranteed by the U.S. Supreme Court. Special emphasis on how the Court develops constitutional doctrines to accommodate changes in the values of the American people. **Fall.** *Stover*

BPS4690   Constitutional Law: Intergovernmental Relations (2-3) Examines the relationships among the three branches of the federal government and between the federal government and the states. Special emphasis on the history of the interstate commerce clause and the war powers of the President. **Fall.** *Staff*

BPS4700   Introduction to Public Administration (2-3) Deals with the basic concepts and problems of administration in government. **Fall, Spring/Summer, Winter.** *Cohen/Kofele-Kale/Donaldson*

BPS4710   Local Governmental Systems (2-3) Examines local government in the United States, with special attention on the legal basis, organization, functions, funding sources, and administrative and political problems of local jurisdictions in Illinois. May be taken as a SIM or classroom experience. **Fall, Winter.** *Culver*

BPS4730   Policy Analysis (3) Introduces students to the processes of policy formulation and execution, conceptual models for analysis, and case studies illustrating both process and substance. **Fall, Spring/Summer, Winter.** *Nackenoff*

BPS4970   Legal Environment of Business (3) Includes a study of four significant areas of law in the business environment: contracts, agency, partnerships, and corporations. Focus on creating an awareness in the student of the complexities involved in these various aspects of business law. Students who have had Business Law should not register for this module. **Fall.** *Staff*

BPS4980   Written Communications (3) Part of the undergraduate Business and Public Service curriculum designed to improve the student's writing facility. This module, or an administered examination, is required of all undergraduate and graduate College of Business and Public Service students for graduation. Not applicable toward graduation; however, the student must complete this requirement to graduate. **Fall, Summer, Winter.** *Staff*

BPS4990   Access to Business and Business/Government Information Sources (2) Describes information sources for business and government and explains how they are located and used. The principles of library organization of materials are set forth and applied to practice cases. Students inspect and make written reports on a variety of materials in the subject area. **Fall, Spring/Summer, Winter.** *Peterson*

BPS5000   Testing and Evaluation in Business Education (3) Designed to familiarize students with the general and specific principles of testing and evaluating as a prelude to the construction, administration, and refinement of test items for secondary school business subjects. Some functional statistics are included to analyze data, compare data, and convert data into school grades. **Winter.** *Staff*

BPS5010   Independent Study in Business Education (Arr.) Students are expected to work primarily on their own. Performance objectives are provided at the outset, to be accomplished independently by the conclusion of the module. Prereq.: permission. **All Trimesters.** *Morton/Swenson*

BPS5030   Consumer Economics (3) A study of the changing role of consumers, the consumption of goods and services and the alternatives open to the consumer in the economic environment. This module is designed for education students. Prereq: BPS4230 and BPS4250. **Winter.** *Miller*

BPS5310   Seminar on Latinos as Managers and as Members of Organizations (3) Library research and group discussion on issues related to the effectiveness in organizations of persons of Hispanic Ancestry in the U.S. Problems to be investigated can include leadership styles desired and applied, group and organization development, etc. A final paper will be required and it can deal with the application of the findings to specific settings (supervision in industry, hospitals or schools; training for specific competencies, etc.) Prereq.: Permission. **Spring/Summer.** *Triana*

BPS5320   Group Problem-Solving and Decision-Making (3) Focuses on various models of behavior of problem-solving and decision-making groups. Emphasizes the processes which occur as small groups work to accomplish their tasks. Uses actual problem-solving in groups as demonstration for the theories presented. **Winter.** *Falk*

BPS5330   Human Resources and Development (3) A study of theories, policies, and practices relating to human resources assessment selection, development, and training. Learning theory as it relates to training and development is examined in a business-oriented practical sense. Competency equivalent to BPS3570, BPS3580. **Spring/Summer, Winter.** *Nicholson*

BPS5360   Institutional Management III: Health Administration (3) Reading and research in the areas of health-care or hospitality are discussed, as well as direct investigation of an administrative problem fundamental to hospital-nursing home administration or to hotel-restaurant operations and management. **Fall, Winter.** *Shaaban*

BPS5370   Introduction to Business Research Design (3) Covers such topics as probabilistic sampling plans, statistical vs. practical significance, comparisons, simple analysis of variance models and techniques which are useful in personnel research and evaluation. Prereq.: BPS3570 and BPS3580. **Fall.** *Nicholson*

BPS5380   Management by Objectives (2) Basic aims and goals of a Management by Objectives system are identified and a methodology for instituting an MBO Program developed. An MBO Program will be prepared by each student in an area related to the specific academic program. **Fall.** *Vorwerk*

BPS5390   Organizations and Their Environment (3) Analyzes the behavior of organizations vis-a-vis their socio-economic, cultural, and political environment. Its basic objective is to provide the potential manager with an analytical framework for understanding how internal characteristics affect relations with the environment and how the environment influences internal processes. This module cannot be used to satisfy the basic core competency for management. Prereq: BPS3350. *Staff*

BPS5400   Purchasing (3) Deals with principles of Commercial, Industrial, and Institutional Purchasing with emphasis on the preparation of specifications, selection and evaluation and price quality relationship. *Kieffer*

BPS5410   Public Personnel Administration (3) Deals with the description and evaluation of principles, practices, and problems of public personnel administration. *Staff*

BPS5420   International Business (3) Covers environmental and other factors influencing nations and the international/multinational business firms operating within their borders. Topics include: Operational and organizational strategies, Nationalistic views and perspectives, Monetary and foreign exchange factors and considerations, Economic and political barriers and restrictions, Cross-cultural and intercultural dimensions and perspectives. Designed as a foundation module for students planning to specialize in international business and as an overview of the field for other students. **Fall, Spring/Summer, Winter.** *Chavez*

BPS5430   Independent Study in Management (1-6) Students are expected to work primarily on their own with few, if any, regularly scheduled class meetings. Performance objectives are provided at the outset, to be accomplished independently by the conclusion of the module. Prereq: Permission. **Fall.** *Buckenmyer/Tsolakides/Shaaban*

BPS5440   Safety Engineering (3) Deals with accident prevention, safety administration, and safety problems in connection with manufacturing and marketing of new products. Heavy emphasis on the Occupational Safety and Health Act of 1970, both legisla-

tion and enforcement. Instructional material stresses safety in production. *Staff*

BPS5450 Industrial Engineering (3) An introduction to principles of industrial engineering, covering such topics as production engineering, value analysis, specifications, work measurement, safety engineering, statistical quality control, and operations research and systems analysis. Prereq: BPS3360 and BPS3580. *Staff*

BPS5460 Personnel Management (3) Designed for first-time supervisors and students interested in becoming personnel specialists. Views personnel planning, selection, placement, and follow-up as part of the management process and provides an opportunity for the use of personnel tools and tests. An individual study project is required of graduate students. **Fall, Spring/Summer.** *Kelley/Shaaban*

BPS5520 Behavioral Research in Business (3) This small group study module is designed to assist students who have had only a limited background in research and statistics. It provides them with an opportunity to become familiar with the language of research and the practical application of research designs to problems they may be facing in their daily work. **Winter.** *Kelley*

BPS5630 Advanced Quantitative Methods: Linear Programming (3) Presents basic mathematical methods for solving the linear programming problem, the transportation problem, and the assignment problem. In addition, various formulations of the problems are considered as well as interpretations of the results. This module meets the competency for Advanced Quantitative Methods in the Graduate Business Program. Prereq: BPS3590. **Spring/Summer.** *Church*

BPS5640 Mathematics of Finance (3) Treats finance from a mathematical point of view, covering the mathematical theory and computational techniques needed for financial calculations. Topics include simple and compound interest, annuities, mortgages, amortization of debts, sinking funds, bonds, stocks, depreciation, life insurance and life annuities. This module meets the Advanced Quantitative Methods competency for the graduate program in Business. Prereq.: BPS3550 and BPS3580. *Staff*

BPS5660 Independent Study in Quantitative Methods (Arr.) Students are expected to work primarily on their own with few, if any, regularly scheduled class meetings. Performance objectives are provided at the outset, to be accomplished independently by the conclusion of the module. Prereq: Written Permission. **Fall.** *Church*

BPS5670 Calculus II for Business Administration (3) A continuation of Calculus I for Business Administration, with the topics investigated in more depth and additional topics, including integration of functions of several variables. Taylor's Series with Remainder, and Newton's method will be introduced. Applications in business and statistics will be emphasized. This module meets the competency for Advanced Quantitative Methods in the Graduate Business Program. Prereq.: BPS3550. *Staff*

BPS5680 Special Topics in Quantitative Methods (1-3) The specific topic is individually chosen by the student and faculty member in consultation but usually involves a topic not offered as a regular module by the Quantitative Methods staff. This module may be used to fulfill the Graduate Advanced Quantitative Methods requirement. Prereq: BPS3570 and BPS3590. **Winter.** *Wells.*

BPS5690 Quantitative Analysis for Graduate Students (3) Topics include differentiation, optimization, integration, probability, linear systems, and their respective applications to Business and Economics. This course is for undergraduate credit and fulfills the preliminary competency in quantitative methods in the graduate

program. Students who have successfully completed calculus should not enroll in this course. **Fall, Spring/Summer.** *Church*

BPS5890 Design and Analysis of Experiments (3) Covers the basic methods for the design and analysis of experiments, a statistical discipline with application in industry, engineering, and the physical, biological and social sciences. Topics covered include: the analysis of variance, multiple regression, randomized block designs, Latin square designs, factorial experiments and analysis of response surfaces. In addition to the normal course work, the student will be expected to complete a project in which an experiment of interest to the student is designed and analyzed. Prereq: Statistics through simple regression analysis and analysis of variance. BPS3570 and BPS3580. *Rocke*

BPS5940 Accounting and Managerial Behavior (1-3) Deals with research projects, readings, discussions, and relating accounting information and reporting to managerial behavior. Subjects for research and readings to be arranged with the coordinator. Prereq: Permission. *Staff*

BPS5950 Accounting Contemporary Issues and Problems (3) Deals with readings, discussions, research projects, and solving problems in current issues and accounting problems. Subjects for research and readings to be arranged with the coordinator. Prereq: Permission. *Staff*

BPS5960 Financial Reporting Theory I (3) Deals with the problems of financial accounting measurement and includes such areas as the determination of periodic income, revenue recognition, cost allocation, flow of funds, inventory valuation, depreciation theory, liability recognition, and corporate equity measurement. Communication of accounting data, form of statement presentation, and accounting terminology are also studied. Prereq: BPS3810 and BPS3820. **Fall, Winter.** *Olivera*

BPS5970 Financial Reporting Theory II (3) Continuation of Financial Reporting Theory I (see BPS5960). **Fall, Winter.** *Olivera*

BPS5980 Audit Theory and Philosophy (3) Deals with the standards, concepts, objectives, techniques, reports, and ethics pertaining to the work of both the independent and internal auditor. Special attention given to statements on auditing procedures, statistical sampling, and EDP in auditing. Prereq: BPS3810 and BPS3820. **Fall.** *Staff*

BPS5990 Cost Determination and Analysis (3) Includes exposure to a broad range of cost accounting concepts and their terminology. Measurement and accumulation of costs will include such topics as direct and indirect costs, the rationale behind the cost allocation procedures, cost-volume relationships, and the application of burden. Prereq: BPS3810 and BPS3820. **Fall.** *Perritt*

BPS6000 Cost Control and Decision-Making (3) Offers an advanced exposure to cost accounting and decision-making concepts, objectives and terminology essential to the cost accountant's role in business. Topics such as cost-volume ratios, cost accumulation for product costing, job order and process costing, performance measurement, transfer pricing, internal control, subjective probabilities, CPA Applications, and operations research are included in course design. **Winter.** *Shekib*

BPS6010 Financial Accounting Standards (3) Provides a frame of reference for the basic objectives, postulates, and principles of financial reporting. Includes theories relating to income determination, measurement of cash and other reserve flow, the role of the Security and Exchange Commission in the formulation of accounting practice, critical discussion on recent pronouncements of AICPA, AAA, and several other accounting associations, and an at-

tempt to identify some of the differences in objectives and practices between several countries. *Staff*

BPS6020   Applied Financial Accounting Problems (3) Application of accounting practice for an understanding of the complexities comprising business and finance. Corporate combinations and the special applications of measurement and realization principles in such matters as consolidations, conglomerates, pooling of interests, and international operations. Prereq: BPS5960 and BPS5970. **Winter.** *Olivera*

BPS6040   Governmental Accounting, Budgeting, and Finance (3) A study of fund accounting used in governmental units, hospitals, colleges, and universities. Includes the study of budgetary accounting, appropriations, encumbrances, internal checks and audits, yardsticks for performance, and public financing for effective administration of these units and organizations. For students pursuing a career in accounting. Emphasis is on fund accounting applicable to these institutions. The student will become acquainted with the peculiarities of the budgetary and accounting processes, preparation of the financial statements, and using accounting data for fiscal responsibility. Prereq: BPS3810 and BPS3820. **Winter.** *Winston*

BPS6060   Principles of Accounting and Computer Integration (3) Computer programming and accounting principles will be used in solving financial and managerial accounting applications in the PL1 and Fortran IV languages utilizing the APL/360 language bypass. Specific applications will include analysis of performance reports, break-even, job-order cost, and payroll. General System Analysis of basic data processing, electronic programming, accounting records and their integrated applications will be included in the study. Prereq.: Permission. **Spring/Summer.** *Perritt*

BPS6070   Tax Theory and Consideration (3) An application of a managerial approach to taxation through an emphasis on tax problems as they affect the business enterprise and its business transactions. Students obtain a broad appreciation of the tax structure and its role, both as a source of revenue and as a device to control the economy. Prereq: BPS3810 and BPS3820. **Fall, Spring/Summer.** *Staff*

BPS6080   Tax Problems in Decision-Making and Planning (3) An application of a managerial approach to taxation through an emphasis on tax problems as they affect the corporation and individual. Cases and problems involve such topics as multi-corporation — partial and complete liquidation, reorganization, personal holding companies, pension and profit sharing, etc., and include some that involve the interrelationships between entities. Prereq: BPS6070. **Winter.** *Staff*

BPS6110   Current Readings in Accounting (1-3) Offers the opportunity to conduct research reflecting students' needs and/or interest in topic area (in-depth) or areas (general) in conjunction with prescribed requirements of the number of credits students select, pre-arranged with the coordinator at the time of enrollment. Research findings are discussed with and shown to the class during the midterm and final weeks of the module. *Staff*

BPS6120   Empirical Research in Accounting (1-3) Deals with the study of the different research methods and analysis appropriate for social science in general and for the field of accounting in particular. Students are expected to carry out a research project in or related to accounting. Prereq: Permission. **Spring/Summer** *Shekib*

BPS6130   Independent Study in Accounting (Arr.) Students are expected to work primarily on their own with few, if any, regularly scheduled class meetings. Performance objectives are provided at the outset, to be accomplished by the conclusion of the module. Prereq: Permission. **Fall.** *Olivera*

BPS6140   Accounting for Health Service Organizations (3) Covers accounting application as utilized in the health service institutions, including the impact of price level changes, management information systems, various applications of internal control, hospital and governmental administration, various aspects of cost factors pertaining to service orientated institutions, and responsibility accounting in some industries. Especially designed for EAS Health Administration and other students desiring special knowledge in this area. **Spring/Summer.** *Shekib*

BPS6150   Accounting and Budgeting for Public Service Organizations (3) Designed primarily for those unfamiliar with budgeting or accounting and will serve to acquaint them with public budgeting from a technical and political perspective. The module will analyze the financial facet of public service organizations, treating budgeting and accounting as two sides of the same coin. Both activities will be studied as forms of planning, control, and operation of public service organizations. The module will provide a general understanding of the role of public budgets in policymaking and of how the political environment affects the budget making process. The accounting focus of the module will be on the use of cost accounting and fund accounting in public organizations. *Staff*

BPS6160   Tax Planning-Corporate (3) A managerial approach to taxation through an emphasis on tax problems as they concern the corporate business enterprise and business situations. Student obtains a broad appreciation of the theory, structure and process for business or individual decision making, giving recognition to the source of revenue. **Winter.** *Staff*

BPS6170   Accounting Foundations for Financial and Managerial Accounting (3) Allows students to study the concepts of financial and managerial accounting with some degree of depth and critical analysis. Develops an ability to understand, interpret and analyze financial data, become aware of accounting systems and control, and the behavior of cost data. This module satisfies the accounting competency in the MA Program in Business Administration. **Fall, Spring/Summer, Winter.** *Staff*

BPS6180   Behavioral and Motivational Aspects of Women Supervisors in Business and Industry (3) An examination of basic behavioral patterns and motivation factors of women supervisors in business and industry. Includes a careful study of some of the modern motivation theories as they relate to womens' behavior. Classroom exercises in a form of case study or role playing will be used to help students develop their own interpersonal and leadership skills. **Fall.** *Shekib*

BPS6240   Consumer Behavior (3) The proliferation of competing products and the more active role of the consumer make an understanding of consumer actions increasingly important to students. This module draws on the behavioral sciences to gain an insight into consumer needs, wants, and behaviors in the marketplace. Emphasis is placed on how the businessman can build an understanding of the individual consumer into the marketing decision-making, planning and communication functions. Students should have had Marketing Management, although it is not required. **Spring/Summer.** *Staff*

BPS6250   Marketing Communication Management (3) Considers the development and implementation of the various elements of the marketing communications program. Advertising, personal selling, publicity, public relations, and sales promotion are examined as the base for developing effective policies and strategies for communicating with markets. Opportunities are providded to examine the marketing communications problems of non-business as well as business operations. Prereq.: at least one Marketing course. *Staff*

BPS6260 Marketing Logistics/Physical Distribution Management (3) Deals with the components of physical distribution systems, the objectives of such a system, alternative methods of achieving these objectives, and the decisions necessary to implement an effective and efficient physical distribution system. Prereq: BPS4020 and BPS3580. *Staff*

BPS6270 Marketing Price Strategies (3) Deals with developing the role of price in the marketing mix of product, price, promotion, and distribution. Topics include: price determination in competitive and monopolistic markets, pricing response to seasonal and other periodic shifts in demand, pricing to deter entry of new rivals, pricing for segmented markets, and "fair trade" pricing for retail markets. Prereq: BPS4020, BPS4250, and BPS3590. **Winter.** *Staff*

BPS6280 Marketing Product Management (3) Covers the major considerations in the management of the product element of the marketing mix. The nature of product policy and product strategy, the product life cycle, and the diffusion of innovation are among the topics covered. Prereq.: BPS4020. *Staff*

BPS6310 Sales Organizations (3) Concerned with the design, development, and analysis of sales organizations, sales department relations, personnel management in the selling field, sales budgets and cost analysis and their impact on the sales organization, sales territories and quotas, and the role of the sales executive in coordinating and controlling the marketing mix. Current issues related to sales organizations will be considered. The method of instruction consists of lectures, cases, in-basket exercises, and written reports. *Staff*

BPS6350 Urban Planning Policies: Commercial and Industrial Development (2-4) The study of commercial and industrial land development in urbanized areas: who locates where and why, and the associated jobs, tax dollars, and environmental pollutants. Prereq.: grad. students—BPS4250; undergraduate students—Permission. *Staff*

BPS6360 Urban Planning: Commercial Structure (1) Designed to give the student an understanding of the geography of market centers and retail distribution. **Winter.** *Olson*

BPS6370 Marketing Planning Research (3) Deals with the research process as an aid to problem-solving and decision-making in marketing management. Research methods, budgets, presentation of research results, and evaluation of research are major topics covered. Prereq.: BPS4020 and BPS3580. **Fall, Winter.** *Olson*

BPS6390 Retail Location Planning (2) Designed for analyzing retail location case problems from both private and public viewpoints, for generating, evaluating, and recommending alternative courses of action and for presenting analysis with oral defense. Prereq.: BPS6360 and BPS6380, or simultaneously. **Fall.** *Olson*

BPS6400 Industrial Marketing (3) Planning, organizing, and controlling industrial marketing activities. It is a study of industrial products and services and how they are marketed; classification of industrial products and customers; buying procedures; applications of new product development and planning procedures; sales engineering; marketing research; pricing practices; promotion applications; logistics; after sale service as well as size composition, and characteristics of the defense market. *Staff*

BPS6550 Comparative Economic Systems (3) Teaches the student to differentiate between popular political labels and sets of factors that actually distinguish working economic systems. **Winter.** *Miller*

BPS6570 Independent Study in Economics (Arr.) Students are expected to work primarily on their own with few, if any, regularly scheduled class meetings. Performance objectives are provided at the outset, to be accomplished independently by the conclusion of the module. Prereq: Permission. **Spring/Summer.** *Liebscher*

BPS6590 Urban Economic Development (1-3) Concerns itself with the economic analysis of the allocation of space and resources in the urban environment. Prereq: Lower-division College Algebra, Economics, and Statistics. **Fall, Spring/Summer.** *Liebscher*

BPS6650 International Trade (3) Theories, institutions and policies relating to trade, balance of payments, private and public finance, foreign exchange markets, businesses, interferences with trade and finance, and contemporary international development. Prereq: BPS4230 and BPS4250. **Winter.** *Miller*

BPS6660 Basic Macro-Economic Concepts for Graduate Students-SIM (2) The learning objective of this module is the mastery of technical economic concepts at the students' own pace. Only for graduate students who have not satisfied the undergraduate core competency in Micro-Economic Analysis and Policy. *Staff*

BPS6670 Basic Micro-Economic Concepts for Graduate Students-SIM (2) Teaches mastery of technical economic concepts at the students' own pace. Only for graduate students who have not satisfied the undergraduate core competency in Micro-Economics Analysis and Policy. *Staff*

BPS6860 Corporate Financial Analysis (3) Concerned with the efficiency of the corporate financial manager in regard to: (1) short-term sources and uses of funds, (2) long-term sources and uses of funds, and (3) stockholder relationships and long-range planning. Prereq.: BPS4470, BPS3810 and BPS3820. *Staff*

BPS6870 Investments (3) The study of the principles of investment in securities with varying degrees of risk and return. Topics include: investment risk, historical risk-return relationships, valuation of alternative financial instruments, technical analysis, procedures of the securities industry, formula investing, tax considerations, investment companies, and personal investment policy. Prereq.: BPS4470, *Staff*

BPS6880 Money & Capital Markets (3) An analysis of the financial markets with emphasis on understanding and predicting interest rates and stock prices. Topics customarily considered include: structure and behavior of interest rates, flow of funds analysis, operation of the security markets, portfolio policies of financial institutions, effect of monetary and fiscal policies on the financial markets, capital market theory, and measurement of market efficiency. Students should have taken Macro-Economics. **Spring/Summer.** *Flodin*

BPS6890 Portfolio Management (3) Covers the construction, performance evaluation, and readjustment of portfolios. Both traditional portfolio and analytical portfolio models will be covered. Prereq: BPS4470 and BPS6870. *Staff*

BPS6900 Independent Study in Finance (Arr.) Students are expected to work primarily on their own with few, if any, regularly scheduled class meetings. Performance objectives are provided at the outset, to be accomplished independently by the conclusion of the module. Prereq: Permission. *Staff*

BPS6920 Financial Institutions (3) Explores the development and role of financial intermediaries in the savings-investment process and compares the investment and/or loan policies of the major financial institutions. Prereq.: BPS4470. **Winter.** *Max*

BPS6930 Special Topics in Finance (3) The specific topic is individually chosen by the student and faculty member in consultation

and usually involves a topic not offered as a regular module. **Fall.** *Flodin*

BPS6940 Life Insurance (3) Covers the nature and purpose of life insurance and how to use it more economically and effectively in business or family situations. Analyzes the process for determining the proper amount and type of coverage needed, acturial and economic basis of major types of policies generally available, and proper use of beneficiary designations, settlement options and other policy provisions. **Winter.** *Chavez*

BPS6950 Problems in Risk Management and Insurance (3) Consists of a study of the Risk Management decision-making procedure for the business firm, covering the techniques of Assumption, Control, Elimination and Transfer of risk. (Insurance is considered as only a part of the activity.) Case study method will be used. No prior insurance course is required. *Staff*

BPS6960 Financial Management for Graduate Students (2) Concerned with the recognition of the functions of financial management, the environment within which financial management operates and concept of risk versus return and its implications for financial management. This module satisfies the undergraduate competency for graduate students. Undergraduate credit only. Prereq: BPS3810, BPS3820, and BPS4250. **Fall.** *Staff*

BPS6980 Security Analysis (3) Deals with appraising the growth trends in corporations, industries, and the economy. Identifying the valuation considerations unique to industrial, public utility service and transportation companies and solving case problems involving earnings determination, hospitalization rates, security selection, and security evaluation. Prereq.: BPS4470 and BPS4570. **Spring/Summer.** *Max*

BPS6990 Insurance and Risk Management (3) An analysis of the nature and scope of the various risk exposures generally facing individuals and profit and non-profit organizations. Alternate methods of dealing with risk exposures are examined, including the use of insurance as a risk-handling device. Topics include: personal risks, property risks, and third-party liability risks, and the nature and types of insurance contracts. Students will learn to apply risk management techniques to their professional and personal affairs. *Staff*

BPS7010 Contemporary Issues in Finance (3) Independent study, topic coordinated between professor and student. Prereq.: Permission. *Staff*

BPS7170 American Political Thought (1-4) Studies the development of American political theory from colonial time to the present. Readings, discussions, and written work will include analysis of such writers as Thomas Jefferson, Abraham Lincoln, W.E.B. DuBois, Malcolm X, Kate Millet, and Octavio Paz. **Winter.** *Staff*

BPS7190 Supreme Court in American Politics (2-3) Examines the functions of the U. S. Supreme Court as a "political" institution; that is, as an institution which makes policy decisions for American society. Students learn how to use quantitative empirical data on Justices and decisions to answer specific questions about how the Court makes policy. Prereq: American National Government, Constitutional Law. Recommended: Introductory Statistics, Research Methods. **Winter.** *Stover*

BPS7230 Patterns in Forceable Rape (3) Examines the various aspects of the crime of rape. Deals with rape patterns, e.g., time, place, etc., with the prosecuting of alleged rape offenders, and the general question of male and female attitudes toward the crime itself. This module is part of the Women's Study Program. **Winter.** *Green*

BPS7260 International Stratification (3) Studies the relations among peoples of the world, directly and through their nations and international organizations. Students develop a framework to analyze the relationship between the rich and poor nations of the world in an effort to explain the phenomenon of global inequality, dependence, and underdevelopment. **Winter.** *Kofele-Kale*

BPS7270 Law Enforcement and the Constitution (3) Examines the limitations and requirements imposed upon law enforcement, court, and correctional procedures by the U.S. Constitution as interpreted by the courts (primarily the U.S. Supreme Court). Emphasis is on the rights of the accused and the corresponding obligations of the state provided by the Fourth, Fifth, Sixth, and Fourteenth Amendments. **Fall.** *Stover*

BPS7330 Public Personnel Administration (3) Deals with the description and evaluation of principles, practices, and problems of personnel administration in the government sector. **Fall, Spring/ Summer.** *Cohen*

BPS7340 Political Theory (1-4) Provides an introduction to the thought of classical and modern political writers. Readings, discussions, and written work will involve analysis of such writers as Plato, Aristotle, Locke, Hobbes, and Rousseau. Some emphasis on relating the political theories of these writers to contemporary political problems. **Fall, Spring/Summer** *Nackenoff*

BPS7350 Politics and Administration (3) Focuses on the role of administration in the American public policy process and on understanding the administrative process as a political one. Specific topics to be covered will include (or be similar to): the performance of the Justice Department under two Presidents, the bureaucratic politics of the smoking-public health issue, and the role of Washington lawyers in setting government regulatory policies. **Spring/Summer.** *Colby*

BPS7370 Public Finance: Analysis, Issues, and Budgeting (3) A survey of the development and economic effects of government expenditures, revenues, and indebtedness with special reference to selected tax and budgetary problems commonly faced by administrators in the area of public service. Prereq: BPS4250. *Staff*

BPS7410 Independent Study in Public Service (Arr.) Students will be expected to work primarily on their own with few, if any, regularly scheduled class meetings. Performance objectives are provided at the outset, to be accomplished independently by the conclusion of the module. *Staff*

BPS7420 Research Methods in Public Administration (3) Aimed at sensitizing students to a variety of research possibilities, and in general, to make them aware of the problems of translating theoretical questions into the language of social research; second, preparing students to use some research methods with confidence; and third, make students critical consumers of research. Prereq: Introductory Statistics. **Fall, Winter.** *Kofele-Kale*

BPS7450 Independent Study in Public Administration (Arr.) Students are expected to work primarily on their own with few, if any, regularly scheduled class meetings. Performance objectives are provided at the outset to be accomplished independently by the conclusion of the module. Prereq: Written Permission. **Fall, Winter.** *Cohen*

BPS7460 Special Topics in Local Government (1-3) Designed specifically for students who have a special interest in local government which cannot be satisfied within present module offerings. It assumes some local government background (either academic or career-related). The module will include readings, research papers, and/or task assignments, the nature of which will depend on

the student's special interests. Prereq.: Permission. **Fall, Spring/ Summer.** *Culver*

BPS7470 Problems in International Politics I: World Imperialism (3) This introductory module seeks to examine the behavior of peoples and nation-states at the global level in an effort to identify those problems that threaten the survival of mankind and seriously undermine global peace. **Fall.** *Kofele-Kale/Oden*

BPS7500 Politics of the Illinois State Legislature (3) Presents a 14 year-veteran legislator's view of how the General Assembly works. The focus is on the technical procedures used as well as the political climate surrounding issues before the body, particularly the issue of public aid. Outside speakers including legislative leaders will participate. *Staff*

BPS7520 Law and Order: Crime in the Streets (3) Stresses crimes against persons and property occurring most often in the streets. Readings, lectures, and discussions will be aimed at gaining an understanding of why these crimes occur, where they are most likely to take place, and who will be the victim and perpetrator. *Staff*

BPS7570 Problems in International Politics II: Multinational Corporations (3) Examines in depth the intense public debate concerning multinational corporations and their activities abroad; provide some insights into the working of multinationals and their impacts on the economies of Third World countries. **Winter.** *Kofele-Kale*

BPS7580 U.S. and Illinois Elections (2-3) An overview of American and Illinoisan electoral behavior, will closely follow the last month or so of the 1976 Presidential campaign and selected state races, and will analyze the election returns. Each student is required to subscribe for one month to an assigned newspaper from a state other than Illinois and to report on the campaign in that state. Prereq: BPS4678 or equiv. **Fall.** *Colby/Green*

BPS7590 Public Safety Administration (3) Deals with a study of the administration of law enforcement and fire protection services in the United States, with special attention devoted to functions and organizational structure, personnel systems, communications, community relations, administrative and operational problems and areas of cooperation between the two services. May be taken as a SIM and/or classroom experience. *Staff*

BPS7610 World Affairs (1) The major causes and domestic and global impact of a problem of current international interest and possible domestic and international strategies for dealing with the problem, as presented by a group of leading national and international authorities. Held in conjunction with the annual South Cook County World Affairs Conference scheduled for a weekend in the Spring of 1978. **Winter.** *Culver*

BPS7620 History of Law Enforcement to 1789 (3) Covers American law enforcement history from colonial times to 1789. Deals with the issues and problems facing colonial police departments and how individuals reacted to authority. **Fall.** *Green*

BPS7630 History of Law Enforcement: 1789-1900 (3) Stresses the growth of modern police departments in American cities and deals with the social, political, economic, and cultural developments in this period which interacted with law enforcement. Events and themes like Jacksonian Democracy, the Civil War, and the Haymarket Riot receive special attention. **Winter.** *Green*

BPS7640 Criminal Trial Simulation (1-2) As training for its students, Northwestern University Law School is running a moot (simulated) trial of an actual felony case that occurred in Illinois a few years ago. Real criminal justice personnel will play the witnesses; law students will play the roles of defense and prosecution. GSU students will play the jurors. They will be responsible for reporting on the trial, analyzing the deliberations, and (for two credits) comparing and critiquing Kalven and Zeisel's **The American Jury** with their simulated experience. **Winter.** *Stover*

BPS7710 Legal Environment: Sales, Negotiable Instruments, Property and Bankruptcy (2-3) A study of certain portions of the Uniform Commercial Code and other selected business law topics with primary emphasis on the articles of the Code dealing with sales and commercial paper; also covers property and bankruptcy. *Staff*

BPS7730 Administrative Law (3) Acquaints the public administration student with the fundamental legal principles underlying the administrative process. Among the topics covered are delegation, institutional decision-making, tort liability, release information, privacy, bias, and administrative discretion. Special emphasis will be given to constitutional issues arising within the administrative process. **Winter.** *Staff*

BPS7750 Cooperative Education (1-4) Cooperative Education is an instructional strategy which combines individual career counseling and work outside of the classroom and University setting. The student can explore new job opportunities or analyze his present job looking forward to greater responsibility with the same firm. Prereq: Permission of the Adviser and Cooperative Education Coordinator. **Winter, Fall.** *Donaldson*

BPS7830 Career Paths and Lifestyle Choices (3) Career planning encourages people to take charge of their lives. It is a never-ending process beginning with the identification of personal skills, assets and goals. The needs and opportunities of the developing society are then investigated. Each student will develop a plan for marketing his/her services. **Fall.** *Staff*

BPS7920 Independent Study in Management Information Systems (3) Designed for students with little technical training in management information systems. Provides fundamental concepts and guidelines for the corporate information system design, data collection, storage and retrieval, administration data processing, modeling, functions of information systems, mini-computer systems, and micro-forms systems. Prereq: Permission. **Fall, Spring/ Summer, Winter.** *Staff*

BPS8010 Contemporary Issues in Education for Business (3) This is the first module to satisfy the specialization competencies for the Graduate Urban Business Teacher Education Program. Designed to acquaint students with the major issues in selected business subjects, the opinions of current business education leaders with respect to the issues, the extent to which the issues are controversial, and the trends of thought in these selected business subject areas. Prereq: All undergraduate Urban Business Teacher Education Competencies must be met prior to enrolling in this course. **Fall.** *Swenson*

BPS8020 Educational Systems and Business Education (3) Designed to furnish teachers and administrators with an orientation to systems techniques and applications in order that the field of business education might benefit more fully from a current technology. It offers the student one approach to solving complex educational problems using scientific and quantitative technology applied to business education. Prereq: College Algebra. *Staff*

BPS8030 Improvements of Strategies in Teaching Business (3) Designed to enable students to analyze methods, arrangements, and techniques of creating, administering, and facilitating effective learning situations in the teaching of business subjects. Students are permitted to select a subject or subjects of interest for intensive study. Prereq: BPS3000, BPS8010, and BPS3030. **Winter.** *Morton*

BPS8040   Instructional Design in Business Education II (3) Includes origins, elements, and patterns of curriculum plans; integrating components of instructional programs; construction of teaching-learning plans. Prereq: BPS8010. **Fall.** *Morton*

BPS8050   Methods and Materials in Office Practice (3) Deals with methods, arrangements, techniques, and materials for: creating, constructing, administering, and facilitating effective teaching-learning situations in Office Practice. Time is devoted to organizational plans for office practice. This module will be organized on a workshop basis. Prereq: BPS3030. **Spring/Summer.** *Staff*

BPS8060   Practicum in Office Equipment (3) Designed primarily for business teachers to update Competencies in recently developed office equipment along with their attendant systems approaches and to upgrade skills and strategies for established equipment. Formulation of teaching units for the equipment studied is an integral part of this module. **Spring/Summer.** *Staff*

BPS8070   Research in Business Education (3) Designed to enable students to gain familiarity with methods of research in education for business. Examination and evaluation of significant research studies in business education, in addition to determining research basis for current business teaching methodology, are an important facet of this module. Prereq: BPS8010. **Winter.** *Staff*

BPS8080   Organization and Administration of Cooperative Business Education Programs (3) Deals with designing and implementing a total Cooperative Business Education Program including curricula; understanding of Vocational Education Laws governing cooperative business education; selection processes for advisory committee and students; identifying and securing training stations; preparing an effective training plan; integrating a youth organization; implementing effective public relation techniques. **Spring/Summer.** *Staff*

BPS8090   Seminar in Business Education (3) Explores concepts and strategies in selected aspects of business education. Current readings in the field will be used extensively. **Spring/Summer.** *Morton*

BPS8100   Improvement of Strategies of Shorthand: Stenotype (3) Deals with methods, arrangements, content, objectives, materials, standards, and techniques of teaching machine shorthand. **Winter.** *Morton*

BPS8110   Guidance in Business Education (3) Designed to give the student knowledge about the theories of counseling. Students are also expected to apply these theories to specific case problems. **Spring/Summer.** *Swenson*

BPS8120   Administration and Supervision in Business Education (3) Designed to develop competencies for conducting business education programs; leadership in program development and implementation; coordinating and maintaining program standards. **Spring/Summer.** *Staff*

BPS8130   Improvement of Strategies of Teaching Shorthand: Century 21 Shorthand (3) This module deals with methods, arrangements, content, objectives, materials, standards, and techniques of teaching manually-written, symbol shorthand. The theory of Century 21 Shorthand will be emphasized in relation to teaching this new shorthand system in the secondary schools. *Staff*

BPS8140   Integrated Foundations: Change in American Education (3) Designed to provide the student with a set of contexts in which educational problems can be understood and interpreted. Education as process and education as an institution are studied from two interdisciplinary perspectives — humanistics studies (nature, aim, process of teaching and learning, i.e., historical developments and philosophical issues) and the behavioral studies (findings and methods of psychology, sociology, anthropology, economics, and political science). **Winter.** *Piucci*

BPS8210   Individual and Group Behavior (3) This is a basic module in human behavior examining the psychology of individuals and groups in their relations to organizations. Its basic objective is to provide the potential manager with an analytical framework for understanding better the behavior of individuals and small groups as they affect management processes in all kinds of organizations. Prereq.: Two modules in Management and/or in Psychology. *Staff*

BPS8230   International Business (3) Enables students to gain insight and understanding with respect to environmental and other factors which influence nations and the international/multinational business firms operating within their borders. Topics include: Operational and organizational strategies, Nationalistic views and perspectives, Monetary and foreign exchange factors and considerations, Economic and political barriers and restrictions, Cross-cultural and intercultural dimensions and perspectives. Designed as a foundation module for students planning to specialize in international business and as an overview of the field for other students. **Winter.** *Triana*

BPS8250   Organization Theory (3) The study of development of organization theory and critical examination of organization theory and its value for explaining organization change and phenomena. Competency equivalent to BPS3570, BPS3580. **Fall, Winter, Spring/Summer.** *Nicholson*

BPS8260   Policies and Strategies of Administrative Science (3) Attempts to tie together the operating functions of a business to show the business as a system and demonstrates those special coordinating skills and knowledge which are applicable at the upper-levels of an organization. Utilizes case analysis and assigned readings. This module should be taken during the last Trimester of the student's work. **Winter, Fall.** *Austin/Buckenmyer*

BPS8270   Problems in Production Management (3) Topics for this module include analytical methods in production, design of production systems, the major economic problems of production management, mathematical programming, statistical analysis, inventory analysis, certainty-uncertainty models. Prereq: BPS3360, BPS3580, BPS5450, and BPS8470. **Fall.** *Tsolakides*

BPS8290   Advanced Operations Research (3) Recent developments in the area of management science are discussed in relation to business environments. Emphasis is placed on the formulation of business problems in quantitative forms and on the use of mathematical programming tools for decision-making. This module meets the competency for Advanced Quantitative Methods. Prereq: BPS3360, BPS3570, BPS3580, or Permission. **Spring/Summer.** *Tsolakides*

BPS8310   The History and Development of Management Thought (3) Students study and analyze classical management thinkers and evaluate present management thoughts and practices. Also covered are the theoretical and social foundations of management theory. Students are expected to read and critically evaluate several contrasting theories. **Winter, Spring/Summer, Fall.** *Buckenmyer*

BPS8320   Business and the Public Interest (3) Students explore the role of the corporation in modern society and its responsibilities to the public, government, and the economic well-being of the nation, including its social responsibilities. **Winter, Summer, Fall.** *Buckenmyer/Kelley*

BPS8330   Problems in Industrial Relations (3) Deals with problems arising from employer-labor relationship, management's theory, theories of work, problems in organization, manpower manage-

ment, and industrial relations research. Prereq: BPS8250 or BPS5460. **Fall, Winter.** *Triana*

BPS8340   Problems of Personnel Management (3) The content of this module includes (1) exploration of the various theories of personality development and motivation, (2) a study of factors, both internal and external to the organization and their influence on personnel planning, and (3) current issues and research in the area of personnel management. The instruction method consists of lectures, cases, in-basket exercises, and written reports. **Winter.** *Shaaban*

BPS8440   Statistical Inference and Quantitative Methods (3) Suitable for second-year graduate students. Topics range from probability to statistical inference to linear programming and simulation. Statistical decision processes are developed and used in a programmatic basis. The student has an opportunity to see how the several techniques of analysis complement one another in developing solutions for complicated problems. This module meets the competency for Advanced Quantitative Methods. Prereq: BPS3580. **Winter.** *Tsolakides*

BPS8450   Matrices and Linear Algebra (3) Introduces the basic concepts of linear algebra and matrices including vector spaces, linear transformations, systems of equations and their solutions, and applications to business and economics. This module meets the competency for Advanced Quantitative Methods in the graduate business program. Prereq.: BPS3550 and BPS3580. *Staff*

BPS8460   Probability (3) Treats probability from the standpoint of set theory, the axioms of probability, the common distributions, random variables, independence expectation, Baye's Theories, and decision-making under risk and uncertainty. This module meets the competency for Advanced Quantitative Methods in the graduate business program. Prereq: BPS3570 and BPS3590. *Staff*

BPS8480   Game Theory: Advanced Quantitative Methods (3) Game Theory is a mathematical discipline finding significant application in business, economics, and politics. This module covers the techniques of the elementary theory of games and applications to these fields. Students are encouraged to analyze conflict situations in game theoretic terms, to analyze the resulting games, and to apply this analysis to individual and collective decision making. Prereq: BPS3570 and BPS3590 *Staff*

BPS8660   Accounting for Administrative Control (3) Studies accounting as it relates to managerial decision-making process; includes organizing data for decision-making and evaluation for management control. Prereq: BPS3810 and BPS3820 or BPS6170. **Winter, Fall.** *Perritt*

BPS8680   Accounting Information Systems (3) A study of the information dimensions of the decision-making process throughout the organization and the role Accounting plays in the information system. Emphasis is on the conceptual framework within which the system functions and the actual design and implementation of an Accounting information System for management planning, organization, and control of a sole proprietorship (undergraduate) partnership and corporation (graduate). **Winter.** *Perritt*

BPS8910   Problems in Marketing Management (3) Emphasizes recognition and analysis of marketing problems, generation and evaluation of alternative solutions, and development of strategies and plans of action for implementing chosen solutions. Prereq: BPS3820, BPS3580, BPS4020, and BPS4250. **Fall, Spring/Summer, Winter** *Olson/Staff*

BPS8920   Marketing for Non-Profit Organizations (3) Examines marketing concepts and tools which will help non-profit organizations meet their needs and the needs of the various markets and publics they serve. Students will apply the concepts presented in the module by developing a marketing program for a non-profit organization. **Winter.** *Staff*

BPS8950   Independent Readings in Marketing (1-4) Students will be expected to work primarily on their own with few, if any, regularly scheduled class meetings. Performance objectives are provided at the outset, to be accomplished independently by the conclusion of the module. Prereq.: Permission. *Staff*

BPS8960   Independent Project in Marketing (Arr.) Students will be expected to work primarily on their own with few, if any, regularly scheduled class meetings. Performance objectives are provided at the outset, to be accomplished independently by the conclusion of the module. Prereq.: Permission. *Staff*

BPS9210   Readings in the History of Economic Thought (3) Deals with the economic ideas that lead to concepts and tools of analysis over time, and with analysis related to vigorous economic problems. Coverage of Mercantism and Physiocracy as well as the subsequent leading figures — Smith, Malthus, Ricardo, Marx, Mill, Marshall and Keyes. *Staff*

BPS9230   Economic Development (1-3) In this module the student shall learn of economic development as a progressive division of labor and progressive technological specialization in the use of an ever more widening and changing array of resources. Prereq: Successful completion of Intermediate Micro and Macro economic Theory courses elsewhere or BPS9240. Prereq.: Permission. **Spring/Summer.** *Liebscher*

BPS9240   Economic Decision Analysis for Business (3) Applies micro-economic theories to the problem of a most efficient use of resources within and between organizations, and the economic system. Utilizes macro-economic theories to forecast the future economic environment, and is a study of compromising techniques to reach an optimum of objectives when all inclusive maximization remains elusive. An advanced treatment of Managerial Economics, and a "Training in Policy Making." Prereq.: Basic Economic Theory BPS4230 and BPS4250, or BPS6660 and BPS6670, Algebra and Calculus, Managerial Economics BPS4240, are eligible. **Winter, Spring/Summer.** *Edwards/Liebscher*

BPS9250   Monetary Economics (3) Concerned with money, monetary institutions and policy in a modern developed economy, by relating money demand and supply behavior in how money affects the economy, and its impact on policy. Prereq.: BPS4230 and BPS4250. *Staff*

BPS9260   Readings in Labor Economics (2) Conducted on a private study basis: performance objectives are assigned during the first week and submitted during the final week of the module. Some background in Economics and Industrial Relations is strongly recommended. Readings emphasize the development of labor legislation, collective bargaining, organization of labor unions, etc. **Winter. (Arr.)** *Austin*

BPS9280   Advanced Quantitative Methods: Econometrics (3) An introduction to the science and art of building and using economic and business models. The science of model building consists of a set of tools, most of them quantitative, which are used to construct and then test mathematical representations of portions of the real world. The development and use of these tools are subsumed under the subject heading of econometrics. This module is designed to meet one of the nine core requirements for graduate business students and to serve as an elective to quantitatively-oriented undergraduates who have completed the prerequisites. Prereq: BPS4230, BPS4250, BPS3580, and BPS3590. *Staff*

BPS9460 Commercial Bank Management (3) The emphasis is on the new direction in asset, liability, and capital management of commercial banks. Topics discussed include: Portfolio Strategies of Bankholding companies, Entry into High-risk Commercial Financing, Bank Stock Markets, and others. Prereq: BPS4470. *Staff*

BPS9470 Estate Planning for Graduate Students (3) Covers basics needed for developing and updating an estate plan; its creation conservation, and disposition. Topics include: Identifying and Harmonizing Life Goals and Life Styles, Investment options, Life Insurance, Guardianships, Trusts, Wills, and the newly revised Federal Estate and Gift Tax Law. **Fall, Winter.** *Chavez*

BPS9490 Problems in Financial Management (3) A case study of problems faced by the financial officer in the management of funds in the business firm. The emphasis is on the development of skills and techniques to implement capital expenditure policies, solve short-term and long-term financing problems, and establish dividend policies. Prereq: BPS4470. **Fall, Spring/Summer, Winter.** *Nissan/Flodin/Kim*

BPS9500 Investments (3) The study of the principles of investment in securities with varying degrees of risk and return. Topics include: investment risk, historical risk-return relationships, valuation of alternative financial instruments, technical analysis, procedures of the securities industry, formula investing, tax considerations, investment companies, and personal investment policy. Prereq: BPS4470. **Fall, Winter.** *Kim/Max*

BPS9510 Research in Finance (3-4) Enables graduate students to conduct theoretical and empirical research in finance which may require the collection of data from primary or secondary sources, as well as the development and implementation of computer programs. Prereq: Permission. *Staff*

BPS9520 Corporate Financial Analysis (3) Emphasis is on external accounting rather than internal or managerial. Covers the analytical tools and techniques of financial analysis, the bases which underly the preparation of financial statements, the distortions to which income determination and of asset and liability measurement are subject to, and the processes and methodology of financial statement analysis. Prereq: BPS4470, BPS3810, BPS3820 or equivalent. **Winter.** *Nissan*

BPS9660 Seminar in Urban Government: Public Choice and Metropolitan Reform (3) Applies public choice theories to the issues of metropolitan government reform and to problems of the delivery of particular public services; police, fire, education, garbage collection, and water supply. **Fall.** *Colby*

BPS9670 Seminar in American Institutions and Values (3) Deals with humanistic and ethical values which enhance responsibility and management in the public service. **Winter, Spring/Summer.** *Staff*

BPS9760 Seminar in Public Policy: Advanced Policy Analysis (3) Focuses on in-depth analyses of policy alternatives in such areas as welfare, education, and energy. **Spring/Summer.** *Cohen*

BPS9790 Graduate Research Paper in Public Service (1) Open only to Public Service grad students beginning work on their Master's Research Papers. **Fall, Spring/Summer, Winter.** *Cohen*

BPS9800 Seminar in Public Management: Organization Democracy (3) Evaluates theories of organization democracy against the theory of political democracy, and asks whether work organizations can approximate democratic forms. Deals with experiments in new organization forms in the U. S. and abroad. Not open to students who have taken Organization Democracy. **Winter.** *Cohen*

BPS9810 Seminar in American Institutions and Values: Equality, Freedom, and Property (3) Addresses ethical questions for career civil servants by emphasizing the discretionary power of the bureaucracy. Supreme Court opinions on the salient constitutional values of freedom, equality, and property are examined for norma-

tive suggestions on how bureaucratic discretion might be exercised in an ethically responsible manner. **Spring/Summer.** *Rohr*

BPS9820 Seminar in Public Policy (3) Public policy making is a complex process involving formal and informal cooperation among policy makers, and involving information collected by social research and experimentation. The module will, first, help students understand the formal and informal cooperation among policy makers and the role that social research and experimentation can play in the process. Then, the module will help students learn to analyze and evaluate examples of social research and experimentation. **Fall, Winter.** *Staff*

BPS9830 Seminar in American Institutions and Values: Image of the Police Officer in America (3) A look at the current image of the American police officer. This module, using popular literature as well as recent scholarly publications, analyzes the public's changing perception of its law enforcement officers. **Winter.** *Green*

BPS9840 Seminar in Public Management: International Organization Behavior (3) Covers three major topics: (1) alternative theories of international organization, (2) the internal processes of international organizations, and (3) key problems on the agendas of international organizations. **Fall.** *Kofele-Kale*

BPS9860 Seminar in Public Policy: Crime Control (3) This seminar will critically review some recent actual and proposed crime control policies and the rationales of these policies. Students will present research designs and reports on extant research, and are expected to participate actively in the discussion of these presentations and the assigned readings. The emphasis of the module will be on penetrating the prevalent myths and assumptions to ask whether and how we can know what policies work and why. **Fall.** *Stover*

BPS9900 Seminar in Urban Government: Will County Politics (3) Stresses various aspects of past, present, and future politics of Will County and Joliet. It will consider social, economic, and historical factors as they pertain to the region's political habits. **Spring/Summer.** *Green*

BPS9910 Seminar in Urban Government (3) An analysis of government and politics in urban areas, with emphasis on local decision-making and urban responses to the problems of growth and change, including the state and federal roles. **Fall.** *Culver*

BPS9940 Seminar in Public Policy: Policy Analysis (3) Public policy making is a complex process involving formal and informal cooperation among policy makers, and involving information collected by social research and experimentation. The module will, first, help students understand the formal and informal cooperation among policy makers and the role that social research and experimentation can play in the process. Then, the module will help students learn to analyze and evaluate examples of social research and experimentation. *Staff*

BPS9970 Seminar in Public Policy: Definitive Sentencing in American Criminal Justice (3) A practical, policy-oriented examination of definitive sentencing, with guest speakers from the State Legislature, prison administration, and residents of the State prison system. Some class time spent at either Pontiac or Stateville prisons. Students should have a law enforcement or corrections background, be research oriented, and be prepared to spend a few days away from home. **Spring/Summer.** *Green*

BPS9990 Graduate Research (Arr.) Graduate students may enter into a research project in consultation with a professor involving any area of knowledge encompassed by CBPS. Performance objectives and units are negotiated on an individual basis. Prereq.: Permission. *Staff*

College of
Business and Public Service
Learning Module Index

The College of Cultural Studies

Instructional Programs (Majors)

Programs, degrees and Areas of Emphasis available at the Undergraduate and Graduate levels in the College of Cultural Studies are:

Intercultural Studies (BA & MA)
   African Cultures **(U, G)**
   Hispanic Cultures **(U, G)**
Invention and Creativity (BA & MA)
   Music **(U, G)**
   Theatre **(U, G)**
   Visual Arts **(U, G)**
Language and the Human Condition (BA & MA)
   English Education **(U, G)**
   Language **(U, G)**
   Literature **(U, G)**
Media Communications (BA & MA)
   Applied Studies **(G)**
   Mass Media **(U)**
Socio-Cultural Processes (BA & MA)
   Comparative Socio-Cultural Processes **(U, G)**
   Urban Socio-Cultural Processes **(U, G)**
   Women's Studies **(U, G)**

Philosophy

The College of Cultural Studies is responsible for the disciplines within the areas of language and literature, the social sciences, and the fine and performing arts. In addition, the College has expanded the traditional definitions of liberal arts to include a study of culture in its artistic manifestations (art, music, theatre, literature) as well as in its regional, social group or ethnic aspects (African Cultures, urban studies, and women's studies). Students enrolled in such programs will find the College emphasizing preparation for useful careers — an orientation sometimes absent in traditional liberal arts curricula. For example, the study of media prepares students for jobs in radio, television, photography, filmmaking, and journalism. Opportunities for career preparation are an integral part of other College programs as well.

The College provides a broad range of concerts, exhibits and theatre productions which serve as learning experiences for students as well as cultural events for the University and the community. Workshops in women's studies, popular culture, third world studies, and propaganda combine with events such as children's theatre, chorale, the jazz band, faculty art shows, and other cultural events to provide University enrichment for thousands of community residents each year.

Collegial Competencies

A competency broadly states the skills, content and level a student is expected to master in the course of a degree program in CCS. Competencies may be achieved through classes, self-instructional modules (SIM), independent readings and research, cooperative education, or through transfer of credit.

The following College competencies are an integral part of every student program in CCS. They are designed to provide a broadening, liberalizing component to complement the specialized focus of the program. Depending on student's interests and program thrusts, CCS students will demonstrate:

1. An awareness of creative and evaluative processes in the arts and/or literature.
2. An awareness of cultures and ethnic groups other than one's own.
3. An awareness of political, social, and economic systems and institutions.
4. An awareness of historical and contemporary intellectual thought.
5. An awareness of the role of science and technology in contemporary life.
6. An awareness of language and communication science processes.
7. An awareness of the dynamics of inter-and intra-personal relationships.
8. An awareness of the dynamics of the community through observation and/or participation.

Instructional Programs

The nature of culture is so complex that it demands interdisciplinary approaches. The College recognizes this demand by organizing various disciplines into five interdisciplinary programs which are divided into *Areas of Emphasis*, e.g., Visual Arts is an Area of Emphasis within the Program Invention & Creativity.

The following programs are offered at the B.A. and M.A. level in the College: Intercultural Studies, Invention & Creativity, Language & Human Condition, Media Communications, Socio-Cultural Processes. Detailed descriptions and admission requirements of each program are available in the following pages.

Degree Requirements

Undergraduates entering with 60 hours of lower division credit develop a Study Plan that includes the following for a minimum of 60 units:

   College competencies: 25-50% or 15-30 units.

Program and Area of Emphasis competencies: 50-75% or 30-45 units.

Undergraduates may request the transfer of upper division credit not to exceed 36 hours.

Graduate students develop a program that includes the following for a minimum of 32 units:

College competencies: 25% or 8 units.

Program and Area of Emphasis competencies: 50-75% or 16-24 units.

Graduates may request the transfer of graduate credit not to exceed 8 hours. All transfer of credit is subject to the advisor's approval and must be related to College, program, or Area of Emphasis competencies.

Intercultural Studies Program (Major)

Areas of Emphasis (Options)

African Cultures (U, G)
Hispanic Cultures (U, G)

The Intercultural Studies Program is designed to give undergraduate and graduate students an opportunity for systematic inquiry into the socio-political, economic, and historical developments of the cultures of Africans, Asians, and Hispanic peoples. Through offerings in the social sciences, humanities, and the fine and performing arts, students are able to develop competencies in understanding the universals and particulars of these cultures as they have evolved in centuries of contact between Europeans, Americans, African, Asian, and Hispanic peoples.

Undergraduate students are expected to study cultures from an interdisciplinary perspective, gaining broad-based understanding of African, Hispanic and Asian cultures. Graduate students are expected to have a specialized concentration on a selected culture within a framework of socio-political studies, humanistic studies or historical studies. The undergraduate student will pursue the study of cultures from a broad-based perspective, and the graduate student will pursue the study of cultures from a specialized perspective within a narrowly defined concentration called an Area of Emphasis. For example, the undergraduate student may concentrate the development of competencies in African, Hispanic and Asian cultures in the social sciences and/or the humanities. Whereas the graduate student may concentrate the development of competencies on African, Hispanic and Asian cultures within socio-political, humanistic or historical studies.

The knowledge which is gained in the study of culture is a useful end in itself. But beyond that, the Intercultural Studies Program stresses the application of knowledge to the solution of contemporary problems in urban and developing societies, as well as the application of knowledge to the development of job-related skills for professional and career preparation. Such an approach makes Intercultural Studies viable for the graduate student who may already be in a career in which an understanding of African, Asian, Hispanic and European cultures is useful.

Intercultural Studies Program Competencies

Undergraduate: To fulfill requirements for the undergraduate program, the degree student is required to have a major concentration in the study of one culture. The major concentration on the selected culture may be in the social sciences or the humanities. The student is required to select a minor concentration in a different area to fulfill program and collegial requirements. The minor concentration may be within the Intercultural Studies Program within the College, or within another College in the University.

A recipient of a BA degree from CCS in Intercultural Studies will have demonstrated:

1. An understanding of African/African-American, Hispanic/Hispanic-American, and/or Asian/Asian-American cultures.
2. A familiarity with the language, geography and peoples in African, Hispanic and/or Asian cultures.
3. An understanding of some of the socio-political, economic and cultural systems as they relate to African, Hispanic and/or Asian Culture.
4. An understanding of the creative and evaluative processes in Black/African and/or Latino/Hispanic literature and/or art from an intercultural perspective.
5. A familiarity with the internal dynamics of structures, institutions and processes in urban societies.
6. An awareness of scientific or technological traditions as they affect African, Hispanic, and Asian cultures.
7. A familiarity with the affects of international systems on African/African-American, Hispanic/Hispanic-America, Asian/Asian-American life in selected national and regional environments.
8. A familiarity with research and analytical skills in assembling intercultural resources on African, Hispanic or Asian cultures in both the old and new worlds.

Graduate: To fulfill requirements for the MA degree in Intercultural Studies, the student is required to have a specialized concentration in socio-political studies, humanistic studies, or historical studies. This specialized concentration may be within one culture, but *must* include a familiarity with more than one culture.

A recipient of the MA degree in Intercultural Studies will have demonstrated:

1. An understanding of methodology, research and analytical skills in studying African, Hispanic and Asian cultures.
2. An understanding of African/African-American and/or Hispanic/Hispanic-American comparative historical studies in both the old and new world.
3. An understanding of the socio-political, economic and cultural system as they relate to African/African-American and Hispanic/Hispanic- American life in an urban and national setting.
4. An understanding of the creative and evaluative processes of Black/African or Latino/Hispanic humanistic studies from an intercultural perspective.
5. An understanding of the language, geography and people in African, Hispanic and Asian cultures.
6. An awareness of scientific or technological traditions as they affect African, Hispanic and/or Asian life.
7. An understanding of the internal dynamics of structures, institutions and processes in urban and developing societies.

8. An understanding of the affects of international systems on African, Hispanic and Asian peoples in selected national and regional environments.

Areas of Emphasis: African Cultures

African Cultures emphasizes the study of the Black experience in Africa, Asia, Latin America, the Caribbean, and North America. Educational modules/courses are primarily concerned with the study and research in the various aspects of the experiences, attitudes, and cultural artifacts of Black people of African origin. African Cultures includes the experiences and expressions of African, Afro-Americans, Afro-Asians, Afro-Europeans, and African descendants of those who settled the Caribbean and other island territories.

African Culture Competencies

Undergraduate A degree recipient in the Area of Emphasis of African Cultures will have demonstrated:

1. An understanding of African, African-American history in both the old and new worlds (African History; Caribbean History; Pre-Columbian Africans in the New World; African-American History).

2. A familiarity with the language, geography and peoples in African cultures (African Societies; Cultural Anthropology; African Geography; Caribbean Cultures; Marriage in Other Societies; Black Humor).

3. An understanding of the socio-political, economic and cultural systems as they affect African/African-American life in an urban and national setting (Anthropology of Law; Black Political Life in American Cities; Contemporary African Political Systems).

4. An understanding of the creative and evaluative processes in Black/African literature and/or art from an intercultural perspective (Black Women in Literature; African Novel; History of Jazz; Harlem Renaissance; Traditional Arts of Africa).

5. A familiarity with the internal dynamics of structures, institutions, and processes in urban societies (Multiple Projects in Community Research; Urban Politics; Black Political Life in American Cities; Urban Life in the Developing World).

6. An awareness of scientific or technological traditions as they affect African culture (African Technology in Ancient America; Politics and Society; Independent Investigations; Third World Workshop).

7. A familiarity with the affects of international systems on African/African-American life in selected national and regional environments (International Stratification; Food, Hunger and Culture in Africa; Contemporary African Political Systems; Economic Development).

8. A familiarity with research and analytical skills in assembling intercultural resources on African cultures in the old and new worlds (African technology in An-

cient America; Introduction to Research in Intercultural Studies; Pre-Columbian Africans in the New World).

Graduate A degree recipient in the Area of Emphasis of African Cultures will have demonstrated:

1. An understanding of methodology, research and analytical skills in studying African cultures (Graduate Seminar in Intercultural Studies; Graduate Readings; Graduate Research).

2. An understanding of African/African-American comparative historical studies in both the old and new worlds (African History; Black Protest in the 20th Century; History of Civil Rights Movement; Roots).

3. An understanding of the socio-political, economic and cultural systems as they relate to African/African-American life in an urban and national setting (Psychology of Colonization; Urban Politics; Criminal Justice).

4. An understanding of the creative and evaluative processes of Black/African studies from an intercultural perspective (Harlem Renaissance; Black Literature I & II; African Novel; Seminar on Black Women; Race, Language & Culture).

5. An understanding of the language, geography, and people in African cultures (Black Humor; Cultural Anthropology; African Societies; African Religions).

6. An awareness of scientific or technological traditions as they affect Black life (Food, Hunger & Culture; African Technology in Ancient America; Third World Workshop).

7. An understanding of the internal dynamics of structures, institutions, and processes in urban life and developing societies (Urban Life in the Developing World; Economic Development; Psychology of Colonization; Urban Politics).

8. An understanding of the affects of international systems on African peoples in selected national and regional environments (International Stratification; International Politics; Third World Workshop).

Area of Emphasis: Hispanic Cultures

Hispanic Cultures emphasizes the study of the Hispanic experience in Latin America, Central and South America, the Caribbean and in the United States. This Area provides educational modules for students interested in pursuing advanced study in education, business, health services, public services or for those students already working in the Latino community who wish to develop additional skills.

Hispanic Cultures Competencies

Undergraduate A degree recipient in the Area of Emphasis of Hispanic Cultures will have demonstrated:

1. An understanding of Hispanic/Hispanic-American history within both the old and new world (Hispanic/

Latin American History; Caribbean History; Latin American History I & II).

2. A familiarity with the language, geography and peoples in Hispanic culture (Race, Language and Culture; Curriculum Development; Comparative Latin American Literature).

3. An understanding of some of the socio-political, economic and cultural systems as they relate to Hispanic culture (Economic Development in Latin America; Psychology of Colonization; Multiple Projects in Community Research).

4. An understanding of the creative and evaluative processes in Latino/Hispanic literature and/or art from an intercultural perspective (Comparative Latin American Literature; Novel of the Mexican Revolution; Chicano Struggle; Women in Latin American Literature).

5. A familiarity with the internal dynamics of structures, institutions and processes in urban societies (Caribbean Cultures; Multiple Projects in Community Research Studies; Third World Workshop).

6. An awareness of scientific or technological traditions as they affect Hispanic cultures (Third World Workshop; Comparative Latin American Cultures; Multiple Projects).

7. A familiarity with the effects of international systems on Hispanic/Hispanic-American life in selected national and regional environments (Latin American History; International Stratification; Economic Development in Latin America).

8. A familiarity with research and analytical skills in assembling intercultural resources on Hispanic cultures in both the old and new worlds (Multiple Projects in Community Research; Independent Investigations; Introduction to Research in Intercultural Studies).

Graduate A degree recipient in the Area of Emphasis of Hispanic Studies will have demonstrated:

1. An understanding of methodology, research and analytical skills in studying Hispanic Cultures (Graduate Readings; Graduate Seminar in Intercultural Studies; Multiple Projects in Community Research).

2. An understanding of Hispanic/Hispanic-American comparative historical studies in both the old and new world (Latin American History I & II; Pre-Columbian Africans in the New World).

3. An understanding of the socio-political, economic and cultural system as they relate to Hispanic/Hispanic-American life in an urban and national setting (Caribbean Cultures; Third World Workshop; Economic Development in Latin America).

4. An understanding of the creative and evaluative processes of Latino/Hispanic humanistic studies from an intercultural perspective (Women in Latin American Literature; Chicano Struggle; Art of Pre-Columbian America; Comparative Latin American Literature).

5. An understanding of the language, geography and people in Hispanic life (Comparative Latin American Cultures; Psychology of Colonization; Latin American History I & II; Spanish).

6. An awareness of scientific or technological traditions as they affect Hispanic life (Multiple Projects in Community Research; Graduate Seminar in Intercultural Studies; African Technology in Ancient America).

7. An understanding of the internal dynamics of structures, institutions and processes in urban and developing societies (Urban Politics; Urban Life in the Developing World; Economic Development in Latin America).

8. An understanding of the affects of international systems on Hispanic peoples in selected national and regional environments (International Stratification; International Politics I & II; Comparative Latin American Cultures).

Invention and Creativity Program (Major)

Areas of Emphasis (Options)

Music (U, G)
Theatre (U, G)
Visual Arts (U, G)

This Program brings together the Areas of Emphasis of Art, Music, and Theatre in an unique combination of program offerings. Although each discipline maintains its own identity and artistic integrity, the program makes available a program of combined arts to students who choose not to pursue competencies in any one discipline.

On the assumption that most of the students choosing Invention and Creativity are committed to expressing their perception of the universe in some art form, it is felt that they must know their universe from a wide set of perspectives. This Program is committed, therefore, to an interdisciplinary sense and develops skill-oriented competencies.

In the creative arts, "interdisciplinary" means more than taking Learning Modules in more than one discipline within the Program, College, or University structure. In a substantial number of learning experiences, the very subject matter of each Learning Module (whatever the discipline) is dealt with from varying perspectives in order to understand it adequately in its own context.

For example, to fully understand a modern play, the student must understand the "temper of the times" that gave rise to the play. The play simply cannot exist in a purely theatrical context. As a product of the time and place in which it exists, all of the artists who come together to produce that play must be knowledgeable about that time and place. In one way or other, this principle holds true for all the arts in Invention and Creativity.

Invention and Creativity Program Competencies

Undergraduate A recipient of a degree from the College of Cultural Studies in the Invention and Creativity Program will have demonstrated:

1. Mastery of the techniques and skills of one field in one of the Fine and Performing Arts by creative performance and/or academic examinations.
2. Familiarity with the techniques and skills of a second field in one area of the Fine and Performing Arts, by creative performance and/or academic examination.
3. A working knowledge of the ways creative theory and practice relate to the systems and structures of culture, and/or a heightened perception of the ways hu-

man personality and interaction are expressed in creative theory and practice, in one or more of the Fine and Performing Arts, by academic examination or in a creative context.

4. Familiarity with the historical development of one or more of the Fine and Performing Arts.
5. Familiarity with the modern and contemporary contexts of one or more of the Fine and Performing Arts by creative performance and/or academic examination.
6. Mastery of the techniques of one or more of the Fine and Performing Arts in commercial, public, or practical performance (exhibits, performances, or research).
7. Familiarity with the aesthetics and criticism of philosophy and theory of one or more of the Fine and Performing Arts by creative performance and/or academic examination.

Graduate In addition, graduate students will achieve the following:

8. Demonstrate all the competencies for undergraduates at a more sophisticated level of performance, understanding, critical analysis, and aesthetic judgement.
9. Complete an approved and documented final project.

Area of Emphasis: Music

The primary focus of the music curriculum is the investigation of 20th Century Music both popular and concert. Such a focus does not exclude music before 1900; the foundation laid in the first two years of music study provides an adequate pre-1900's background enabling the student to move logically into an investigation of 20th Century Music. Where students are found lacking in this background, they are counseled into remedial non-credit Learning Modules, independent study Learning Modules, and/or first and second year courses offered by two-year and four-year institutions.

With the understanding that the students will be practicing musicians in both the 20th and 21st centuries, needing varied musical experiences to function as knowledgeable musicians, the Learning Modules offered present all 20th Century musical developments. Therefore, the development of the Blues or Country and Western is given the same scholarly treatment as the development of serious composition techniques. Since the degree of comprehension of any music is directly related to the amount of personal involvement, performing groups are continually engaged in the performance of 20th Century Music. Learning Modules are offered in theory, performance, history and literature, and methods.

Admission Requirements

Undergraduate In addition to University admission requirements, applicants for undergraduate work with music as an Emphasis should have completed the following courses for admission to the area of music:

1. Two years of undergraduate music theory.
2. Two years of undergraduate private study.
3. Two years of undergraduate ensemble performance.
4. One year of undergraduate music history.
5. One year of undergraduate piano.

For those students interested in teacher certification, a minimum of two courses in instrumental and/or vocal methods should have been completed.

All students must take a theory proficiency examination, which is given during registration each Trimester. This examination should precede the student's first registration, since it is necessary for placement in theory Learning Modules.

Graduate Applicants for graduate work, with music as an Emphasis, should have taken their undergraduate degrees in the field of music, or have completed work equivalent to the undergraduate degree in the field.

All students undertaking graduate work are to be apprised of the fact that they have a choice of enrolling in graduate work with or without pursuing a master's degree.

Admission to the master's degree program will be determined by the music professors and the Dean (or his designate) after the student has declared his intention in writing. The following will be considered in determining admission:

1. The applicant's academic records.
2. The applicant's personal qualification (determined by personal interview).
3. A minimum undergraduate grade-point average of 2.00 on a 4.00 system.
4. Demonstrated performance, research, and/or composing ability.

All students enrolling in graduate work must take a theory proficiency examination, which is given during registration the first, second, and third Trimesters. This examination should precede the student's first registration as a degree candidate, since it is necessary for placement in theory Learning Modules.

Music Competencies

Undergraduate A degree recipient in the Area of Emphasis of Music will have demonstrated:

1. Outstanding performance and music reading ability on his/her instrument or major concentration *(Applied Music; performance groups)*.
2. Functional keyboard skills *(Keyboard I & II)*.
3. Knowledge of the overall development of the history of music from antiquity to the present *(Afro-American Music; Music History)*.

4. Knowledge of one or more specified musical developments of the 20th Century *(History of Jazz; 20th Century Music I & II)*.
5. Knowledge and understanding of music structure (form, pattern, melodic developments, rhythmic synthesis, thematic, metamorphosis, etc.) from all periods of music history *(Materials of Music I & II)*.
6. Synthesis of 20th Century harmonic, rhythmic, melodic, formal, etc. techniques by employing them in original composition *(Materials of Music: Orchestration; Composition I & II)*.
7. Mastery of pedagogical tools for instrumental, vocal and/or general music teaching *(Choral Methods/ Conducting; Instrumental Methods; Instrumental Conducting)*.

Graduate A degree recipient in the Area of Emphasis of Music will have demonstrated:

8. All of the above.
9. A higher level of performing ability, music history understanding, composition techniques, keyboard skills, etc. *(20th Century Music III; Black Composers; Counterpoint/Form; Chamber Music)*.
10. Total mastery of an idiom through an extensive research project. This project may take the form of recitals, musical compositions, a research paper, etc. *(Graduate Research Seminar, Graduate Project)*.

Area of Emphasis: Theatre

GSU Theatre is committed to the principle that theatre is essentially a live action-oriented experience which is best learned by "doing" and is therefore characterized as **production-oriented.** However, theatre theory makes up an important part of the student's overall theatre education.

Most of the skill development modules require participation in the production program. The GSU Theatre produces several major and studio productions each year. Casting for all major productions is open to the entire University and community with casting preference given to GSU Theatre students.

Admission Requirements

Undergraduate Applicants for undergraduate work in Theatre Arts should have earned a minimum of 60 semester hours, 90 quarter hours, or work deemed as equivalent. It is suggested that undergraduate applicants complete the following courses prior to applying to GSU for admission to the Theatre Arts programs:

Introduction to Theatre
Stagecraft
Phonetics or Voice and Articulation
Beginning Acting

Practical experience in the theatre, however, may be accepted as equivalents for the suggested courses above.

Graduate Applicants for a graduate degree in Theatre Arts must:

1. Have an undergraduate degree in Theatre Arts from an accredited institution, or

2. Demonstrate, with appropriate documentation, an equivalent professional experience in Theatre Arts to the undergraduate degree which is acceptable to the GSU theatre faculty, or

3. Petition the GSU theatre faculty for provisional admission to the graduate degree program.

Students granted provisional admission will be required to make up (at GSU or elsewhere) any undergraduate deficiencies, credit for which will NOT count toward the GSU graduate degree.

Theatre Competencies

Undergraduate A degree recipient in the Area of Emphasis of Theatre Arts will have demonstrated:

1. Acceptable knowledge of the overall developments in the history of theatre arts from antiquity to the present *(Theatre History I & II).*

2. The capability of making critical judgments of dramatic literature and theatre production based upon an understanding of theatre aesthetics *(Dramatic Criticism; Aesthetics).*

3. Acceptable degree of familiarity with a broad range of dramatic literature from antiquity to the present *(Survey of Western Drama I & II; Shakespeare).*

4. Acceptable degree of knowledge of the principal elements of technical theatre production *(Stagelighting; Stage Make-up; Scene Design).*

5. Acceptable level of understanding and/or performance of the creative processes of acting and directing for the stage *(Directing; Advanced Acting).*

6. Acceptable level of understanding of the theatre as a source of creative development in children and adults *(Creative Dramatics Theory; Creative Dramatics Practicum).*

Graduate A degree recipient in the Area of Emphasis of Theatre Arts will have demonstrated:

1. Ability to make highly perceptive and critical judgments of contemporary dramatic literature and theatre production based upon historical theories of theatre and dramatic criticism *(Dramatic Criticism).*

2. Knowledge of research methodology and ability to show an acceptable familiarity with major theatre research sources *(Graduate Research Seminar).*

3. Knowledge of acting, directing, and design covering a broad scope of theatre forms and styles *(Directing Styles and Theories; Graduate Seminar in Technical Production; Theatre Management).*

4. An approved finalizing project in theatre arts, which shall be presented by performance, composition, and/or research paper.

Graduate Project All graduate students in the Theatre Arts are required to have successfully completed the module *Graduate Research in Theatre* prior to formal initiation of their Graduate Final Project. Final projects in Theatre are essentially of two types:

1. Written Thesis (descriptive, experimental, or historical/critical).

2. Creative (directing, acting, or technical). Each student must also submit an essay which describes the process leading to performance and a critical analysis of that performance.

All graduate final projects must be submitted to and approved by at least two Theatre faculty, one of whom must be the Coordinator of Theatre.

In addition to a final project, graduate students must also successfully complete a comprehensive examination. Procedures for these exams are outlined in the *Theatre Arts Handbook,* available in the Theatre Office.

Area of Emphasis: Visual Arts

The Visual Arts Area of Emphasis at Governors State University is based upon a definition of art as "skill and technique," and "intellectual activity." Studio Learning Modules in sculpture, painting, design, printmaking, drawing, and ceramics provide instruction for skill and technique. Classes in art history and art theory discuss art as an intellectual activity and consider the human character of its producer, the artist.

Art, as a product, displays many of the characteristics of its maker: a manifestation of the culture, cultural history, and period of the artist who created it. It is the product of an artist, himself the product of human social institutions. Art as an intellectual activity expresses judgement and resolution, yielding a unique aesthetic object and a personal solution to an artistic problem. Art works, like human history, exist in time and space and are subject to the same laws which alter human culture and its artifacts. Thus, Learning Modules are offered in "Art and Culture," "Art and Society," "Art Theory and Philosophy," and the "History of Western Art," modules which deal with the sociocultural roots of art.

The Visual Arts Area of Emphasis stresses those areas in which art students may obtain instruction and guidance to master techniques, to develop a knowledge of art history, art theory, philosophy, art and culture, and art and society. The faculty and staff are committed to help in that growth and development so that the students may become mature artists and scholars in command of their materials and ideas, capable of expressing an individual view critically achieved.

The faculty and staff of the Visual Arts Area of Emphasis view themselves not only as teachers providing their students with skills and an understanding, critical awareness and sense of the history of art, but as producing artists and scholars who are concerned with their own personal growth in the study of art, as demonstrated in the production of art works and research.

In determining the direction of the Visual Arts Area of Emphasis, the art faculty took the following into consideration:

1. Interdisciplinary Collegial objectives.

2. Invention and Creativity (Program) objectives.

3. Visual Arts objectives.
4. Student Tenure and Review Document.
5. Academic and professional interests expressed by the students.
6. Importance of modern art.
7. Importance of non-Western Art.
8. Importance of art theory and criticism.

The Visual Arts Area will include but not necessarily be limited to:

Painting
Sculpture
Design
Printmaking
Drawing
Ceramics
History of Western Art Forms
Art and Culture — non-Western Art
Professional Presentation and Exhibits
Cooperative Education (when applicable and/or available).
Future plans include Aesthetic Education.

Admission Requirements

Undergraduate In addition to University and collegial admission requirements, specific courses are suggested for admission to the area of Art:

1. 1-2 years undergraduate drawing.
2. 1-2 years undergraduate design (2-D or 3-D).
3. 1 year undergraduate painting.
4. 1 year undergraduate sculpture.
5. 1 year art history survey.

All students applying for admission must supply a portfolio of work consisting of at least 12 actual drawings and 8-12 examples of their work in their area of concentration (actual or photographic).

When students are found lacking in any of the above prerequisites, they will be advised to take remedial non-credit Learning Modules, independent study Learning Modules, and/or first and second year classes offered by two-year and four-year institutions.

Graduate Students will be advised of the option of the non-degree status. Applicants for graduate work with art as an Area of Emphasis should have taken their undergraduate degree(s) in the field of art, or have completed work equivalent to the undergraduate degree in the field as offered at Governors State University and must present a full portfolio (actual pieces and/or slides illustrating level of competency at the graduate level).

Admission to the master's degree program will be determined by the Art faculty and the Dean (or his designate) after the student has declared her/his attention in writing. The following considerations will be used in determining admission:

1. B.A. or B.S. in Visual Art.
2. The applicant's academic record.

3. A written proposal and actual portfolio of drawings (10-12), slides, and/or photos of advanced work.

The graduate student is required to propose his/her own course of study. In addition to developing a study plan the student must present a formal statement of intent at the outset of his/her studies briefly declaring his academic goals and supporting rationale.

Visual Arts Competencies

Undergraduate A degree recipient in the Area of Emphasis of Visual Arts will have demonstrated:

1. Outstanding ability in his/her studio area *(Design: Intermediate & Advanced; 2-D; Painting)*.
2. Knowledge of one or more related or non-related fields *(Afro-American Music; Survey of World Drama I & II; Aesthetics)*.
3. Ability to extrapolate the nature of 3-D objects on a 2-D surface *(Painting: Space and Composition I & II; Printmaking: Drawing; Drawing: Life Study)*.
4. Knowledge and understanding of modern art *(Arts of Afro-Americans; Modern Western Art and Architecture)*.
5. Knowledge of aesthetics, philosophy, visual awareness, and art theory *(Aesthetics; Philosophy; Art Theory)*.
6. Knowledge and understanding of the cultural aspects of art *(Art & Society I & II; Art and Culture; Arts of Pre-Columbian America; Traditional Arts of Africa)*.
7. Knowledge and understanding of the overall development of the history of art from antiquity to the present *(Arts of First Americans; Traditional Arts of Africa; Art & Culture)*.
8. Knowledge and understanding of the social aspects of art *(Art & Society I & II; Traditional Arts of Africa; Art and Culture)*.
9. The ability to prepare for a professional life upon the completion of his/her studies, i.e., a portfolio, exhibition record *(Advanced Materials and Presentation Workshop, Exhibits and other field experiences related to the Arts)*.

Graduate A degree recipient in the Area of Emphasis of Visual Arts will have demonstrated:

10. All of the above
11. All the competencies for undergraduates at a more sophisticated level of performance, understanding, critical analysis, and aesthetic judgement.
12. A complete, approved, and documented final project (Graduate Project and exhibition or a written thesis if the M.A. is pursued in Art History).

At the termination of his/her tenure of study, the student is required to submit a formal thesis for Art History and document a graduate, one-person show for studio. This statement is to be a written summation of the student's growth, development, and changes in philosophy that have occurred during his/her study at GSU.

Language and the Human Condition Program (Major)

Areas of Emphasis (Options)

English Education **(U, G)**
Language **(U, G)**
Literature **(U, G)**

The Program Language and the Human Condition is composed of students and faculty involved in the process of studying language and literature from a variety of perspectives — the social, intellectual, and inventive/creative; and from a variety of cultures — Mainstream and Ethnic American, English, and Latin American. The program offers opportunities for students to gain research skills in tools of the trade; analytical skills in critiquing literature from a variety of approaches; interdisciplinary skills in relating language to the human condition; linguistic skills in analyzing the evolution, function and content of language; and tools and methods of English Education.

The offerings and competencies in the program are not organized around a prior evaluative judgment regarding required modules to which students must conform. Rather, a range of modules, reading modules and independent studies are available. The role of the faculty advisor is to introduce the basic relationship between language and literature and the student's goal allowing the individual to make the evaluative judgments as to which areas are most important to her/him, and aiding in the development of a Student Study Plan which reflects the competencies the student wishes to acquire.

Language and the Human Condition Program Competencies

Undergraduate A recipient of a degree from the Language and Human Condition Program will have demonstrated:

1. Ability to approach language and literature from a thematic perspective.
2. Ability to approach literature from a period and/or historical perspective.
3. Ability to read ethnic literature.
4. Ability to apply critical criteria to literature, Mainstream and Ethnic.
5. Ability to produce a written critique demonstrating in a clear and concise manner the ability to interpret, compare, analyze, synthesize, and comment stylistically on literature.
6. Ability to use research materials.
7. Ability to approach literature in an interdisciplinary manner which includes the development and articula-

tion of the relationship of literature to other disciplines and the methods of such study.
8. Ability to analyze theoretical knowledge of language, be it linguistic, dialectal, rhetorical, or social, etc.
9. Ability to communicate in a non-print media such as film or television.
10. Ability to relate language and literature to other forms of expression such as music and art.
11. Ability to read Classical English and World literature.

Three (3) Areas of Emphasis have been identified for this level of concentration: Language, Literature, and English Education.

Graduate A recipient of a degree in the Language and the Human Condition Program will have demonstrated:

1. Ability to evaluate language and literature from a thematic perspective.
2. Ability to evaluate literature from a period and/or historical perspective.
3. Ability to evaluate ethnic literature.
4. Ability to analyze critical criteria for literary evaluation.
5. Ability to produce a written critique demonstrating in a clear and concise manner the ability to interpret, compare, analyze, synthesize, and comment stylistically on literature.
6. Ability to master the use of research materials.
7. Ability to analyze and synthesize literature in an interdisciplinary manner, which includes the development and articulation of the relationship of literature to other disciplines and the methods of such study.
8. Ability to evaluate theoretical knowledge of language, be it linguistic, dialectal, rhetorical, or social, etc.
9. Ability to communicate in a non-print media such as film or television.
10. Ability to relate language and literature to other forms of expression such as music and art.
11. Ability to evaluate Classical English and World literature.

Area of Emphasis: Language

A student who has selected the Language Area of Emphasis is involved in the study of language as a scientific, social and philosophical pursuit. Students examine man's many uses of an intricate system of speech sounds to communicate with his contemporaries and man's use of written symbols to transmit accumulated knowledge to his descendants. Specifically, learning experiences in this area provide opportunities for students to gain competencies and skills in linguistics, geography, structural grammar, so-

cio-linguistics, stymology, semantics, dialectology, phonetics, language history, language and thought, and symbolic language.

Language Competencies

Undergraduate A degree recipient in the Area of Emphasis of Language will have demonstrated:

1. Adequate mastery of the essential expressional skills, oral and written *(Writing Principles)*.
2. Development of skills required for efficient and effective use of printed sources of information *(Library Resources)*.
3. Thorough understanding of levels of usage and systems of English grammar *(History of the English Language; Race, Language & Culture; Sociology of Language; Survey of Modern Grammar)*.
4. Knowledge of the history of the English language *(History of the English Language; Studies in the English Language; Survey of Modern Grammars)*.
5. Understanding of the cultural and socio-economic origins of dialectal differences *(Race, Language & Culture; Sociology of Language; Studies in the English Language)*.
6. Understanding of the relationship between language and thought *(Language, Teaching & Learning; Modern Linguistic Theory; Race, Language & Culture)*.
7. Understanding of how language functions, including knowledge of the principles of semantics *(Applied Linguistics)*.

Graduate A degree recipient in the Area of Emphasis of Language will have demonstrated:

1. Complete mastery of the essential expressional skills, oral and written *(Research Techniques; Advanced Rhetoric)*.
2. Mastery of skills required for efficient and effective use of printed sources of information *(Graduate Readings; Graduate Research; Graduate Project; Research Techniques)*.
3. Thorough synthesis of levels of usage and systems of English grammar *(History of the English Language; Modern Linguistic Theory; Race, Language & Culture)*.
4. Analysis of the history of the English language *(History of the English Language)*.
5. Synthesis of the cultural and socio-economic origins of dialectical differences *(Race, Language & Culture; Sociology of Language; Studies in the English Language)*.
6. Analysis of the relationship between language and thought *(Language, Teaching and Learning; Modern Linguistic Theory; Race, Language & Culture)*.
7. Analysis of how language functions, including knowledge of the principles of semantics *(Applied Linguistics)*.

Area of Emphasis: Literature

A student who is enrolled in the Literature Area of Emphasis is involved in the study of literature as an art form and a reflection of distillation of human experience. A major thrust of this Area of Emphasis is one which provides for the acquisition of perceptions and understanding of the human condition through the literature of various cultural and ethnic groups. Students are also encouraged to develop competencies in developing evaluative perceptions of artistic excellence through genre studies and literary criticism. Literature as an historical and social force is examined through studies of literary movements, specific authors, and literary classics.

Literature Competencies

Undergraduate A degree recipient in the Area of Emphasis of Literature will have demonstrated:

1. Ability to identify and approach literature from a thematic perspective *(Struggle of Latin America thru Literature; The Teacher in Literature; The Politician in Literature)*.
2. Ability to identify and approach literature from a period/historical perspective *(The Harlem Renaissance; Nineteenth Century American Literature; Shakespeare)*.
3. Ability to understand and to apply major critical theories to literature *(Literary Criticism American Literature; Philosophical Themes in Contemporary Literature)*.
4. Ability to demonstrate intensive and extensive knowledge of genre *(The Short Story; The Novel; Poetry)*.
5. Ability to relate literature to other forms of expression *(Black Humor; Black Drama)*.
6. Ability to approach literature from the perspective and theories of major authors *(Shakespeare; Hawthorne; Twain)*.
7. Ability to read and understand the literature of American ethnic groups *(American Literature I & II; Philippine Literature; Latin American Literature)*.

Graduate A degree recipient in the Area of Emphasis of Literature will have demonstrated:

1. Ability to analyze and synthesize literature from a thematic perspective *(Black Women in Literature; The Social Novel; Women in Literature)*.
2. Ability to analyze and evaluate literature from a period/historical perspective *(The Harlem Renaissance; Nineteenth Century American Literature; Shakespeare)*.
3. Ability to analyze and to apply major critical theories to literature *(Literary Criticism; American Literature)*.
4. Ability to produce a written critique demonstrating in a clear and concise manner, competencies in interpretation, comparison, analyzation, synthesizing, and commentation on style in literature *(Graduate Re-*

search; *Graduate Project; Literary Criticism; Research Techniques).*

5. Ability to demonstrate intensive and extensive analyzation of genre *(The Novel; The Short Story; Poetry).*

6. Ability to evaluate literature from the perspective and theories of major authors *(Hawthorne; Shakespeare; Shaw; Twain).*

7. Ability to read competently an unfamiliar literary work of above average difficulty with adequate comprehension of its content and literary characteristics *(World Literature; English Literature; Existential Novel).*

8. Ability to analyze and evaluate the literature of American ethnic groups *(African-American Literature I & II; Literature of Immigrant Children; Philippine Literature; Latin American Literature).*

Area of Emphasis: English Education

This Area has been approved by the State Board of Education for certification of the teachers degree program at GSU. Those students who plan to pursue preparation and certification as teachers of English should acquire the competencies outlined here. These competencies are modifications of the Guidelines set by the National Council of Teachers of English. Although the National Guidelines uses the categories of language, literature and composition to describe the various responsibilities of the teacher of English, it is important to note that English is herein conceived of as a unified discipline.

These competencies focus upon personal qualifications, skills and kinds of knowledge which contribute to effective teaching; the teacher's personality and general education; his/her skills in listening, speaking, reading, and writing; his/her knowledge about the ability to teach language, literature and composition.

English Education Competencies

Undergraduate A degree recipient in the Area of Emphasis of English Education will have demonstrated:

1. A broad, yet full and competent background in the liberal arts and sciences (lower division competencies).

2. A knowledge and comprehension of a wide body of literature *(African-American Literature I and II; English Literature I & II; Shakespeare).*

3. Mastery skills in listening, speaking, reading, and writing *(Communications for Classroom Teachers; Library Resources for Classroom Teachers; Public Speaking; Writing Principles).*

4. An understanding of the nature of language and of rhetoric *(History of the English Language; Language, Teaching & Learning; Studies in the English Language).*

5. An understanding of the relationship of child and adolescent development to the teaching of English *(Learning Processes; Student Teaching).*

6. Knowledge of education and the teaching profession as an on-going and continuing process *(Learning Processes; Student Teaching; Social Foundations of Education).*

7. Knowledge and skills in methods of teaching English: language, literature and composition *(Language, Teaching & Learning; Literature for Reluctant Readers; Methods of Teaching English; Student Teaching; Teaching Reading in the Secondary Schools).*

Graduate A degree recipient in the Area of Emphasis of English Education will have demonstrated:

1. A broad, yet full and competent background in the liberal arts and sciences *(bachelors degree with major in English).*

2. An analysis and synthesis of a wide body of literature *(Existential Novel; Literary Criticism; Major English Authors).*

3. Mastery skills in listening, speaking, reading, and writing *(Communications for Classroom Teachers; Library Resources for Classroom Teachers; Public Speaking; Research Techniques).*

4. An analysis of the nature of language and of rhetoric *(Advanced Rhetoric; History of the English Language; Language, Teaching & Learning; Studies in the English Language).*

5. Knowledge of education and the teaching profession as an on-going and continuing process *(History and Philosophy of Black Education; Social Foundations of Black Education; Social Foundations of Urban Education).*

6. Creativity and mastery skills in methods of teaching English: language, literature and composition *(Language, Teaching and Learning; Literature for Reluctant Readers; Methods of Teaching English; Teaching Reading in the Secondary School).*

Media Communications Program (Major)

Areas of Emphasis (Options)

Applied Studies **(G)**
Mass Media **(U)**

The Media Communications Program examines the form, content and influence of such media as television, photography, film, radio, print, and journalism as media of communications in contemporary or popular culture; and the processes, politics, and impact of mass media as an institution in contemporary society. A unique combination of practical, theoretical and technical learning experiences is offered.

Studies within the program and its Areas of Emphasis offer diverse opportunities for careers and job up-grading in such functional areas as mass media, communications, education, broadcasting, film, journalism, as well as other fields where media may be an essential component. The program is also responsive to the needs of teachers, community leaders, and others desiring to better understand the processes and impact of the media on our lives. A full range of Learning Modules is offered from which the student develops an individualized Student Study Plan.

Media Communications Program Competencies

Both undergraduate and graduate students are expected to attain the program competencies. Undergraduate and graduate studies are distinguished within the two Areas of Emphasis of the program. Graduate students in the Media Communications Program complete a major synthesizing Graduate Project, satisfying competencies of specialization reflected in Student Study Plans developed cooperatively with faculty advisors. The Graduate Project may be a thesis, research paper, creative endeavor, or similar effort designed to demonstrate sophistication and depth in the student's selected competencies of specialization.

Undergraduates complete at least 30 of 60 upper division units within the program. Graduate students must complete 16 of 32 units required within the program and may in addition, receive up to six units of credit for completion of the required Graduate Project.

Undergraduate & Graduate A recipient of a degree from the College of Cultural Studies in the Media Communications program will have demonstrated:

1. Ability to express him/herself clearly and effectively in written and/or visual form *(Communications Skills)*.
2. Ability to create media and/or understand production process *(Production/Aesthetics/Criticism)*.
3. Ability to understand and apply knowledge of the fundamental theories, processes, and practices used

in creating and assessing the media and its effects *(Theory/Trends)*.

Graduate Seminars Each Trimester, a faculty member in Media Communications offers a Contemporary Issues Seminar, Graduate Seminar or Media Symposium. While these seminars are not required, graduate students are encouraged to take at least one of these offerings which are designed for graduate studies.

Graduate Project Graduate students must complete a major synthesizing project satisfying their competency of specialization. Six units of the 32 units required for the M.A. may be awarded for this project. The student's primary and secondary advisors, as well as a third faculty member review both the proposal and the completed project. The Graduate Project should be completed three (3) weeks prior to the end of the Trimester in which the student hopes to graduate, to allow time for review by the student's graduate committee.

Area of Emphasis: Applied Studies

Graduate students in the Applied Studies Area of Emphasis develop Student Study Plans reflecting an appropriately advanced sophistication. A Master's Graduate Project is required which reflects a broader conceptual and skill base than undergraduate projects and is a major culminating graduate activity.

Students must take advanced production or research as part of their overall study. The Applied Studies area affords students the opportunity to develop skills in producing, writing, researching or teaching media communication for careers in media institutions or for application within other social structures (education, community, government, industry).

Applied Studies Competencies

Graduate A degree recipient in the Area of Emphasis of Applied Studies will have demonstrated:

1. Ability to write and create clear, concise and effective media presentations and/or research papers *(Media: Writing for Film & Television I & II, Journalism: Writing Lab I & II; Photography: Camerawork I & II)*.
2. Ability to create high quality productions for a specific medium and/or apply critical techniques and aesthetic standards to media presentations *(Film Aesthetics; Television Directing; Television: Color Production; Journalism: Investigative Reporting; Photography: Advanced)*.
3. Ability to understand and perform research related to fundamental theories, processes and practices used in creating and assessing the mass media and its effects *(Mass Media Trends; Contemporary Issues; Mass*

Communications Law; Research Techniques; Film: History).

Specialized competencies in the Applied Studies Area of Emphasis are developed cooperatively with the advisor and normally reflect competencies related to the Graduate Project.

Typical specialized competencies:

1. Ability to create a high quality media presentation for public review and display.
2. Ability to prepare for publication an analytical, theoretical, critical or other research paper related to the media and/or contemporary culture and society.
3. Ability to develop introductory and advanced courses in media at the secondary level.

Area of Emphasis: Mass Media

The undergraduate Area of Emphasis in Mass Media integrates theoretical and practical knowledge of the media. In addition to classes in production, aesthetics, criticism, and development (history or trends), students gain knowledge of the mass media/communications industry through formal modules or, when possible, cooperative education experiences working directly in the media industry.

Students are encouraged to take at least three (3) classes dealing with one specific medium, whether history, analysis or production, and to take at least two (2) classes in other media outside any specialized media area.

Mass Media Competencies

Undergraduate A degree recipient in the Mass Media Area of Emphasis will have demonstrated:

1. Ability to express himself clearly, concisely and effectively in written and/or visual form for selected media of communication *(Media: Writing for Film & T.V. I & II; Journalism Writing Lab I & II; Photography: Camerawork I & II).*
2. Ability to create for the media and/or perceive, analyze, and interpret techniques used in a mass media presentation *(Filmmakers Vision & Techniques; T.V. Production; Journalism: Reporting; Photography: Advanced Techniques).*
3. Ability to understand basic communications processes and theories, and the nature and effect of political, social and commercial persuasion through the mass media; and to understand the development and trends of mass media *(Photography: History; Media: Introduction to Mass Communications; Mass Media Trends; Media: Urban Journalism; Children & Television).*

In addition, students select at least one competency of specialization:

1. Ability to produce a creative work for the mass media and its technology.
2. Ability to evaluate the artistic, theoretical or cultural significance of a mass media presentation(s).
3. Ability to describe mass media structure and economics of the media/communications industry and its technology.

Socio-Cultural Processes Program (Major)

Areas of Emphasis (Options)

Urban Socio-Cultural Processes (U, G)
Comparative (Socio-Cultural) Processes (U, G)
Women's Studies (U, G)

This Program is designed as a conceptual framework within which various social, political, and cultural phenomena may be examined, evaluated, and possibly altered through educational experiences within the University and in the community at large. Disciplines included are anthropology, urban history, sociology, urban studies, political science, and women's studies. The program provides the opportunity for students to examine "process" phenomena within three Areas of Emphasis.

If a student chooses to examine Urban Socio-Cultural Processes, he might explore such topics as the historical and political processes in the city; the dichotomies and relationships between cities and suburbs; rural and urban regional dynamics; or the social, cultural groups outside the United States mainstream tradition.

Comparative Socio-Cultural Processes provides a broad interdisciplinary approach to the study of social, political and cultural institutions, processes and thought, emphasizing comparisons among national, sub-cultural, class, and/or sexual groups.

Women's Studies provides opportunity for students to explore a variety of interdisciplinary dimensions in the study of women and to interact with an emerging informational network, which they may use to evaluate and possibly alter the role and status of women in the world today.

Along with regular Learning Module offerings within the College and University at large, fieldwork/internships are often available through Cooperative Education for credited work in the community. Independent investigations sponsored by one of the program faculty affiliates are strongly encouraged.

Socio-Cultural Processes prepares students for careers in personnel work, teaching, private and governmental social service agencies, law, community development, and graduate studies in the social science.

Socio-Cultural Processes Program Competencies

Undergraduate A recipient of a BA degree from the College of Cultural Studies in the Socio-Cultural Processes Program will have demonstrated:

1. Knowledge of terminology and facts, principles and generalization concerning the historical emergence of processes, institutions and value systems.

2. Knowledge of terminology and facts, principles and generalizations concerning contemporary processes, institutions and value systems.

3. Knowledge of terminology and facts, principles and generalizations concerning historical and contemporary intellectual thought.

4. Knowledge of terminology and facts, principles and generalizations concerning the social implications of cultural identification.

5. Knowledge of techniques, theory and ethical implications of research and/or community change.

6. Knowledge of concepts or techniques from the arts, literature or natural sciences for the study of socio-cultural processes.

Graduate A recipient of an MA degree from the College of Cultural Studies in the Socio-Cultural Processes Program will have demonstrated:

1. Ability to analyze, synthesize and evaluate the historical emergence of processes, institution, and value systems.

2. Ability to analyze, synthesize and evaluate contemporary processes, institutions and value systems.

3. Ability to analyze, synthesize and evaluate historical and contemporary intellectual thought.

4. Ability to analyze, synthesize and evaluate the social implications of cultural identification.

5. Ability to comprehend, evaluate and apply methods in historical and/or social science research, and/or methods in community development.

6. Ability to evaluate and apply concepts or techniques from the arts, literature or natural sciences to the study of socio-cultural processes.

Area of Emphasis: Urban Socio-Cultural Processes

Urban Socio-Cultural Processes consists of interdisciplinary efforts focusing on both conceptual (classroom) and applied (field) studies. Students are expected to understand fundamental urban systems, processes and institutions from historical and contemporary perspectives. Study also focuses on understanding the problems, activities, and approaches to action that are particularly characteristic and appropriate to urban communities. Studies in the Area of Emphasis are seen as including the variety of concerns identified under labels such as urban, suburban, central city, and regional.

Particular emphasis is placed upon the development and approval of Student Study Plans that reflect interdisciplinary resources of the University and the College, the resources of the various urban communities, and the program needs and objectives of each student.

Urban Socio-Cultural Processes Competencies

Undergraduate A degree recipient in the Area of Emphasis of Urban Studies will have demonstrated:

1. Knowledge of terminology and facts, principles and generalizations concerning the historical development of urban systems and processes *(American Urban History; Black Migration & Emergence of the Ghetto; History of Law Enforcement; American Labor History)*.

2. Knowledge of terminology and facts, principles and generalizations concerning contemporary urban systems and processes *(Urban studies: Intro to the City; Suburban Housing and Development; Urban Politics)*.

3. Knowledge of terminology and facts, principles and generalizations concerning cultural and/or social functions and structures in urban communities *(Sociology of Ethnic Relations; Urban Sociology; Urbanization in the Developing World)*.

4. Knowledge of terminology and facts, principles and generalizations concerning processes of social change in urban communities *(Community Organization; Social Stratification; Women, Politics and Change)*.

5. Knowledge of techniques, theories and ethical implications of research and/or community development. *(Principles and Practices of Urban and Regional Planning; Idea of Community; Social Science Research Methods; Concepts and Theories in Social Sciences)*.

6. Knowledge of concepts or techniques from the arts, literature or natural sciences for application to the study of urban processes *(Literature of the Immigrant Children; History of Jazz; Counterpropaganda; Evolution of Man)*.

Note: In addition to meeting these area of Emphasis competencies, the student must complete modules for a minimum of five (5) Collegial Competencies with a minimum of fifteen (15) units. A minimum of 4 to 6 of these units must be related to Collegial Competencies one (1) and/or five (5).

Graduate A degree recipient in the Area of Emphasis of Urban Studies will have demonstrated:

1. Ability to analyze, synthesize and evaluate the historical development of urban systems and processes *(American Urban History; Black Migration; History of Law Enforcement; American Labor History)*.

2. Ability to analyze, synthesize and evaluate contemporary urban systems and processes. *(Urban Studies: Intro to the City; Suburban Housing and Development; Urban Politics)*.

3. Ability to analyze, synthesize and evaluate processes of social change in urban communities *(Community Organization; Social Stratification; Women, Politics and Change)*.

4. Ability to analyze, synthesize and evaluate cultural and/or social functions and structures in urban communities *(Sociology of Ethnic Relations; Urban Sociology; Urbanization in the Developing World)*.

5. Ability to comprehend, evaluate and apply methods in historical and/or social science research, and/or methods in community development *(Community Studies Seminar and Research Idea of Community; Social Science Research Methods; Urban and Regional Planning)*.

6. Ability to evaluate and apply concepts or techniques from the arts, literature, or natural sciences to the study of urban processes *(History of Jazz; Literature of Immigrant Children; Counterpropaganda; Evolution of Man)*.

Area of Emphasis: Comparative Socio-Cultural Processes

Comparative Socio-Cultural Processes consists of interdisciplinary efforts focusing on both conceptual (classroom) and applied (field) studies. Students are expected to understand fundamental social and cultural processes, institutions, and value systems from historical and contemporary perspectives. Studies in the Area of Emphasis are seen as including the issues of stability, change, growth, deterioration, and the notion of process itself in various cultural processes.

Particular emphasis is placed upon the development and approval of Student Study Plans that reflect interdisciplinary resources of the University and the College, the resources of various cultures, and the program needs and objectives of each student.

Comparative Socio-Cultural Processes Competencies

Undergraduate A degree recipient in the Socio-Cultural Processes Area of Emphasis will have demonstrated:

1. Knowledge of terminology and facts, principles and generalizations concerning the historical emergence of processes, institutions and value systems *(Ascent of Man; Idea of Community; American Urban History; Social Foundations of Education)*.

2. Knowledge of terminology and facts, principles and generalizations concerning contemporary processes, institutions and value systems *(American Political Behavior; Sociology of the Family; Political Psychology; Social Stratification)*.

3. Knowledge of terminology and facts, principles and generalizations concerning historical and contemporary intellectual thought *(Bible as Literature; Contemporary Political Ideologies; Open Education: Theory)*.

4. Knowledge of terminology and facts, principles and generalizations concerning the social implications of cultural identification *(Sociology of Ethnic Relations; Women, Politics and Change; Cultural Anthropology; Latin American Culture and Society)*.

5. Knowledge of techniques, theory and ethical implications of research and/or community change *(Social Science Research Methods; Open Education: Implementation; Philosophy of History; Moral Education).*

6. Knowledge of concepts or techniques from the arts, literature or natural sciences for the study of socio-cultural processes *(Aesthetics; Novel of the Mexican Revolution; Ideas in History: Modern Europe; Afro-American Literature).*

Graduate A degree recipient in the Area of Emphasis of Comparative Studies will have demonstrated:

1. Ability to analyze, synthesize and evaluate the historical emergence of processes, institutions and value systems *(American Urban History; Ascent of Man; Social Foundations of Education).*

2. Ability to analyze, synthesize and evaluate contemporary processes, institutions and value systems *(Social Stratification; American Political Behavior; Sociology of the Family).*

3. Ability to analyze, synthesize, and evaluate the social implications of cultural identification *(Women, Politics & Change; Sociology of Ethnic Relations; Cultural Anthropology).*

4. Ability to analyze, synthesize, and evaluate historical and contemporary intellectual thought *(Bible as Literature; Open Education: Theory; Contemporary Political Ideologies).*

5. Ability to comprehend, evaluate and apply methods in historical and/or social science research, and/or methods in community development *(Social Science Research Methods; Philosophy of History; American History).*

6. Ability to evaluate and apply concepts or techniques from the arts, literature, or natural sciences to the study of socio-cultural processes *(Aesthetics; Ideas in History; Afro-American Literature).*

Area of Emphasis: Women's Studies

Women's Studies is a set of interdisciplinary learning experiences guided by a feminist perspective which takes women's position as a prism through which to view society. A feminist perspective is oriented to: exposing and changing sexist presumptions and biases, informing scholarship with alternative intellectual models.

Particular emphasis is placed upon the development and approval of Student Study Plans with the Coordinator of Women's Studies. These contracts must reflect interdisciplinary resources in the University and the College and the program needs and objectives of each student.

Women's Studies Competencies

Undergraduate A degree recipient in the Area of Emphasis of Women's Studies will have demonstrated:

1. Knowledge of the historical, social and cultural changes which have influenced the image and treatment of women in society *(Sociology of Women).*

2. Knowledge of the ways in which the biology and psychology of women influence and are influenced by women's position in society *(Psychology of Women; Women's Health Concerns; Religion and Human Sexuality).*

3. Knowledge of the contemporary cultural and social structures, and processes which influence the position of women in society *(Women and the Law; Women Business Supervisors).*

4. Knowledge of the position of women as reflected in literature (including mythology) and the arts *(Women in Literature; Black Women in Literature; Women and Mythology).*

5. Knowledge of implications of change and/or variation in women's position with respect to alternative lifestyles and/or different cultures and social structures *(Women, Politics & Change; Career Paths and Lifestyles).*

6. Knowledge of research methodology and how it can be used to study the behavior of women in society *(Women's Page Transition).*

7. Knowledge of the delivery of services to women through participation in the activities and projects of the Women's Resource Center or equivalent women's service organization *(Social Science Research Methods, Women's Resource Center Training Laboratory).*

Graduate A degree recipient in the Area of Emphasis of Women's Studies will have demonstrated:

1. Ability to analyze, synthesize and evaluate theories about historical, social and cultural changes which have influenced the image and treatment of women in society *(Sociology of Women).*

2. Ability to analyze, synthesize, and evaluate ways in which the biology and psychology of women influence and are influenced by women's position in society *(Psychology of Women; Religion & Human Sexuality; Women's Health Concerns).*

3. Ability to analyze, synthesize and evaluate contemporary cultural and social structure and processes which influence the position of women in society.

4. Ability to analyze, synthesize, and evaluate the position of women as reflected in literature (including mythology) and the arts.

5. Ability to analyze, synthesize and evaluate the implication of change and/or variation in women's position with respect to alternative lifestyles and/or different cultures and social structures.

6. Ability to execute an empirical research project about any aspect of women's behavior or position in society *(Women's Page Transition Study).*

7. Ability to direct and bring to fruition a specific project through participation in the Women's Resource Center and/or equivalent women's service organization *(Social Science Research Methods, Women's Resource Center Training Laboratory).*

INFORMATION

For information-
Pick up phone
No dialing necessary

College of Cultural Studies Learning Module Descriptions

Key To Learning Module Descriptions

these catalog numbers indicate:
undergraduate level only 3000-4999
undergraduate & graduate level 5000-7999
graduate level only 8000-9999
arr. — meeting time to be arranged
Permission — permission of coordinator required
Winter Trimester — January, February, March, April
Spring/Summer Trimester — May, June, July, August
Spring — May, June
Summer — July, August
Fall Trimester — September, October, November, December

CS3270   Materials of Music I: Keyboard (1) Designed to facilitate improvisation and aural skills through the piano keyboard for music students with limited background in piano. **Fall.** *Baker*

CS3710   Photography: History (2-4) Chronologically follows the evolution of photographic physical invention and aesthetic approach. **Spring, Fall.** *Schranz/Gilbert*

CS3720   Writing Principles (3) Provides students with experience in and observation of the act of writing as it is performed by the publishing writer. **Fall.** *Browne*

CS3730   American Literature I (4) Focuses on the major writers, works, and related background in American literature before 1865. **Fall.** *Rank*

CS3760   Survey of English Literature I: Beowulf to 18th Century (4) A selection of literary masterpieces from Anglo-Saxon origins, Middle Ages, Renaissance, 17th through the 18th Century. **Fall.** *Browne*

CS3770   Invitation to Liberal Education (2) Serves as introduction to the Liberal Education Component which has been planned by faculty and staff of the Competency-based Liberal Education Project at Governors State. Project faculty give presentations on the five Domains of Liberal Education which include both Knowing-About and Knowing-How-To competencies. Traditional concepts of Liberal Education will be compared to this competency-based concept. The revised edition (1972) of Mortimer Adler's *How to Read a Book* will be used to develop analytical and evaluative skills in reading works on liberal education. **Fall.** *Jara/Bernd.*

CS3771   Theory of Knowledge (4) An experimental module designed specifically to assist students in achieving competencies related to philosophical and scientific views of knowledge. Organized into two distinct parts: Part I, *The Nature of Knowledge per se* considers the various philosophical interpretations of knowledge and the process of knowing; Part II, *Evolution* is devoted to a study of the history of evolutionary thought as an example of the development of scientific knowledge. More specific relationships be-

tween Part I and II will be developed as the module progresses. **Winter.** *Wei/Gunther*

CS3772   Values (4) Connects specific problems in philosophy with "public" problems such as Equality and Justice in Admissions to Professional Schools. Writers to be studied will include: David Hume, John Rawls, John Stuart Mill, and Karl Popper. **Winter.** *Bernd*

CS4000   Student Teaching (5) Designed as a culminating experience in which the student is to demonstrate his ability to teach a language and literature curriculum in a classroom at a specified level of competency. Prereq: Permission. **All Trimesters.** *Vinyard*

CS4900   Independent Investigations (1-4) Designed for undergraduate students who wish to engage in independent readings and research. The project must be approved and coordinated by appropriate professor(s) in the College. Permission. **Winter, Spring/Summer, Fall.** *Staff*

CS5001   Roots (4) Based upon Alex Haley's *Roots;* the module provides an examination of the history of Black Americans from 18th Century West Africa through slavery to emancipation in the United States. At the same time, serious attention will be given to historical research methods. **Fall.** *Patton*

CS5010   African History (4) Studies the African legacy and its contribution to the ancient world, the Atlantic Coast slave trade, colonial domination, conquest and rule. **Winter.** *Patton*

CS5011   Pre-Columbian Africans in the New World (4) Presents a systematic study of pre-Columbian links between Africa and America. It utilizes an interdisciplinary approach in examining research in several important and related fields — documented and oral history, cultural anthropology, archaeology, linguistics, botany, ceramics, cartography, and oceanography — to prove that Africans made a series of contacts with the American hemisphere during five significant pre-Columbian periods. **Winter.** *VanSertima*

CS5031   Black Protest in 20th Century (4) An examination of the history of Black struggle in America. While the module will provide an understanding of the general chronology of Black revolt, the major concern is with "ideas." In short, the module is an attempt to study the "major trends" of Black protest in the 20th century. **Spring.** *Patton*

CS5050   African Novel (3) An exploration of the relationship of the development of the Black African novel to colonialism and the struggle for Black liberation. **Winter.** *Anthony*

CS5052   The Harlem Renaissance (4) The primary thrust of this module is toward the examination of the influences of the Black verbal arts as reflections of the political trends of the 1920's and 1930's. The student will trace the development of a Black political movement of the Harlem Renaissance Period and relate the influence of the political focus to literature. **Spring/Summer.** *Anthony*

CS5060   Afro-American Music (2-3) A survey of various modes of musical expression characterizing the Black man's contributions to American culture: West African sounds (1619-1800), jazz, spiritual, and gospel, contemporary soul. **Fall.** *Carter*

CS5070   Arts of Afro-Americans (2-3) An overview of the artistic achievements of people of African descent in the Americas. Begins with a review of African artistic expressions in Nigeria, Ghana, and the Congo and follows with Afro-American accomplishments in Brazil, Surinam, and the Caribbean. Black American artists in the United States are treated from colonial contexts to the developments of the late 1970's. **Summer.** *Bourgeois*

CS5071   African Technology in Ancient America (3) Examines hard archaeological evidence for contact between Africa and America and the 800-700 B.C. period. Gives students background into the history, navigational capabilities and technological achievements of this period in Egypt and Nubia. Areas of astronomy (time counts and calendars), architecture, mummification, and metallurgy. **Fall.** *VanSertima*

CS5080   Primitive Art (2-3) The art of Sub-Saharan Africa, North American Indian, and peoples of the Pacific are compared and contrasted. Focuses on twelve traditional societies for an analysis and comparison of visual art forms. Settings and function of the arts are considered with reference to leadership structures, worldview, didactic purpose, and security symbols. **Fall.** *Bourgeois*

CS5081   Arts of the Pacific (2-3) A survey of art from the South Pacific including the islands of Polynesia, Melanesia, Micronesia, and the island-continent of Australia. Examines the stylistic classifications, ethnographic contexts, and methods in which traditional Oceanic art is created and studied. **Fall.** *Bourgeois*

CS5090   Black Composers (2-3) Music historians have only recently begun to deal with the contributions and influences of Blacks to the field of music. However, more attention is given to the Black musician in "popular" music than to those in "concert" music. This module familiarizes the student with the lives and works of Black musicians in areas other than popular music. **Fall.** *Carter*

CS5110   Black Humor (3) Focuses on works of selected Black writers who reflect the scope and intensity of racial, political, social, and cultural conflict in America through humor. **Spring.** *Vinyard*

CS5120   Black Literature I (2) A general survey of Black prose from 1760-1900 to the Harlem Renaissance, with special attention to basic themes and major authors including Paul Laurence Dunbar, Charles Chestnutt, and James Weldon Johnson. **Fall.** *Evans*

CS5130   Black Literature II (3) Designed to provide models for approaching Black literature from a variety of literary, as well as socio-cultural perspectives, through a survey of poetry and prose written between 1920-1970. **Fall.** *Evans*

CS5133   Black Women in Literature (3) Designed to introduce the student to the various ways in which the Black woman has been viewed in literature. **Winter.** *Evans*

CS5201   Politics and Society (4) This "directed" reading module deals with five main areas in the American political and socio-economic systems: (1) the American governmental system; (2) the American party system; (3) science, technology and policy formation; (4) urban public policies; (5) public policies and the Black community. **Summer.** *Oden*

CS5220   Black Political Life in American Cities (4) Designed to analyze and compare Black political life in the cities from a cultural, class, and structural approach. **Winter.** *Oden*

CS5242   Economic Development: African Diaspora (3, 4) Concentrates on the development of the political economy of the United States — how the political, cultural, social, and economic forces have been organized to determine the production, circulation and distribution of the society's wealth and how these affect Black Americans. **Summer.** *Staff*

CS5243   Economic Development in Latin America (4) Designed to enable the student to understand the economic struggles of the Latin American peoples through the analysis of the role that economy has played in the past, and is now playing in the modernization process, in the political apparatuses and structures, and in the culture of Latin America. **Summer.** *Mendoza*

CS5252   African Societies (4) Outlines African people and their various cultural differences; focuses on correcting misconceptions of Africa and the Africans. Readings from a wide selection of publications. **Fall.** *Zake*

CS5261   Ascent of Man (4) Based on an award winning B.B.C. television series written and narrated by late scientist Jacob Bronowski; provides a panoramic view of nature and the forces that led to the emergence of human intelligence with its cultural and intellectual achievements. Also examine Bronowski's effort to bridge the sciences and the humanities. **Fall.** *Wei*

CS5280   The Civil Rights Movement: A Historical Analysis (4) A study of the Black struggle in America, with emphasis on the movement addressed to the securing of "civil rights." While considerations will be given to legislations, court decisions, and the Black protest prior to 1954, the major concern is with the ten year period following that date. Approach is analytical. **Spring.** *Patton*

CS5300   Third World Studies Workshop (2,3) Weekend Workshop focusing on "societal" and policy problems of peoples in Third World communities on national and international levels. **Winter.** *Oden/Wei*

CS5301   Marriage in Other Societies (4) A comparative module surveying the nature of marriages in non-Western societies. **Winter.** *Zake*

CS5310   Art of Pre-Columbian America (2-3) A study of the cultures of Meso-America, Central America, and South America. An historical survey of art, stretching from the Pre-Classic cultures to the arrival of European cultures. **Summer.** *Bourgeois*

CS5311   Art History: Art of First Americans (American-Indians) (2-4) A survey of North American Indian art from pre-historic contexts to the 19th century with attention to Eastern United States, Greater Southwest, Prairies-Plains, and Pacific Coast. Prereq: Permission. **Winter.** *Bourgeois*

CS5320   Asian History (3) Covers 28 political units from Japan in the East to Pakistan in the West; in-depth discussion on the main countries, i.e., India, China, and Japan, in that order. Siberia, Central Asia, and the Middle-East will be referred to only in relation to the subjects of the module. **Winter.** *Gan*

CS5334   Comparative Latin American Literature (4) Comparative study of major writers of different Latin American countries. Critical analysis of all major works produced since 1921. Focuses on social conditions and political circumstances of different Latin American countries. **Fall.** *Duron*

CS5335   Chicano Struggle (4) Surveys the literature produced about and by Chicanos in the United States. Focuses on the Chicano struggle and liberation movement. **Fall.** *Duron*

CS5336   Comparative Latin American Cultures (4) A survey of societal as well as regional patterns of social organization and cul-

ture that exists today in Latin America, emphasizing processes of change and cultural contact and isolation. **Winter.** *Mendoza*

CS5340   Art History: Traditional Arts of Africa (2-4) Arts of Sub-Saharan Africa, a survey of stylistic classifications, ethnographic contexts, and function of art with reference to leadership structures, world-view, didactic purpose, and security symbols. Prereq: Permission. **Winter.** *Bourgeois*

CS5351   Food, Culture and Hunger in Africa (3) Underlying focus will be on the possibilities of hunger and the potential for African cultures to generate a large supply of food. Some readings by way of research will be useful. **Winter.** *Zake*

CS5360   Caribbean History (3) Designed to study comparative colonial patterns in the Caribbean, the development of slave populations, social systems, and concept of hierarchy in the Caribbean. **Fall.** *Staff*

CS5390   Latin American History I (4) A survey approach to the major periods in Latin American history. **Fall.** *Mendoza*

CS5391   Latin American History II (4) Advanced survey approach to the major periods in Latin American History. **Spring/Summer.** *Mendoza*

CS5393   Novel of the Mexican Revolution (4) A study of the literary works inspired by the Mexican Revolution and the society in Mexico in times of the Revolution. **Winter.** *Duron*

CS5394   Latinos in the U.S.A. (4) Designed to acquaint the student with the historical process that led Latino migration to the U.S. and the economic, political, social and cultural conditions which shaped the life of the Latinos in the context of the American society. **Winter.** *Mendoza*

CS5396   Protest and Revolution in Latin American Literature (3) Study of the Latin American novel and poetry of protest and revolution produced in the 20th century. Focus on Neruda, Vallejo, Puerto Rican poets, Chicano poets, Carpentier, etc. **Winter.** *Duron*

CS5401   Moral Education: Theory and Practice (3) A study of the philosophical and psychological bases of moral education. Includes a consideration of the various programs and practices in moral education. **Summer.** *Jara*

CS5410   Photography: Camerawork I (3) Concentrates on thematic evolution. Students use premeditated and reactive visual sensibility approaches to a self-imposed verbal problem. Based on the verbal problem, a series of photographic images is evolved having thematic continuity and direction. Prereq: Basic Photography courses. **Winter.** *Schranz*

CS5412   Photography: Camerawork II (3) Presentation and criticism based on theme evolved from Camerawork I. Students design, produce and apply critical techniques to a publishable quality portfolio based on one photographic theme. Prereq: CS5410 or Permission. **Spring.** *Schranz*

CS5420   Photography: Commercial Applications (2-4) Studies in commercial and industrial applications including catalog, fashion, portraiture, promotional produce, studio management and law, and view camera techniques. Prereq: Basic Photography Courses. **Fall.** *Brackenridge*

CS5430   Photography: Color Workshop (2, 4) Three sections: Direct Positive; Negative Positive; Experimental Techniques. Projects designed along individual Area of Emphasis. Prereq: Basic Photography Courses. **Fall.** *Schranz*

CS5431   Photojournalism (3) Studies in photography to support printed media, news coverage, techniques for working adverse

lighting conditions, i.e., high speed films, flash, push processing, editing and cropping for impact. **Summer.** *Burd*

CS5440   Photography for Instructional Support (4) Techniques of producing education support materials. **Summer.** *Burd*

CS5441   Photography: Abstract Painting Techniques (4) Photographic studies in use of solarization, multiple printing mashing, posterization, and high contrast materials. Emphasis on aesthetic applications. Prereq: Basic photography. **Winter.** *Burd*

CS5451   Photography: Theory of Photographic Process (2-4) Physical and chemical foundations of the photographic process including composition of materials, optics, sensitometry. Theory and practical applications. Background in photography and/or science recommended. **Winter.** *Brubaker*

CS5453   Photo Essay: Special Team Project (4) Use of team methods of photo documentation and efforts of personal bias on visual editing. Team is responsible for historical research as well as production of exhibition. Focus of team project changes each year. Prereq: Basic Photography. **Fall.** *Schranz*

CS5460   Printmaking: Advanced Printmaking Processes (Intaglio-Etching, Litho) (2-4) Exploration and manipulation of various printmaking processes. Emphasis on intaglio (etching, relief), with some discussion on the planographic (lithography) processes. Theoretic formulations will be followed by individual experimentation and creative involvement. Prereq: Permission. **Fall.** *Lacaria*

CS5462   Printmaking I: Woodcut Techniques (Black and White Relief) (2,3) Emphasis on developing technical skill with woodcut techniques and relief printing in relation to creating dynamic impact with black and white graphic imagery. Prereq: Permission. **Fall.** *Lacaria*

CS5463   Advanced Printmaking II: Color Woodcut Techniques (2,3) Exploration of multi-color woodcut printing processes and techniques, such as multi-block color printing and reduction color printing. Careful concern for the traditional approach as well as the newest and most inventive will be emphasized. Prereq: CS5462 and Permission. **Winter.** *Lacaria*

CS5480   Photography: Advanced Techniques (2, 4) Advanced studies in Photographic Sensitometry and Zone System for Fine Archival Printing, and presentation techniques. Prereq: Basic Photography. **Winter.** *Schranz/Brubaker*

CS5500   Advanced & Graduate Printmaking: Serigraphy (2-4) Exploration of various serigraphic techniques emphasizing direct artistic involvement with images developed on the silk screen. Indepth concentration on multi-color printing processes. Prereq: Permission. **Winter.** *Lacaria*

CS5560   Life Study: Drawing (2-4) Designed to develop the student's ability to render the human form representationally and abstractly. Students will work in charcoal, various chalks, pencils, and inks. **Fall.** *Morishita*

CS5580   Sculpture: Metal I (2, 3) Module designed as a challenge for the advanced undergraduate and the graduate level student in art. Emphasis will be on experimentation, research, critiques as assessment as well as process, autogenious attitudes, and attendance. Permission. **Spring.** *Payne*

CS5590   Art History: Art and Society (3) Treats the process of art in traditional societies, stressing the role of art as human behavior. Consists of extensive readings on the social, verbal, and cognitive aspects of artistic production, as well as indigenous aesthetic response. Prereq: Permission. **Fall.** *Bourgeois*

CS5611   Painting: Development of a Theme (2-4) Students select a theme and/or motif and create works using same to achieve a painting unified because of the development of one theme. Prereq: Permission. **Spring.** *Morishita*

CS5641   Art Theory: The Academy and the Avant Garde (2) Examines the artistic theory in Europe and in the United States; specifically, compares the "official" theories of the various academies with the theories of the Avant Garde. Limited to the study of the 16th-20th centuries. **Winter.** *Morishita*

CS5672   20th Century Art and Architecture (2) A survey of 20th Century Art and Architecture. Familiarizes the student with the art of this period, their philosophies, and the socio-political and intellectual climate of the period. Students are expected to analyze paintings, sculpture, graphic arts, and architecture cross-culturally. **Fall.** *Morishita*

CS5701   Painting and Drawing Composition (2-4) For advanced undergraduate and graduate students in painting and drawing. Special emphasis is placed on the problems of composition and the relationship between painting and drawing. Students are expected to present a written proposal on the content of their work and preparatory drawings and studies for their paintings. **Winter.** *Morishita*

CS5710   Int. Design I: Drawing for Graphic Impact (2) Exploration of graphic drawing techniques using a wide range of materials such as pen and ink, ink and wash, silver point, etc., through a series of drafting exercises. Emphasis on developing dynamic drawing skills and personal style. Prereq: Permission. **Fall.** *Lacaria*

CS5711   Advanced Design Principles II: 2-D Design Problems (2) An examination of the principles and elements of design within a two dimensional context. Studio assignments will focus on problem solving with the inter-related aspects of line, shape, color, form, value, texture, and space, on an advanced level. Prereq: Permission. **Fall.** *Lacaria*

CS5720   Sculpture: 3-D Wood (2-4) Entails both the applied technical overview and the analysis of theory of approach. Various works and artists will be observed through reading and slides. Planned for the student who has approached intermediate and advanced exposure in sculpture; reasoned inquiry regarding aesthetics of art form and design. Prereq: Permission. **Fall.** *Payne*

CS5721   Sculpture: Art Metal (2-3) Offers techniques in metal: silver, copper, and gold. The students taking this module will work with casting fabrication and other fine art. Prereq: Permission. **Spring.** *Payne*

CS5751   Materials and Presentations Workshop (1, 2) Offers advanced undergraduates and graduates in studio arts opportunity to upgrade presentation skills. It will offer material exploration and activities directly related to presentation of art portfolios and exhibition preparation. Areas of activities: matting; framing; bases; pedestals and matter most suitable for this aspect of studio practice. Prereq: Permission. **Spring.** *Payne/Lacaria*

CS5760   Applied Music (1) Private musical study is available through GSU and community professors in the greater Chicago area. Prereq: Permission. **Fall, Winter, Spring/Summer.** *Carter*

CS5770   Chamber Music (1) An arranged module which will provide reading (performance) experience for students interested in small ensemble literature; this experience should lead to participation in public concerts and/or recitals. Prereq: Permission. **Winter, Fall.** *McCreary*

CS5780   Choral Methods and Conducting (4) Designed for students who may be directing a choir, either church or high school,

and will cover vocal techniques, choral literature, rehearsal techniques, and error detection. **Winter.** *Staff*

CS5790   Music Theatre Production (2) Designed to help the student understand the problems of the stage director, the basic parts of the stage, to recognize the historical sequence of musical theatre architecture, to recognize the role of the various stage artists, and to be able to understand stage directions. **Spring/Summer.** *Staff*

CS5800   Choral Arranging (3) Designed to instruct the student in the principles of writing for voices. All facets of vocal writing are covered, including the techniques of writing piano and instrumental accompaniments for the voices. Proper manuscript preparation for vocal arrangements is included. **Spring.** *Staff*

CS5810   Composition/Electronic Music 1 (4) Designed to aid teachers and composers in the understanding, use and enjoyment of electronic music in the classroom. Emphasis on composition. Each student will be required to realize electronic compositions in music concerts, electro-acoustic, classical studio, and synthesizer studio styles. Prereq: Permission. **Fall.** *McCreary*

CS5820   Composition/Electronic Music II (1-4) Will cover the techniques and terminology employed in Electronic music. Each student will be required to realize an electronic composition to be presented in a public concert. Prereq: Permission. **Fall.** *McCreary*

CS5821   Composition II (3) Students will be involved in composing in 20th Century styles. This will be a practicum for advanced students in music. Prereq: CS5810 and Permission. **Winter.** *McCreary*

CS5840   Counterpoint/Form (4) Exploration of the polythonic conception of atonality and twelve tone technique by way of counterpoint. Prereq: Permission. **Fall.** *McCreary*

CS5860   Sculpture: Ceramics (3) Intermediate exposure of theories of handbuilt clay projects, combines the problems of sculpture and ceramics. Prereq: Permission. **Fall.** *Payne*

CS5861   Sculpture: Fiber, Clay, Metal (2) The student will pursue techniques of (combined materials) inter-media fabrication. The work to be experienced will deal with macrame and other fine art fiber techniques, clay work metal, wood, etc., in combination to complete a work. Readings, sketches and completed work required. Prereq: Permission. **Winter.** *Payne*

CS5880   GSU Chorale (1) The GSU Chorale meets from September to April and is a choral organization devoted to performing major choral works. Students can receive credit for this experience (1 unit/Trimester). Prereq: Permission. **Winter, Fall.** *Staff*

CS5890   History of Jazz (2-4) Traces the developments of jazz from its earliest antecedents through Dixieland, the Blues, Swing, Be-Bop, Cool, to the present avant-garde development. Attention will be given both the major forms, and specific jazz innovations. **Winter.** *Carter*

CS5900   Instrumental Conducting (3) Investigates baton technique and score reading from instrumental music. Phrasing, meter and diagnosis will also be investigated. **Fall.** *Carter*

CS5920   Jazz Ensemble (1) A large instrumental organization engaging in the performance of traditional and contemporary jazz and/or rock music. Participation will be determined by audition. Prereq: Permission. **Fall, Winter.** *Carter*

CS5951   Materials of Music I: Introduction to Contemporary Music Theory (2) Intended as a basic ear training Learning Module for students in need of additional practice in basic musicianship,

music dictation, form and analysis, sight singing and basic music theory. **Fall.** *Staff*

CS5952   Materials of Music I: Art of Music Notation (2) Focuses on necessary tools for preparing lessons in music theory, composition, arranging, etc.; on musical language and signs used in Notography, and on page layout, photo-reproduction equipment, printing and binding of finished work. **Fall.** *Staff*

CS5961   Materials of Music II: 20th Century Harmonic Techniques (3) Advanced harmony including polychords, nontertial sonorities, modal quality, parallelism and other common 20th century harmonic techniques. **Winter.** *McCreary*

CS5962   Materials of Music II: Orchestration (3) Looks at ranges and specific problems in scoring for each family of instruments (woodwinds, brass, percussion, and strings.) **Winter.** *Carter*

CS5963   Materials of Music II: Improvisation (1) Intermediate level piano and basic jazz theory. **Winter, Spring/Summer.** *Baker*

CS5970   Scoring for Film and TV (2) Studies the effects and techniques used in film production. **Spring/Summer.** *Saxton*

CS6010   Special Problems in Teaching Instrumental Music (2) Deals with techniques of teaching beginning instrumentalists; embouchure, posture, materials, and group organization. **Fall.** *Hindsley*

CS6030   Teaching Elementary Music I (2) Open to all students. Covers song chants, recordings, and music teaching methods for young children. **Fall, Spring/Summer.** *Staff*

CS6031   Teaching Elementary Music II (2) Open only to music students. Covers song charts, recordings, and music teaching methods for young children. **Spring/Summer.** *Staff*

CS6032   Choral Literature for Teacher Education (3) The investigation and grading of choral materials for junior and senior high school choirs. **Winter.** *Rodby*

CS6040   Electronic Music in Classroom Workshop (2, 3) Designed to aid teachers and composers in the understanding, use and enjoyment of electronic music in the classroom. Emphasis on composition. Each student will be required to realize an electronic composition. **Spring.** *McCreary*

CS6050   Jazz Materials for Teacher Education (2) Provide and develop materials for instruction for junior and senior high schools in Jazz History, Improvisation, and performing classes. **Summer.** *Carter*

CS6070   History of Stage Costumes (3) Survey of the development of male and female dress from the Greek period to the contemporary times in terms of its application to costume design for theatrical productions. Discussion, design, and sketching of costume plates for varied productions. **Winter.** *Reeve*

CS6090   20th Century Music I (2) Music during the early history of the 20th century. The module includes Post-romanticism, impressionism, nationalism. **Fall.** *Staff*

CS6091   20th Century Music II (2) The history of music from 1917-1945. The module includes neoclassicism, expressionism, surrealism, and the 12-tone school. Special emphasis will be placed on the cities of Paris, Berlin and Vienna. **Fall.** *Staff*

CS6092   20th Century Music III (2) The history of music since 1945. This module includes "experimentalism" electronic music, "musique concrete," the Cologne School, America during the 1950's, and current trends in music composition. **Winter.** *Staff*

CS6170   Materials of Stagelighting (3) A study of electricity, electronics, instrumentation, optics, and electrical controls as they pertain to theatre. An investigation of color theory, instrument placement, lighting angles, and how to achieve time, place and mood. Three hour lab per week. **Fall.** *Reeve*

CS6191   Advanced Acting (4) This module is designed to provide the student with the opportunity to explore sources of creating character and performance as part of the process of acting. This essentially is a performance module designed for students in the intermediate stage of development. **Winter.** *Slott*

CS6200   Directing (4) An investigation of the theories and principles of directing and subsequent use in directing a series of scenes covering various periods of European and American theatre. **Fall.** *Gilbert*

CS6251   Technical Theatre Practicum (1-4) Designed to give the student practical experience in putting to use his/her classroom knowledge on a major theatrical production. Each student is expected to work in one or more of the technical production roles for no less than six hours per week plus all technical/dress rehearsals and performances. May be taken four times toward the completion of an undergraduate degree. Prereq: Permission. **All Trimesters.** *Reeve*

CS6260   Summer Theatre Practicum I (3) Conducted in conjunction with the Summer Repertory Theatre program and allows both undergraduates and graduate students an opportunity to participate in a wide variety of theatre production activities both on and off stage. Emphasizes the practical side of theatre production, based on the principle "Learning by Doing." Prereq: Permission. **Spring/Summer.** *Slott/Gilbert*

CS6270   Play Production in Secondary School (2) Designed for teachers and other individuals who need an overview of the process of play production. Involved theory and practicum in techniques and skills relating to school theatre productions. **Summer.** *Gilbert*

CS6280   British Stratford Theatre Experience (3) Ten-day tour to London seeing at least six productions, attending lectures and seminars. A paper consisting of production reviews, seminar notes, etc., will be expected upon the student's return to the United States. **Spring/Summer.** *Staff*

CS6290   Dramatic Criticism (3) Designed to expose the students to the theory and practice of criticism for the stage. Substantial readings of theatrical criticism and its historical traditions. Attendance at Chicago area theatre productions as a basis for critical practice measured against traditional system of criticizing plays. **Spring.** *Sherman*

CS6291   Survey of World Drama I (2) A survey of dramatic literature representative of the main current of theatrical development covering works from ancient Greece to Elizabethan England. Plays will be explored and discussed with intent of understanding and encouraging an awareness of the play script as a specialized work of literature that culminates in a form of artistic activity. **Winter.** *Gilbert*

CS6300   Theatre History I (4) Significant factors in each of the primary periods in theatre history, and the effect of these factors on contemporary theatre. Representative plays of each period are reviewed to illustrate theatre. **Fall.** *Slott*

CS6310   Theatre History II (3) Focuses on significant factors in each of the primary periods in theatre history and the effect of these factors on contemporary theatre. Representative plays of each period are reviewed to illustrate theatre. **Winter.** *Reeve*

CS6340   Creative Dramatics I (3) An exploration of techniques and skills concerned with helping young people pursue improvisa-

tional experiences geared toward stimulating the imagination of the individual. Special techniques involve sense and mood exercises, theatre games, rhythm, and story telling. Must be followed by CS6350 (Practicum) to receive credit. **Fall.** *Gilbert*

CS6350   Creative Dramatics II (1) Work with children in the GSU Children's Theatre Creative Dramatics program, focusing on the age group most relevant to their needs. Prereq: CS6340 and permission. **Winter.** *Gilbert*

CS6381   Children's Touring Theatre (2-4) An experiential investigation of all phases of a children's theatre touring play from its conceptualization and rehearsal process to actual production. The module will deal with disciplines, skills, and special problems organic to both touring and children's theatre presentation. Students will participate in one or more aspects of the touring company covering technical, performance, and educational facets of the production. This module will be covered in two (2) Trimesters, the second of which is a practicum. It is necessary to participate in the Practicum in order to receive units. Permission. **Fall.** *Gilbert*

CS6382   Children's Touring Theatre Practicum (2-4) Participation in this module is necessary in order to receive credit for CS6380. **Winter.** *Gilbert*

CS6394   Media Symposium (2) Weekend workshop exploring selected media issues in-depth. Faculty of the media program are joined by media professionals, social critics, public officials as well as other University faculty. The 1978 Symposium will explore, "The City and the Media." **Spring.** *Muchnik*

CS6440   Make-up for Stage (2) An exploration of the basics of stage make-up. A study of bone and muscle facial structure and methods of best applying make-up to it. Make-up involving various ages will be investigated as well as that of abstract or fantasy characters. **Spring.** *Reeve*

CS6450   Counter-Propaganda (3) The study of modern propaganda techniques used by advertising, political parties and the government; and specific "counter-propaganda" techniques. Designed primarily for high school teachers who teach propaganda analysis, persuasion, consumer education, etc. **Spring, Fall.** *Rank*

CS6460   Language, Teaching and Learning (3) Exploration of contemporary theories of language, reading and the teaching thereof, particularly as they relate to the teaching and learning of children. **Winter.** *Staff*

CS6470   Literary Criticism (3) Major approaches to criticism will be dealt with as a means of critique literature from a variety of perspectives on a variety of levels. **Fall.** *Bernd*

CS6480   Literature of Immigrant Children (3) Readings and analysis of fiction produced by the "Immigrant Children," the "white ethnics" (Irish, Italian, Polish, etc.), who immigrated into the U.S. in the late 19th Century. Set in context with "mainstream" American writers and American Black literature. **Spring.** *Rank*

CS6490   Major English Authors (4) Individual English writers will be studied in-depth, the authors varying from year to year. **Spring/ Summer.** *Bernd*

CS6500   Methods of Teaching English (3) A methods course designed for those students who plan to teach English in the secondary school. **Fall.** *Evans*

CS6535   The Existential Writers (3) The philosophy that has come to dominate the 20th Century as seen through the writings of its chief exponents. **Fall.** *Browne*

CS6536   The Proletarian Novel (3) Examines the literature of the grass roots population of American culture. **Winter.** *Evans*

CS6541   Bible as Literature in Social Context (4) Introduce students to read the diverse literary genres of Biblical literature in their social/cultural setting. Utilizes the recent knowledge of archeology, linguistics, and near Eastern studies. **Fall.** *Wei*

CS6542   Moral Choices in Contemporary Society (4) An in-depth examination of the controversial moral dilemmas perplexing modern Americans. Eight scholar/writers explore the dilemmas surrounding such issues as crime and punishment, political and business ethics, and individual behavior. **Winter.** *Wei*

CS6543   Crime and Justice (3) Explores the phenomenon of crime, considers its causes, theories of prevention, and the institutional means employed to combat it, including police, courts, and corrections. Crime is interpreted as an American paradox: it is feared and deplored, yet it persists and grows. This paradox is examined by focusing on cultural contradictions in American society regarding crime, justice, and punishment. **Fall.** *Staff*

CS6550   Race, Language, & Culture Workshop (2) Designed primarily to examine the interrelationships between race, language and culture. Essentially an overview of language theories and implications for innovative methodologies, resources, materials, and human relations. **Spring/Summer.** *Anthony/Vinyard*

CS6560   Teaching Reading in High School (3) Examines the skills which may be included in the reading component of the English curriculum. **Spring.** *Staff*

CS6570   Research Techniques (3) Instruction and practicum in research techniques, ranging from basic library skills to advanced methods of information and storage retrieval. **Winter.** *Rank*

CS6600   Studies in the English Language (3) A study of the English language including such topics as social and regional dialects, sounds, grammar, usage, psycholinguistics and semantics. **Fall.** *Fontan*

CS6610   Readings in The American Novel: Melville (1) Focuses on the major patterns of theme, structure, and characterization in Melville's *Typee* and *Moby Dick*. **Fall.** *Rank*

CS6621   Women in Latin American Literature (4) A study of literary works produced by women in Latin America and a critical analysis of other works which reflect the role women play in society. **Winter.** *Duron*

CS6630   Teaching English as a Second Language (3) Applications of linguistic principles to the teaching of English pronunciation, structure, and vocabulary to non-native speakers of English. Includes preparation of materials and discussion of techniques. **Winter.** *Fontan*

CS6651   Poetry (3) Designed to develop an appreciation of the role and function of poetry, in the history of man's striving toward an understanding of himself and of his universe. **Fall.** *Browne*

CS6662   Library Resources for Classroom Teachers (3) Designed to assist secondary teachers in acquiring basic research and information retrieval skills in the area of humanities, social science, art, and ethnic studies. Facilities of the GSU LRC collections, local historical resources, ethnic collections in museums and persons involved with studies in ethnic cultures will be utilized for research assignments. **Spring/Summer.** *Vinyard/Harris*

CS6671   Curriculum Development: Spanish Language and Literature (4) Development of instructional objectives and study of different approaches to teach language and literature in high school and elementary school.

CS6672   Curriculum Development: Hispanic Social Studies (4) Development of instructional objectives and study of different ap-

proaches to teach social studies in high school and elementary school.

CS6673 Dynamics of the Spanish Language (4) Study of the Spanish language at different levels of understanding. Beginning and advanced, focusing on different approaches and techniques to become more fluent and persuasive in a second language. **Spring.** *Duron*

CS6700 Readings in American Novel: Hawthorne (1) Focuses on the major patterns of theme, structure and characterization in Hawthorne's *The House of Seven Gables* and *The Scarlet Letter.* **Fall.** *Rank*

CS6720 Readings in American Novel: Twain (1) Focuses on the major patterns of theme, structure and characterization in Twain's *Huckleberry Finn* and other selected writings. **Winter.** *Rank*

CS6731 Advanced Public Speaking (3) Advanced types of informative and persuasive speaking, manuscript preparation, oral communication analysis, and performance. **Winter.** *Davis*

CS6760 Readings in American Novel: James (1) Focuses on the major patterns of theme, structure and characterization in James' *The Ambassadors* and *The Turn of the Screw.* **Winter.** *Rank*

CS6770 Shakespeare (3) The major works of Shakespeare are studied leading to demonstrated capacity to evaluate Shakespeare's works as literature. **Winter.** *Bernd*

CS6780 Television: Color Production (4) Students will demonstrate a knowledge of unique aspects of color in television from production techniques to aesthetic judgements; produce and direct color productions in sophisticated color facility. Prereq: CS7000 or CS7910 and Permission. **Winter.** *Kruse*

CS6810 Journalism: Writing Laboratory I (3) Concentrates on writing skills development for newspaper and broadcast media. Journalistic assignments include events, issues and people in the community. **Fall.** *Staff*

CS6811 Journalism: Reporting (3) Intended for beginning newswriters; designed and structured with the expectation that the skills learned could be used away from the classroom as well as in it. **Fall.** *Staff*

CS6812 Journalism: Investigative Reporting (3) Concentrates on research techniques for developing articles on current issues of public importance. Students work together to uncover materials and write articles for publication. Prereq: Permission. **Winter.** *Staff*

CS6840 Film Makers Vision and Techniques (2,4) Students will learn some of the technical problems a filmmaker faces in putting his/her vision on film. **Fall, Spring.** *Wight*

CS6900 Film: History of Creative Styles (4) Theoretical and practical influences on film art; identify aesthetic structures; develop interpretive and critical standards. Graduates: research in theory. **Winter.** *Wight*

CS6930 Media: Writing for Film and Television I (2,4) Introductory module for students entering film or television production sequence. Script development including visual continuity, basic formats and dramatic treatments. Emphasis on understanding and correctly using the language and grammar of film and television. **Fall, Spring/Summer.** *Wight*

CS6940 Media: Writing for Film and Television II (4) Advanced script writing class for students who understand terminology, production fundamentals, and creating visual sequences for both film and television. Prereq: Writing class or experiences in writing for film and/or television. **Winter.** *Wight*

CS6961 Media: Broadcast Journalism (4) Principles and practices for the Broadcast Journalist. Translates theory into practical reality of covering stories for radio and television. Laboratory experiences are an essential part of the module. Prereq: General Mass Media module and writing and/or production module. **Fall, Spring/Summer.** *Muchnik/Staff*

CS6962 Media: Animation I (2) An introduction to the basic techniques of creating animated films using super 8. Students will be able to explore two and three dimensional animated formats and develop a foundation in animation theory and production by completing exercises and a final project. **Winter.** *Willard*

CS6963 Media: Animation II (2) Students apply theory and principles of animation by developing their own super 8mm animated films. Prereq: CS6962. **Winter.** *Willard*

CS6970 Mass Communications Law (2,4) Identifies, details and evaluates various contemporary issues in media law from the perspective of the communicator. Includes free speech principles, First Amendment issues, libel, broadcast regulation, right of privacy, copyright, fair trial/free press. **Winter.** *Muchnik*

CS6980 Mass Media Trends (2,4) Assesses current state of the media, reviews methodologies for forecasting or projecting future directions of media in relation to individuals and various institutions. Several selected areas of mass media development are used as models for forecasting. **Fall, Winter.** *Staff*

CS6981 Media: Urban Journalism (3) Urban Journalism embraces coverage of all levels of government. All influences of government upon the lives of people and the relationship of the individual to the community are subjects. Problems such as consumerism, ecology, government, and race relations come within areas surveyed. **Summer.** *Staff*

CS6982 Mass Media: Special Project (1-4) Arranged for advanced production students working on major University projects with Mass Media faculty. Projects normally involve media planning and production for distribution to specified audiences. A special field media experience is arranged during the Summer for a limited number of students. Prereq: Permission. **All Trimesters.** *Muchnik*

CS7000 TV Production (4) Fundamental production techniques in black and white studio. Students design, write, produce basic formats increasing in complexity, crew all positions, including camera, audio, lighting, video switching, and demonstrate creative ability. **Winter.** *Muchnik*

CS7020 Media: Introduction to Mass Communications (3) Surveys the development and influence of the mass media including broadcasting, film and print media. Graduate students assess the evolution of a media in terms of its impact on social structures. **Fall.** *Staff*

CS7040 Archetypes in Popular Culture I (2) Students explore various archetypes and stereotypes as they occur in popular fiction, advertising, journalism, TV, popular music, film, and other popular arts. **Summer.** *Prince*

CS7050 Archetypes in Popular Culture II (2) Students explore various archetypes and stereotypes as they occur in popular fiction, advertising, journalism, TV, popular music, film and other popular arts. **Summer.** *Prince*

CS7051 Popular Culture: Mirror of American Life and Manners (3) Examines the pervasive process by which most Americans reinforce, modify or replace their cultural heritage, developing their own life styles. Includes a discussion of the nature of popular culture, popular culture as big business, and major themes of our popular culture that recur in such American institutions as the

Hollywood "dream factory" music, sports, and politics. How popular culture fosters political and social change will also be explored, and the module will conclude with a prediction of the probable future of American popular culture. Newspaper module. **Spring/Summer.** *Staff*

CS7080   Jesus, Marx and America (3) A survey and comparison of the ideologies of Jesus Christ, Karl Marx, and the U.S.A., including popular imaging and official pronouncements for the purpose of helping students discover what happens to people and ideas when "dogmatism" and "institutionalization" set in. **Winter.** *Witt*

CS7130   Children and Television (3) Explores children's television programming and its impact; evaluates such programming in terms of its production quality, social values, and educational entertainment attributes; identifies resources of children's television viewing in relation to development of the child. **Winter.** *Muchnik/ Gilbert*

CS7161   Media: Publication Production (2) Covers step-by-step process of publication production, from initial planning stages, copy editing, rough layout, cost estimating, design, coordination of graphic art, and printing services, proofing stages, to final distribution. **Spring.** *Lewis*

CS7162   Journalism: Writing Laboratory II (3) An advanced writing module for those interested in pursuing journalism professionally. Feature and specialized journalistic assignments and critiques comprise the laboratory elements of this module. **Winter.** *Staff*

CS7190   Chicago Media Laboratory (2) Uses the Chicago media environment for on-site seminars and observation of production processes at various television, radio, film, and print media outlets. Students develop their own case study and participate in class-planned seminar at GSU. Limit- 16. **Spring, Fall.** *Michnik*

CS7220   Aesthetics (4) Focuses on the historical development of aesthetics in major philosophical schools and analysis of concepts and the solution of problems that arise when one contemplates aesthetic objects. **Fall.** *Wei*

CS7230   American Urban History (4) Historical examination of the industrial city to 1940 with emphasis on migration, machine politics, and various reform movements. **Winter, Spring/Summer.** *Kelly*

CS7270   American Political Behavior (2,3) An examination of political attitudes and voting behavior emphasizing contemporary trends in public opinion and voting; social, cultural, and personal influences on political behavior. **Fall.** *Merritt*

CS7280   Community Organization/Community Development (3) Analyzes notions of power, community structure, community development, and their implications for community organization and renewal. **Spring, Fall.** *Staff*

CS7290   Ideas in History: 19th & 20th C. Europe (4) Analysis of the social, political, and economic condition and historical, aesthetic, and intellectual developments in 19th and 20th Century Europe in connection with the rise of fascist and communist movements. **Spring/Summer.** *Bernd/Kelly*

CS7301   Ideas in History: Readings (2) Readings in primary documents in the History of Ideas, including Max and Weber. **Summer.** *Bernd*

CS7320   Contemporary Political Ideologies (2) Exposes students to a wide range of the literature (documentary and interpretive) of contemporary political ideologies. The specific ideologies which will be examined are Marxism, Leninism, Maoism, Anarchism, The American New Left, Feminism, and African and Latin American Revolutionary thought. **Winter.** *Merritt*

CS7381   Anthropology of Law: Police and Society (4) Survey of change in the systems of law from small scale to large scale societies and the growth of tyranny of the law enforcement system. **Winter.** *Zake*

CS7432   African Religion (4) Survey of the beliefs, myths, religions, and rituals (some still current in Africa) of the African people before they were adulterated by other religions, comparative insight against the background of Christianity. **Fall.** *Zake*

CS7440   Philosophy of History (3) Deals with problems of patterns in the history of mankind, nature of historical change, value, purpose, and meaning of various historical phases. **Winter.** *Wei*

CS7470   Political Psychology (2) An examination of personality factors which affect political behavior: self-esteem, power motivation, machiavellianism, authoritarianism, liberalism, and conservatism. **All Trimesters.** *Merritt*

CS7541   History and Philosophy of Education (3) A study of the historical and philosophical backgrounds of American education as bases for the formulation of a personal philosophy of education. **Winter.** *Jara*

CS7550   Idea of Community (2) Interdisciplinary approach to community studies and analysis and an examination of political, sociological, religious ideas of community. Students also explore future possibilities for the idea of community in America. **Spring.** *McClellan*

CS7552   Multiple Projects in Community Research (3) Designed to acquaint the student with first-hand experience about community needs and resources through individual projects which focus on specific areas. **Winter.** *Mendoza*

CS7553   Workshop in Community Studies (2) Students will participate in an intensive workshop applying theories and methods in community studies to a particular community or community-related issue. Prereq: Permission. **Summer.** *McClellan*

CS7560   Social Science Research Methods (4) An introduction to research design and analysis examining concept development, operationalizing definitions, instrument design, coding, and the role of personal bias. **Winter, Fall.** *Merritt*

CS7561   Statistical Package for the Social Sciences (2) An introduction to accessing and analyzing quantitative data for students in the social and behavioral sciences. **Spring.** *Merritt*

CS7570   Social Stratification (4) Designed to analyze the effects of the three basic stratification systems (caste, class and feudal) on individual mobility in American society. **Spring/Summer, Fall.** *Staff*

CS7590   Sociology of Ethnic Relations (4) Analyzes ethnicity as a dimension of social stratification and its implications for inter- intra-group conflict. **Fall.** *Staff*

CS7600   Sociology of the Family (4) An analysis of contemporary family life with a view of its historical underpinnings. Cross-cultural comparisons will aid in the interpretation of marriage forms, parent-child relationships and other family dimensions. **Winter.** *Staff*

CS7651   Urbanization in the Developing World (4) Designed to survey the problems that arise for urbanizing societies in the developing world. **Spring.** *Zake*

CS7653   Cultural Anthropology: Museum and Film Resources (4) Uses "community resources" to understand some anthropological concepts through the study of museum provisions and available films, understanding of the culture of a given people through art forms. **Fall.** *Zake*

CS7663   Contemporary African Political Systems (3) A study of political systems and salient features of political life in the independent states of Sub-Saharan Africa and in the white dominated states of Southern Africa. **Summer.** *Oden*

CS7680   American History: 1930's (4) Examination of American history from the Crash of '29 to the end of World War II with emphasis on the economy, the New Deal, and the homefront during the War. **Winter.** *Kelly*

CS7690   Urban Studies: Introduction to the City (3) Appraisal and analysis of urban growth and dynamics in relation to government and politics, social and economic life, environmental issues and the structure of the urban environment. An interdisciplinary approach to the study of American urban environments. **Winter, Fall.** *McClellan*

CS7700   Urban Politics (4) An analysis of the critical issues of urbanization confronting American political institutions, and overview of the nature and scope of the urban policy. The main objective is to supply the student with tools for the analysis of political events in the urban community. **Fall.**

CS7723   Women's Resource Laboratory (4) Deals with the work and operation of a women's resource center. Students gain practical experience under supervision with specific projects emanating from the center. Prereq: Permission. **All Trimesters.** *Staff*

CS7724   Women's Page Transition Study I (4) A national study of women's page editors will provide students with instruction about sampling methodology, instrument construction, computer analysis, and results interpretation. Students will work directly with coordinators on the project during all phases to learn by direct experience about various stages in research. Prereq: Permission. **Fall.** *Merritt*

CS7725   Women's Page Transition Study II (2) Continued analysis of national samples of women's page editors: computer accessing, statistical analysis, data interpretation, and research report writing. Students work directly with coordinator for the project during all phases to learn by direct experience about various stages in research. Prereq: CS7724 and Permission. **Winter.** *Merritt*

CS7742   Women in Literature (3) Analysis of the position of women in literature and of feminist literary criticism. **Spring.** *Staff*

CS7743   Women and Religion (3) Analysis of women's position in the history of religious and contemporary consequences. **Spring.** *Staff*

CS7791   Research Design (2) An examination of the philosophy of social inquiry, sampling strategies, data gathering methods, writing research proposals, and evaluating research reports. Prereq: Permission. **Spring.** *Merritt*

CS7821   Sociology of Women (2) An examination of historical and contemporary views of origins and conditions affecting women's position in society. **Summer.** *Staff*

CS7830   Elites and American Democracy (4) Designed to explain the basic concepts of elite theory in terms of elite recruitment and circulation, American politics from the perspective of elite theories, ruling class theory, elite theory, state capitalism theory, and elite theory and democratic accountability in American politics. **Winter.** *Oden*

CS7850   Electronic Music II (3) Same as Electronic Composition I with the addition that students' compositions will be presented in a public concert. Prereq: CS5810 or Permission. **Winter.** *McCreary*

CS7870   Student Teaching/Observation (Music) (1) Prior to student teaching, all students intending to apply for a teaching certificate are required to observe 32 hours of K-12 music instruction in four (4) different school systems. Observations are to include vocal, general and instrumental instruction at the elementary, middle school, and secondary levels of music instruction. **Fall.** *Staff*

CS7871   Student Teaching: Music (5) Designed for students pursuing a certification program in music. Prereq: Permission. **Winter.** *Staff*

CS7880   Theatre Management (4) An overview of the "Business of the Theatre" covering public relations, advertising, budgets, box-office techniques, etc. Field trips designed to offer the opportunity to interview managers in both educational and commercial theatre in the Chicago area. **Winter.** *Reeve*

CS7881   Stage Management (2) Focuses on the various aspects of stage management and their differences for educational community and professional theatres. **Spring.** *Reeve*

CS7900   Suburban Housing Development (3,6) An investigation of housing and development issues in suburban areas. Students will work with resource persons related to real estate, housing and other community development factors. **Spring/Summer.** *McClellan/Green*

CS7960   Television Directing (4) Focuses on the techniques of television directing. Prereq: CS7000 or Permission. **Fall.** *Muchnik*

CS7990   Cooperative Education (1-8) Planned and supervised work-experience with company or agency to help the student identify and clarify career and academic goals. Needs lead time for placement and counselling. Prereq: Permission of advisor and Co-op Coordinator. **All Trimesters.** *Jara*

CS8010   Sculpture I: Graduate Seminar 3-D Design (2) Deals with advanced sculpture and 3-D design problems. It is designed for the graduate student who desires experience and knowledge in the category of metal fabrication. Prereq: Permission. **Winter.** *Payne*

CS8030   Contemporary Issues (2, 4) Contemporary Issues is intended as a graduate class or seminar exploring a selected issue related to media, communication or popular culture. The seminar will be offered at least two (2) times per year by different faculty of the CCS Media Communications Program. **Fall, Summer.** *Wight/Staff*

CS8070   Painting: Analysis and Composition (2-4) An analytical approach to painting and composition will be employed. Students will be expected to articulate on their development and are expected to present their formal and thematic concerns in a written proposal. Paintings will be based on the proposals submitted by the student. Permission. **Fall.** *Morishita*

CS8100   Graduate Painting Composition (2-4) Special emphasis is placed on the student's ability to employ compositional elements and painting. The development of painting compositions will be achieved by a number of preparatory studies and sketches and final compositions are to be presented in the paintings. Prereq: Permission. **Winter.** *Morishita*

CS8120   Design: Graduate Design (2-4) An advance reiteration of line, shape, color, form, texture, pattern and spacial dynamics on a two-dimensional plane using the grid system and other advanced design techniques. Emphasis on design with type, color theory, and thematic development and transformation of visual symbolism. Prereq: Permission. **Spring.** *Lacaria*

CS8130   Printmaking: Graduate Intaglio (2,3) Allows the graduate student time to perfect competencies from intermediate through advanced. The student is expected to work with the professor via class sessions and individual critiques in meeting the graduate in-

taglio competencies. Proposals on the part of each student for individual work are all inherent for beginning and completing this module. **Winter.** *Lacaria*

CS8150   Film: Aesthetics (2) A graduate seminar studying the major film theories. Develops a criteria for criticizing film as an art. Theories and criteria are applied to a variety of films from theatrical to experimental. Prereq: Permission. **Winter.** *Wight*

CS8170   Black Women in History (6) The module is designed to introduce the student to the various ways in which the Black woman has been viewed and how history has functioned as both cause and consequence, subjective and objective of these portrayals. Permission. **Fall.** *Patton*

CS8180   Seminar in Community Studies (2) An examination of theories and methods in community studies as related to suburban, rural and central city communities. Students will be expected to analyze and evaluate theories and methods as the bases for community research and action. (Graduate only, may be linked to 2 units of Research in Community Studies.) Permission. **Fall.** *McClellan*

CS8181   Research in Community Studies (2-3) An application of theories and methods in community studies as related to suburban, rural and central city communities. Students will participate in structured community research and/or action projects. Permission. **Fall.** *McClellan*

CS8190   Sculpture: Graduate Studio (2-4) The student, in consultation with the major professor, develops ideations/theories and achieves technical skills to be used in all 3-D studio themes throughout tenure for his/her M.A. degree. The student moves freely from one material to another bringing his/her ideation into technical, theoretical existence. He/she will explore different media on a mature graduate level. He/she will experience the varied media in a problem-solving and meaningful manner. The ideas will be required to be the student's own. The professor will be there to help implement them through the varied media. Prereq: A degree in art with emphasis in sculpture and Permission. **Winter.** *Payne*

CS8200   Seminar on the Black Woman (2) Focuses on special issues in the experience of the Black woman, particularly those portrayed in literature and media. Permission. **Winter.** *Anthony*

CS8220   Graduate Seminar: Painting (2) For advanced graduate students in painting for their graduate exhibit. To include, but not be limited to, further development of a theme and/or imagery and further mastery of technical skills. Permission. **Spring.** *Morishita*

CS8240   Art History: Graduate Studies in Art History (3) A review of the concepts, methodology, and types of writing used in the study of the visual arts, this module treats current writings and noted authors within a format of directed readings and discussion. Permission. **Winter.** *Bourgeois*

CS8250   Graduate Seminar: Printmaking (2) An intensive survey of printmaking in the 20th century. Research and discussion will revolve around historical significance, technological advances and contemporary trends and processes. Emphasis on developing ability to articulate knowledgeably about student's craft. **Spring.** *Lacaria*

CS8300   Graduate Research Seminar: Music (3) Students study research methods in music, learning theories and statistical procedures, curriculum development, educational objectives, media in education, and other problems. **Winter.** *Carter*

CS8320   Graduate Research Seminar: Theatre (4) Students will study research methods in Theatre. **Fall.** *Slott*

CS8330   Graduate Directing Seminar (2) Students will direct a one-act play. Permission. **Summer.** *Slott*

CS8510   Photography: Life Study (3) Module develops the student's ability to render human figure in representational and abstract form. Permission. **Winter.** *Schranz*

CS8530   Photography Graduate Seminar (1) Inter-resource facility using graduate students in various areas of emphasis involving photographing. Permission. **All Trimesters.** *Schranz*

CS8550   Problems in International Politics I: World Imperialism (3-4) Examines the behavior of peoples and nation-states at the global level in an effort to identify those problems that threaten the survival of mankind and seriously undermine global peace. **Fall.** *Oden/Kofele-Kale*

CS9430   Graduate Seminar in Intercultural Studies (3) Topical seminar designed to provide a synthesizing interdisciplinary seminar and forum for developing graduate research project. **Fall.** *Mendoza/Zake*

CS9900   Graduate Readings (1-6) Focuses on independent intensive readings. Readings done in a specified area under the direction of the appropriate CS faculty. Report of findings, discussions and/or reading logs determined by the student and faculty coordinator (s). **Winter, Spring/Summer, Fall.** *Staff*

CS9930   Graduate Research (1-6) Designed for graduate students who wish to undertake independent projects related to their degree programs. Project must be approved and coordinated by the appropriate professor(s) in the College. Permission. **Winter, Spring/Summer, Fall.** *Staff*

CS9960   Graduate Project (1-8) Independent research module for graduate students completing their culminating master's project or thesis. Permission. **Winter, Spring/Summer, Fall.** *Staff*

College of
Cultural Studies
Learning Module Index

The College of Environmental and Applied Sciences

Instructional Programs (Majors)

Programs, Degrees, Areas of Emphasis available at the Undergraduate and Graduate levels are:

Science (BA & MA)
Alcoholism Sciences (U)
Environmental Science (U, G)
Human Ecology (U, G)

Science Teaching (BA & MA)
Community College Science Teaching (G)
Elementary Science Teaching (G)
K-12 Science Teaching (U, G)
Secondary Science Teaching (G)

School Of Health Sciences

Allied Health (BHS & MHS)
Allied Health Science Education (U, G)
Communication Disorders (U, G)
Medical Technology (U)

Health Services Administration (BHS & MHS)
Health Services Administration (U, G)

Nursing (BSN & MSN)
Nursing Administration (G)
Nursing Practice (U)
Nursing Teaching (G)
Restorative Nursing (G)

Philosophy

Each graduate of the College of Environmental and Applied Sciences should be prepared for 1) **acting on data-based ideas** and 2) **learning as a life-long process.** This perspective on the University's action objectives serves to unify and guide instruction in the College. More specific statements of these two goals would include the following.

1. **Acting on Data-Based Ideas**
    (a) Conceptualizing data, experience, and purpose.
    (b) Analyzing needs, planning, and implementing responses.

2. **Learning as a Life-Long Process**
    (a) Attitudes toward self-directed learning
    (b) Conceptual structures and information sources
    (c) Self-concept and change
    (d) Strategies for inquiry in new fields

To implement these goals, the College has stated its Collegial Competencies. Together, they represent a deliberate blending of traditional goals from liberal education with programmatic objectives from fields of applied science. This blending is powerful in being adaptive in culture and time; these competencies are predictably valid in the face of change.

Collegial Competencies

1. Each graduate should demonstrate skill in and propensity for **using inquiry and problem-solving** consistently in the field of professional interest.

2. Each graduate should demonstrate understanding of and ability to **use conceptual knowledge** that has significant bearing on the field of professional interest.

3. Each graduate should demonstrate ability to access, interpret, **apply and communicate information** acquired through research, experience, and reflection of others.

4. Each graduate should demonstrate ability to **formulate a value orientation** reflecting the current state and changing nature of knowledge, and to be able to relate this value orientation to future professional activities.

The Collegial Competencies given above relate to concepts, models, and skills in areas such as the following:

1. **Inquiry and Problem-Solving**
    (a) Computational Skills
    (b) Investigative Skills
    (c) Measurement and data manipulation
    (d) Research design and methodology
    (e) Statistical procedures

2. **Conceptual Knowledge**
    (a) Biological Sciences
    (b) Physical Sciences
    (c) Mathematics
    (d) Social Sciences
    (e) Health Sciences (or Other Applied Sciences)
    (f) Nature of Knowledge

3. **Information Processing**
    (a) Retrieval Techniques
    (b) Analyzing and Interpreting Information
    (c) Applying Information
    (d) Oral and Written Communication

4. **Value Set**
    (a) Analysis of Beliefs
    (b) Ethical Systems
    (c) Issues in the environment and the profession
    (d) Processes in values formation

Special Admission Requirements

Undergraduate students are admitted to most programs on a first-come, first-served basis. Applications may be accepted in certain cases when the general University criteria are not met; students may contact the College office for further information. Programs requiring qualifications beyond the University requirements for undergraduates include those in the School of Health Sciences as described on page 123.

New students will be tested on basic computational and communications skills to determine their needs, if any, in order to achieve success in their course of study. Many curricula also give diagnostic tests for advising purposes and entering students may need to take additional lower-level work at other institutions before full involvement in the modules offered in CEAS.

The generally desired background for undergraduates in Science and Science Teaching includes two years of one laboratory or field science and one year of another, and two years of mathematics. Calculus and statistics are of value in most curricula. Specific information relative to each course of study is available from the College office.

Essential background for students in the School of Health Sciences depends on career goals; thus, individuals with a clinical orientation, such as nursing, inhalation therapy, radiologic technology, medical technology, and dental hygiene, must have received their basic preparation prior to admission. Other background and admission requirements for programs in the School may be found beginning on page 123.

Graduate admission to graduate studies generally is based on evidence that undergraduate competencies are met for Areas of Emphasis in which baccalaureate and masters degrees are awarded. A student may present a baccalaureate degree in an appropriate major for evaluation toward admission; study of the undergraduate competencies and suggested modules will serve as a guide. Additional admission requirements for specialized courses of study are listed in the sections describing each Area of Emphasis.

Special Procedures in CEAS

Undergraduate Degree Plans New students are assigned to (may select) a faculty advisor in their program. They work closely and continuously to develop a plan for the course of study. The student prepares a biographical sketch and statement of goals to assist the advisor; the advisor guides the scheduling of essential modules, delineates alternative ways to reach competencies, and counsels the student in using GSU procedures and resources. Undergraduates may elect, in concert with their advisor, to identify other members of a three-person advising committee.

During the first Trimester, the student-advisor team will develop a Student Study Plan which specifies the modules the student will most likely take, any known individual studies or ways to demonstrate competencies, and ways to address known deficiencies in program prerequisites. During the first year of undergraduate study, this plan evolves into a Student Degree Plan which is a formal agreement as to the way the student will reach competency required for graduation and will achieve their personal and professional goals. Undergraduate plans often include 20-25% work outside of CEAS.

Once the Plan has been signed by student and advisor, it goes to the Degree Committee for approval and/or to a Collegial Review Committee. The Review Committee meets monthly and reviews Student Study Plans brought to it by Program Coordinators. Once Review Committee approval is given, this Plan serves as a graduation agreement which can be changed only with the consent of the student, advisor, and the Review Committee. After the Student Study Plan is in effect, the student should find enrollment almost automatic, except when scheduling or other difficulties are encountered.

Graduate Degree Plans and Committees New graduate students are assigned to an advisor from the faculty in their area of study. They work together to develop a Student Study Plan during the first Trimester. Together they convene a degree committee which develops the Student Study Plan, supervises the student's progress, and administers the evaluations for admission to candidacy and for graduation. Following approval by the Collegial Review Committee, the Plan is in effect unless changed formally through the same process used to gain approval.

Completion of the Degree Plan and Graduation While the minimal units must be earned and other University requirements met, the chief criterion for completion and graduation is the Student Study Plan. *Students must meet the stipulations of that Plan in detail as regards modules, independent learning, life experience, or other demonstrations of competence.* Some plans will require comprehensive examinations and/or theses as demonstrations of competence. Such requirements are given in the following sections related to specific programs of study. Determination of competence is the responsibility and prerogative of the faculty. Students are recommended for graduation by the faculty of the College.

Professional Affiliations

CEAS is affiliated with:
   American College of Nursing Home Administrators
   American Society of Allied Health Professions
   American Union of Public Health Administrators
   Association of University Programs in Health Administration
   Institute of Environmental Sciences
   National League for Nursing

CEAS also enjoys relationships with many professional, governmental, and action groups through research and public service activities of its faculty members:
   American Chemical Society
   American Institute of Biological Sciences
   Argonne National Laboratory
   Geological Society of America
   Illinois Institute for Environmental Quality
   Illinois Office of Education

International Institute for Applied Systems Analysis
Lake Michigan Federation
National Center for Alternative Technology
National Science Foundation

U.S. Army Corps of Engineers
U.S. Department of Health, Education, and Welfare
U.S. Environmental Protection Agency
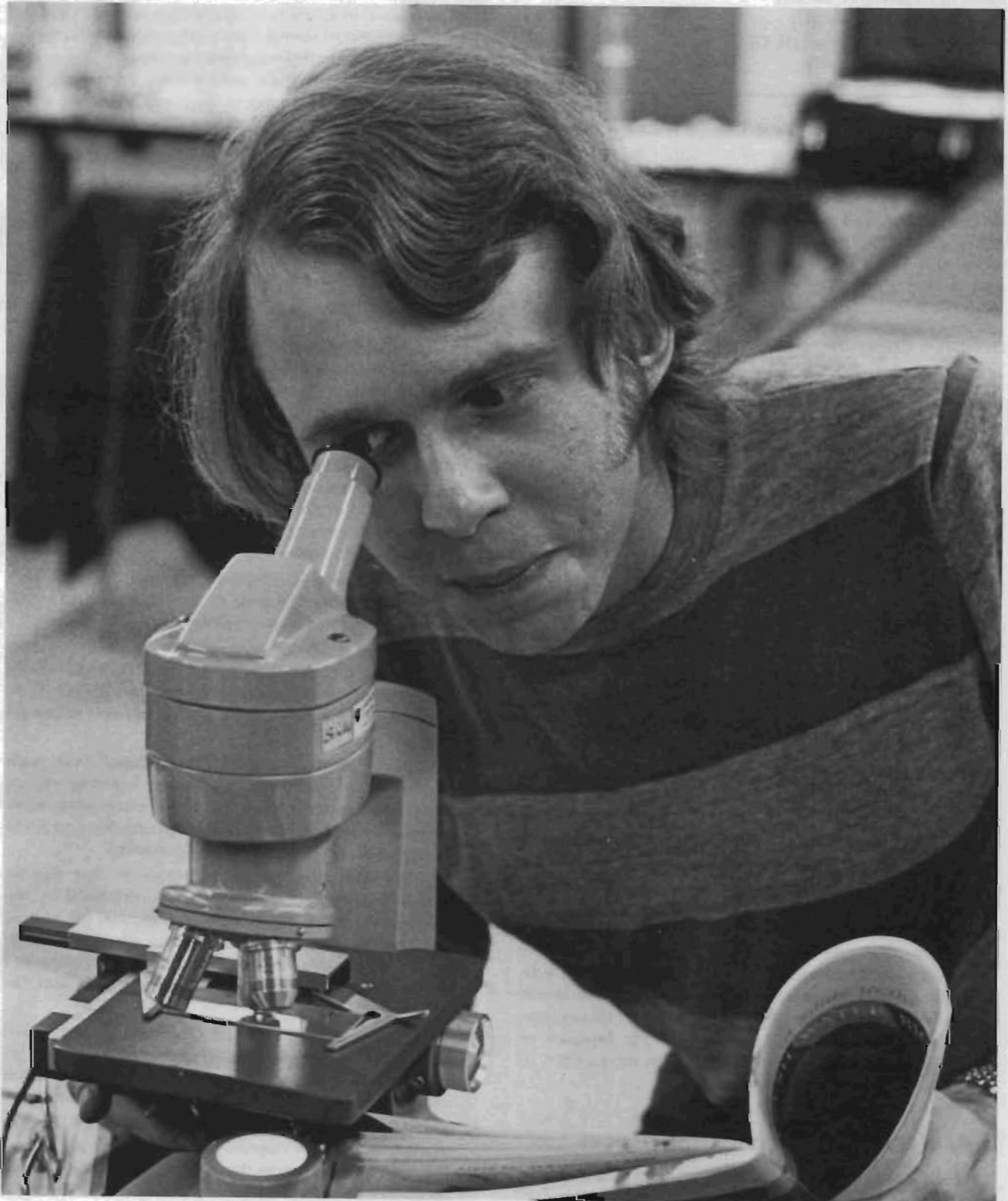
Science
Program (Major)

Areas of Emphasis (Options)
    Alcoholism Sciences (U)
    Environmental Science (U, G)
    Human Ecology (U, G)

The Instructional Program in Science is designed to prepare persons, in a broad range of sciences, who are capable of effecting solutions to complex human/environmental problems. Interdisciplinary instruction is directed to the College's goals and competencies in ways that help students acquire the breadth necessary to understand environmental issues and depth necessary for productive action.

Science Program Competencies

A degree recipient in the Science Program of the College of Environmental and Applied Sciences should be able to:

1. Use fundamental scientific and mathematical processes and concepts to interpret environmental systems and to identify environmental problems.

2. Apply scientific processes in the conduct of investigations related to environmental quality.

3. Plan and execute solutions to environmental problems through a synthesis of pertinent concepts and methods from the physical, biological and social sciences.

4. Retrieve information from scientific literature and use this information in designing, evaluating and interpreting environmental investigations.

5. Formulate a value orientation reflecting the current state and changing nature of knowledge and relate this orientation to scientific activities in which he/she becomes engaged.

The MA degree recipient will be expected to demonstrate achievement of the BA competencies and to expand them at the MA level to achieve greater depth. This extension will either take the form of additional competencies as specified for the Area of Emphasis of more specialized curricula, or will involve demonstration of a higher level of sophistication in the achievement of the dimensions of competence specified above.

Extension of the BA level competencies to a higher level of sophistication may include: competence in related subject matter areas or in application requiring a greater depth of knowledge, understanding the structure of knowledge, more sharply focused or refined skills and techniques, or skills in management, in leadership and in interactions of previously acquired competencies.

Area of Emphasis: Alcoholism Sciences

The Area of Emphasis in Alcoholism Sciences is designed to prepare undergraduate students as alcoholism counse-lors, program administrators, or education/prevention specialists to serve in a variety of alcoholism service providing agencies. A blend of formal class work coupled with supervised field practicum learning experiences will enable students to interact effectively with clients, colleagues, and administrators as they engage in diagnosis, planning, intervention, implementation, education or evaluation in relation to alcoholism.

The following are competencies and sample modules for undergraduates in Alcoholism Sciences. Information on alternative module offerings and curricular requirements may be obtained from the student information packet.

Alcoholism Sciences Competencies

Undergraduate Recipients of a BA degree in Science, with emphasis in Alcoholism Sciences, depending on their area of concentration, will be able to:

1. Communicate effectively. *(Alcoholism: Communication Skills in a Recovery Process Model; Alcoholism: Integrating Communication Skills in a Recovery Process)*

2. Retrieve and evaluate the literature in the field, including primary, secondary, and general literature sources, and bibliographic tools, such as CAAAL and the like. *(Researching Science Information)*

3. Identify avocational interests that contribute to personal development in areas of artistic, emotional, intellectual, moral and physical growth. *(Electives)*

4. Conceptualize the problem of alcoholism in the perspective of broader concerns of the individual, health care delivery and society. *(Alcoholism: Current Concepts; Psychopharmacology; Biological Bases of Behavior)*

5. Personally confront the problem of alcoholism through cognitive, affective and behavioral learning experiences in the counseling domain. For alcoholism counselors. *(Alcoholism: Therapeutic Approaches and Techniques; Role of the Alcoholism Counselor)*

6. Identify and evaluate existing resources that can be marshalled to meet the problems experienced by the individual and society as a result of alcohol use and/or abuse. For alcoholism counselors. *(Alcoholism: Self Help Groups; Alcoholism: Community Education and Prevention; Alcoholism: Community Services and Organization)*

7. Function in a comprehensive health care network and participate in the delivery of services to persons affected by the abusive use of alcohol. For alcoholism counselors. *(Alcoholism Counseling Field Practicum)*

8. Personally confront the problem of alcoholism programming through cognitive, affective and behavioral learning experiences in the administrative domain. For alcoholism program administrators. *(Records Adminis-*

tration; Management by Objectives; Alcohol Program Administration)

9. Identify and evaluate existing resources that can be marshalled to meet the problems experienced by the individual, alcoholism program delivery systems, and society as a result of alcohol use and/or abuse. For alcoholism program administrators. *(Alcoholism: Community Services and Organizations; Alcoholism: Self Help Groups; Alcoholism: Community Education and Prevention)*

10. Function in a comprehensive health care network and participate in the fundamental management of an alcoholism service delivery system. For alcoholism program administrators. *(Alcoholism Administration Field Practicum)*

11. Personally confront the problem of alcoholism through cognitive, affective and behavioral learning experiences in the domain of alcoholism education and prevention. For alcoholism educators. *(Culture and Communication; Alcoholism Education: Philosophy and Methodology; Alcoholism: Community Education and Prevention)*

12. Identify and evaluate existing resources that can be marshalled to meet the problems experienced by the individual and society as a result of alcohol use and/or abuse. For alcoholism educators. *(Alcoholism: Self Help Groups; Alcoholism: Community Services and Organizations; Alcohol Program Administration)*

13. Function and participate in the comprehensive delivery of appropriately designed alcoholism education services to the individual family, other professionals and the community. For alcoholism educators. *(Alcoholism Education Field Practicum)*

Area of Emphasis: Environmental Science

Focused on the quality of the environment, this Area of Emphasis deals with the complex processes occurring in natural systems and people's impact on these. It is concerned with the effects of technology on the environment and with the role of science and technology in solving environmental problems. Its graduates will be prepared to apply concepts of physical, life and social sciences and mathematics to understanding and solving environmental problems.

Studies in this Area of Emphasis are designed to produce persons with a rigorous general background in the environmental sciences at the BA or MA levels. Student Study Plans emphasize the development of knowledge, research concepts, and investigative skills in the context of an integrated group of carefully chosen Learning Modules. Students who develop Graduate Degree Plans based on the Area of Emphasis competencies will be required to successfully complete a comprehensive graduate evaluation before being awarded the MA.

Persons such as public officials, activists, or interested citizens who desire a working knowledge of general environmental science should develop a course of study based on the Area of Emphasis competencies. Those who intend to work in this field as a naturalist technician, or scientist should select the competencies developed for concentration in those fields. Such concentrations exist in Environmental Analysis, Ecology and Conservation, or Environmental Management. These are more specific ways to become competent in sharply defined subdivisions of Environmental Science.

Admission Requirements

Undergraduates intending to meet the competencies of the Area of Emphasis should have completed two years of one laboratory or field science and one year of another, and two years of mathematics. Additional required or suggested entering courses are given in the sections on the Concentrations.

Graduate Applicants to the Area of Emphasis as generalists should have a BA/BS degree in a science, mathematics, or engineering subject area. The general criterion will be the ability for the applicant to demonstrate the Area of Emphasis competencies at the undergraduate level.

Student Study Plans developed for generalists tend to be very individualized; both breadth and graduate-level depth must be provided in the selection of modules. Because the Area of Emphasis competencies are very general, they differ little in their statements; graduate students will be limited to the use of graduate-level competencies in modules, additional demonstrations of competence, and a comprehensive evaluation to assure performance at the level set by the faculty.

Environmental Science Competencies

Undergraduate Recipients of a BA degree in Science with emphasis in Environmental Science will be able to:

1. Demonstrate knowledge of the basic concepts of biology, chemistry, mathematics, and physics. *(Admission/transfer courses; selected science modules)*

2. Use conceptual knowledge from the natural sciences and mathematics in the investigation of environmental constituents, processes, and interactions. *(Atmospheric Physics and Meteorology; Evolution and Man; Field Biology and Ecology; Environments in Transition)*

3. Demonstrate skill in information retrieval and the application of scientific methodology and statistical/computer methods to the study of environmental constituents and processes. *(Researching Science Information; Aquatic Biology; Probability and Statistics; Environmental Systems Analysis)*

4. Apply scientific conceptual knowledge and analytical skills **to the implementation of** a study having environmental implications. *(Water Quality Research; Environmental Management Seminar: selected field studies)*

5. Analyze the socio-economic, legal and ethical contexts of environmental problems considering the effects of human activities and population growth on natural systems and the quality of life. *(Economics and Environ-*

ment; Ethics and the Environment; Environmental Law; Energy, Resources, and Society)

Graduate Recipients of an MA degree in Science, with Emphasis in Environmental Science, will be able to:

1. Demonstrate knowledge of the basic concepts of biology, chemistry, mathematics, and physics. *(Admission/transfer courses; selected science modules)*

2. Use conceptual knowledge from the natural science and mathematics in the investigation of environmental constituents, processes, and interactions. *(Atmospheric Physics and Meteorology; Evolution and Man; Field Biology and Ecology; Environments in Transition)*

3. Demonstrate skill in information retrieval and the application of scientific methodology and statistical/computer methods to the study of environmental constituents and processes. *(Researching Science Information; Aquatic Biology Probability and Statistics; Environmental Systems Analysis)*

4. Apply scientific conceptual knowledge and analytical skills **to the implementation of** a study having environmental implications. *(Water Quality Research; Environmental Management Seminar; selected field studies)*

5. Analyze the socio-economic, legal and ethical contexts of environmental problems considering the effects of human activities and population growth on natural systems and the quality of life. *(Economics and Environment; Ethics and the Environment; Environmental Law; Energy, Resources, and Society)*

6. Design, implement, communicate, and defend an independent project which demonstrates a synthesis of concepts and skills in environmental science. *(Special Projects, Graduate Thesis, Graduate Internship)*

It should be emphasized that all Student Study Plans in Environmental Science are directed to the above competencies. As indicated, persons with general interests are guided by them directly; persons with special interests are guided by restatements of these competencies as adapted to studies concentrated in a particular area of environmental science. Students, therefore, establish a fundamental set of abilities and concentrate on a select set of concepts, techniques, and problems. The majority of students elect one of these sharply defined areas: **Ecology and Conservation, Environmental Analysis,** or **Environmental Management**. The following descriptions will aid students in selecting either a general or a concentrated course of study.

The Ecology and Conservation Concentration

Persons wishing to concentrate their studies in Ecology and Conservation will be first and foremost applied ecologists, but like environmental analysts, have additional breadth by which their professional roles can be enlarged. Graduates may be employed by parks, municipalities and other public and private agencies concerned with conservation of the environment, and deal with a wide variety of endeavors including environmental education, planning and coordinating land and water use in relationship to industrial development, recreation, and agriculture and providing advisory help on a host of locally sponsored projects.

Undergraduate Admissions Requirements

There are no special requirements other than those for Environmental Science.

The following are Environmental Science competencies restated for undergraduates in Ecology and Conservation, and sample modules.

Ecology and Conservation Competencies

Undergraduate Recipients of a BA degree in Science with Emphasis in Environmental Science: Ecology and Conservation will be able to:

1. Apply and evaluate techniques of observation and experimentation to conservation. *(Behavior of Animals: Introduction; Aggression in Animal and Human Societies; Social Behavior in Animals and Humans; Environmental Assessment)*

2. Demonstrate understanding and ability to use principles and methods of ecology in the practice of conservation. *(Behavior of Animals: Field Studies; Behavior of Animals: Advanced Topics; Experimental Botany; Field Biology; Ornithology; Aquatic Biology I and II)*

3. Demonstrate knowledge of and ability to apply principles and practices of conservation to maintenance of natural populations. *(Behavior of Animals: Field Study; Behavior of Animals: Advanced Topics; Ornithology; Aquatic Biology I and II; Water Quality Research; Local Flora; Plant Microenvironments)*

4. Apply knowledge of legal, tax, fiscal, and political systems related to conservation activities. *(Environmental Law; Local Government Systems)*

5. Apply concepts of demography, human behavior, economics, and community health to conservation activities. *(Biology of Local Mammals; Behavior of Animals: Advanced Topics; Human Environment Planning: A Communication Perspective; Planning Theory)*

6. Describe ethical perspectives relating to the impact of technology on the environment and the quality of life. *(Environmental Law; Ethics and Environment; Aggression in Animal and Human Societies; Science and Inquiry)*

7. Demonstrate understanding of the evolution of the human species and evaluate effects of technology and culture on people's relationship to their environment. *(Human Environment Planning: Cultural Theory and Design; Aggression in Animal and Human Societies; Evolution and Man; Social Behavior of Animals and Humans)*

8. Apply communicative and instructional skills in interactions with the lay public. *(Field Biology; Environmental Education; Curriculum Development; Readings and Investigations in . . .)*

Graduate Admission Requirements

Graduate students concentrating in Ecology and Conservation can build upon a bachelor's degree in any of the natural sciences, but interested students with bachelor's degrees in other disciplines will be considered for admission.

There are two options: (1) a thesis option, appropriate for students with a strong research interest and the time and commitment to work independently on a significant ecological problem; and (2) a non-thesis option appropriate for those desiring a strong background in ecological science, but for whom a research component is not essential to their over-all goals.

Decision on which option is most suitable should be made by students after full consultation with their advisers, considering such questions as academic background, available time and future goals. A tentative decision on these options should be made as early as possible in the student's course of study.

Graduate students in Ecology and Conservation are expected to meet the following competencies. The number and combination of modules necessary to fulfill a particular competency will be chosen by students in conjunction with their Degree Plan Committee. Additional coursework not directly related to the curriculum competency statements may be specified to meet deficiencies in the student's undergraduate background. Students should normally expect to complete the equivalent of a minimum of 36 units of graduate credit in order to achieve the competencies.

The following are Environmental Science competencies restated for graduates in Ecology and Conservation, and sample modules.

Ecology and Conservation Competencies

Graduate Recipients of an MA degree in Science, with Emphasis in Environmental Science with concentration in Ecology and Conservation will be able to:

1. Apply statistical techniques, principles of hypothesis testing, and methods of quantitative ecology to the design of field projects and laboratory experiments. *(Probability and Statistics; Statistics; Non-Parametric; Experimental Design for Field and Laboratory; Experimental Botany)*

2. Demonstrate an understanding of the principles of systematics and facility in application of taxonomic *(Field Biology; Local Flora; Aquatic Biology I; Aquatic Biology II; Biology of Local Mammals; Ornithology)*

3. Demonstrate an understanding of the ways in which individual plants and animals interact with their environments and of the particular adaptations which allow them to survive and reproduce. *(Experimental Botany; Plant Microenvironments; Behavior of Animals: Introduction; Physiologic Systems I and II)*

4. Demonstrate an understanding of the factors underlying growth and regulation of animal and plant populations. *(Natural Regulation of Animal and Plant Popula-*

tions; Behavior of Animals: Introduction; Aggression in Animal and Human Societies; Social Behavior in Animals and Humans)

5. Demonstrate an understanding of the organization of natural communities and the processes by which they change over time. *(Ecological Methods; Limnology; Water Quality Research; Natural Regulation of Animal and Plant Populations)*

6. Give evidence of research competence by designing, carrying out, and properly reporting a research project related to a specific problem in ecology and/or conservation (Thesis option) or by demonstrating competence in analyzing, interpreting, and evaluating research reports (Non-Thesis option). *(Independent Learning Modules such as Graduate Thesis in . . . and Readings and Investigations in . . .)*

For Non-Thesis students the comprehensive graduate evaluation will consist of a written examination taken during the Trimester prior to planned graduation. Questions generally will arise from the competency statements of the curriculum, and more specifically from the concepts and techniques emphasized in courses taught by the faculty in the Ecology and Conservation concentration. For Thesis students, the comprehensive evaluation will consist of presentation of a paper in publishable form detailing the nature of the research problem, methods employed, and results obtained. Students will undertake an oral defense of work done before a faculty committee.

The Environmental Analysis Concentration

The College of Environmental and Applied Sciences offers a curriculum leading to BA and MA degrees in Environmental Science with concentration in Environmental Analysis.

Students choosing the Environmental Analysis concentration will be exposed to a wide range of wet chemical and instrumental techniques that are used to analyze samples from the atmosphere, biosphere, hydrosphere, and lithosphere. While developing competence in the basic knowledge of the environment and its anlaysis, students are also given a strong background in the basic concepts of physics and analytical, inorganic, organic, and physical chemistry. Thus, students will apply the conceptual framework of chemical theory to the interpretation of environmental processes and to the principles of modern analysis techniques. Hands-on experience with the application of sophisticated instrumentation to environmental materials is emphasized.

The above experiences equip a student with the necessary competence to pursue employment in a wide range of public and private laboratories that specialize in the application of wet chemical and instrumental procedures to a variety of problems.

Undergraduate Admission Requirements

Applicants should have completed a year of calculus, general and organic chemistry and a course in analytical chemistry. These should have been completed within the last three years with a grade of C or better and a grade of B or better in analytical chemistry.

A diagnostic examination and faculty review of entering courses will be used to determine any deficiencies in chemistry and math; students will take reduced loads while addressing these.

The following are Environmental Science competencies restated for undergraduates in Environmental Analysis, and sample modules.

Environmental Analysis Competencies

Undergraduate Recipients of a BA degree in Science, with emphasis in Environmental Science: Environmental Analysis will be able to:

1. Apply the principles of calculus and statistics to the solution of chemically related problems and evaluation of data. *(Probability and Statistics)*

2. Apply computational techniques, including the use of computers, to the treatment of analytical data. *(Computer Programming; Differential Equations; Environmental Systems Analysis)*

3. Retrieve information from the scientific literature for use in designing experiments and evaluating the quality and relevance of data. *(Researching Science Information)*

4. Evaluate the merits of an ethical and legal perspective and discuss the responsibilities of an analyst commensurate with this perspective. *(Environmental Law; Ethics and Environment)*

5. Demonstrate comprehension of, and the ability to apply, the conceptual framework and descriptive content of modern inorganic chemistry, organic chemistry, physical chemistry and biochemistry. *(Biochemistry; Inorganic Chemistry; Physical Chemistry I and II)*

6. Correlate the descriptive content of modern chemistry with the composition of environmental materials and the interpretation of environmental processes in the atmosphere, biosphere, hydrosphere, and lithosphere. *(Environments in Transition; Atmospheric Physics and Chemistry; Energy, Resources and Society; Meteorology; Microbial Ecology; Water Quality Research Seminar)*

7. Apply the conceptual framework of modern chemistry and physics to the principles and theory of chromatographic, electrochemical, spectrochemical and other techniques for analysis. *(Chromatographic Techniques; Electrochemical Techniques; Spectrochemical Techniques; Radioisotope Techniques)*

8. Write clear, concise analysis procedures in an appropriate format and prepare research papers on a topic associated with environmental processes or problems. *(Chromatographic Techniques; Electrochemical Techniques; Environments in Transition)*

9. Apply appropriate analysis techniques for qualitative and quantitative measurements of environmental parameters. *(Air Quality Research; Soil Analysis; Water Quality Research)*

Students may obtain information as to the recommended course sequence and other program information from the College office.

Graduate Admission Requirements

The undergraduate curriculum is thought of as the first part of preparation for the competencies desired in MA graduates. Students completing BA studies in this Concentration will be well prepared for graduate studies. Graduates from other colleges with a baccalaureate in chemistry may have suitable backgrounds. Applicants must show ability to meet the undergraduate competencies; transcripts will be evaluated by the faculty. Admission to candidacy for the MA degree requires also the successful completion of 12 hours of graduate-level work.

The following are Environmental Science competencies restated for graduate students in Environmental Analysis, and sample modules.

Environmental Analysis Competencies

Graduate Recipients of an MA degree in Science, with Emphasis in Environmental Science: Environmental Analysis, will be able to:

1. Measure environmental parameters by use of appropriate qualitative and quantitative analysis techniques including:
   (a) chromatography and gas chromatography/mass spectrometry,
   (b) IR, UV-Vis, AA-AE, and fluorescence spectroscopy,
   (c) potentiometry and voltammetry,
   (d) radioisotope techniques, and
   (e) other, as specified jointly with the faculty. *(Gas Chromatography/Mass Spectrometry; Radioisotope Techniques)*

2. Apply computational techniques, including the use of the computer, to the treatment of analytical data. *(Computer Programming; Graduate Thesis in ...)*

3. Evaluate information on the distribution, abundance, and interactions of substances in the biosphere, lithosphere, atmosphere, and hydrosphere in interpreting environmental processes. *(Enrivonments in Transition.)*

4. Apply photochemical/physical chemical theory to the elucidation of processes occurring in the atmosphere. *(Photochemisty)*

5. Apply chemical equilibrium theory to the elucidation of processes occurring in aquatic systems. *(Aquatic Chemistry)*

6. Apply geochemical principles to the elucidation of processes occurring in the lithosphere. *(Environments in Transition)*

7. Conduct a research investigation including:
   (a) conceptualization of the goals of the investigation,
   (b) synthesis of information from the work of others,
   (c) selection of methods for the collection and compilation of data,
   (d) collection and compilation of data,
   (e) interpretation of data with reference to the work of others,
   (f) formulation of conclusions and suggestions for further work, and
   (g) communication of results to others
   (Graduate Thesis in . . .)
8. Direct the work of others in a laboratory and/or field setting (assisting in the preparation of laboratory and/or field experiences and their implementation. Assisting other students in the attainment of practical and conceptual competencies.). *(Internship in . . .)*

Students will participate in an Internship aimed at evaluating the synthesis of concepts and skills in analysis and the communication of these to others. A final integrating experience is the graduate research project. Together with the Graduate Seminar, it forms the comprehensive evaluation for the MA degree.

The Environmental Management Concentration

Students concentrating their study on Environmental Management will focus on a systematic approach to problem solving, via a synthesis of scientific and managerial disciplines, with in-depth knowledge of the methods of systems analysis and environmental assessment. The concentration is specifically intended to provide a professional educational option for persons engaged in public and/or technical management. Traditional specialists, including Bachelor's degree recipients in engineering or science, can gain a broader understanding and new methods with which to analyze complex natural and man-made systems and communicate their findings to others. This concentration addresses the following general areas:

(a) environmental systems analysis and assessment;
(b) legal and social framework for environmental protection; and,
(c) technological, economic, and administrative principles.

In addition, a problem emphasis area of the student's choosing will certify preparedness for a variety of responsibilities including environmental assessment, resource planning, technical development, advisory services, and regional planning.

Graduate Admission Requirements

Students wishing to concentrate in Environmental Management should have a BA/BS degree in an area of science or related areas such as engineering or planning. Others may apply; these must meet entering competencies early in their program.

In general, applicants should have the following background in addition to the Environmental Science requirements:

A basic knowledge in the biological, physical, and social sciences and:
(a) mathematics through calculus;
(b) ability to use a computer language;
(c) statistics, including analysis of variance;
(d) one year of life science including fundamental principles of ecology;
(e) two years of science with two of the following: chemistry, physics or earth science; and,
(f) basic micro- and macro- economics.

Students who do not possess this background will be required to make up deficiencies.

The following are Environmental Science competencies restated for graduates in Environmental Management, and sample modules.

Environmental Management Competencies

Graduate Recipients of the M.A. degree in Science, with Emphasis in Environmental Science: Environmental Management will be able to:

1. Analyze environmental management problems, using systems analytical methods and perspectives. *(Environmental Assessment; Environmental Systems Analysis)*
2. Apply basic stochastic and ecological methods to environmental systems analysis. *(Probability Theory; an advanced ecology elective)*
3. Relate management problems to social contexts. *(Epidemiology II; environmental health elective; Ethics and Environment; human-environment planning elective)* ʻ
4. Relate management problems to appropriate legal and administrative contexts. *(Environmental Law; legal and administrative electives)*
5. Use knowledge of economic and technological principles to aid in analysis and solution of environmental problems. *(Economics and Environment; Pollution Control Techniques)*
6. Analyze, describe, communicate, and defend the results of a specific problem/application area to an examining group. *(Environmental Management Seminar; Readings and Investigations in . . .; Environmental Management, Internship and Defense)*

As a final requirement for successful completion of the degree students will write a comprehensive and detailed report suitable for publication describing the problem/application area, the methods and procedures used in analyzing it, and justification for any conclusions and/or recommendations made. The student will, in addition, be required to orally defend the same procedures, results, and conclusions before an examining committee.

Area of Emphasis: Human Ecology

This Area of Emphasis speaks to needs growing out of the recognition that: (1) humans exist today in a world far different than that in which they developed and spent nearly the entirety of their existence; (2) humans exist in 'ecological' systems (social, cultural, economic, psychological . . .) of their own design, in addition to their natural ecosystems.

Human survival may well depend upon holistic studies of human ecologic systems — studies that must relate cultural systems to Earth's life-support systems (natural resources). This Area of Emphasis, thus, considers the human situation through consideration of humans as organisms, their adaptation to other humans and to the rest of nature, their ability to control and live with the environment, and the mechanisms whereby these factors relate to their biological and behavioral environment.

Admission Requirements

Undergraduate There are no special requirements. Recommendations for all Science students apply.

Graduate Generalists in the graduate Human Ecology Area of Emphasis should hold BA/BS degrees which relate to the areas identified in the Area introduction. Strengths in science, design, analysis, and systems are desirable. Individual evaluations will be made by the faculty of applicants' transcripts.

Human Ecology Competencies

Undergraduate students receiving a BA degree in Science with an emphasis in Human Ecology will be able to:

1. Describe the continuous interactions that have occurred among biological, ecological, and social processes in human evolution. *(Air and Water Pollution; Ecological Methods)*
2. Describe the variety of mechanisms by which individuals and communities adapt to the environment, and the nature of the interaction between culture and environment in human groups. *(Evolution and Man; Contempory Urban Ecology I & II)*
3. Describe the ecology of human communities in terms of interdependent biological, socio-economic, cultural, and political systems, and how these systems affect and are affected by the physical environment. *(Aggression in Animal and Human Societies; Methods of Urban Anthropology)*
4. Demonstrate an awareness of the ethical considerations, related to quality of life, that will confront humans in the near future as they plan their physical and social environments. *(Ethics and the Environment)*
5. Demonstrate the ability to use an interdisciplinary perspective based on concepts and methods from the sciences, social sciences, and humanities, to interpret and describe contemporary and future human — environ-

ment relations. *(Environmental Earth Science; Electives)*

Graduate students receiving an MA degree in Science, with Emphasis in Human Ecology, will be able to:

1. Describe the continuous interactions that have occurred among biological, ecological, and social processes in human evolution. *(Air and Water Pollution; Ecological Methods)*
2. Describe the variety of mechanisms by which individuals and communities adapt to the environment, and the nature of the interaction between culture and environment in human groups. *(Evolution and Man; Contemporary Urban Ecology I & II)*
3. Describe the ecology of human communities in terms of interdependent biological, socio-economic, cultural, and political systems, and how these systems affect and are affected by the physical environment. *(Aggression in Animal and Human Societies; Methods of Urban Anthropology)*
4. Demonstrate an awareness of the ethical considerations, related to quality of life, that will confront humans in the near future as they plan their physical and social environments. *(Ethics and the Environment)*
5. Demonstrate the ability to use an interdisciplinary perspective based on concepts and methods from the sciences, social sciences, and humanities, to interpret and describe contemporary and future human — environment relations. *(Environmental Earth Science; Electives)*
6. Demonstrate the ability to conduct and evaluate interdisciplinary research and apply it to the understanding of human — environment problems and their solutions. *(Special Project; Graduate Thesis)*
7. Identify their own rate of concentration within human ecology and present a composite view of the current state of writing and research in that area. *(Special Project; Cooperative Education; Internship in . . .)*
8. Generate alternative approaches to dealing with their prime area of study within human ecology. *(Graduate Thesis; Special Projects)*

For graduate students only the following additional work and requirements exist.

Though students are not restricted to any specific Learning Modules in fulfilling Area of Emphasis competencies, it is expected that Learning Modules taken for graduate credit will include competencies indicating that the student is capable of advanced topical synthesis.

Graduate students are also expected to schedule "Candidacy" oral examinations with their Degree Plan committee. Except by special permission, these oral examinations should take place at the end of the student's second trimester. Each oral examination will cover a list of topics (and bibliography) that the student submits to the degree committee no later than two weeks before the examination. Appropriate topics are those to be addressed in the student's final MA Project. Faculty will offer criticisms and advice, and the oral will serve as the first formalized feedback on the proposed MA Project.

A Comprehensive Graduate Evaluation will consist of successful completion of a Master's degree project such as: (1) Thesis — a traditional, topical treatment including research that may or may not include original synthesis; (2) Synthesis Paper — a written treatment of topics, activities, or questions, in which emphasis is placed on synthesizing work of others; or, (3) Internship — an on-site experience that serves as the data base for a case description, analysis, and critique. One person from the agency must serve on the student's graduate evaluation committee.

Further details on this Area of Emphasis are available in a Working Paper on Human Ecology that can be obtained from advisers or from the Dean's office.

Students whose interests are more sharply focused may develop specialized study plans in the following concentrations: Human-Environment Planning, Alcoholism Sciences.

The Alcoholism Sciences Concentration Graduate

The Alcoholism Sciences curriculum at the graduate level is designed to provide educational experiences for two specific groups of students: persons working in the field of Alcoholism Treatment and Prevention who desire to upgrade their skills and knowledge and persons seeking to enter this newly-developing professional career area. It is designed to prepare students in three domains of the alcoholism field: counseling, administration, and education. Therefore, the curriculum provides a sequence of background Learning Modules that enable students to gain a broad perspective of the field that relates the historical roots to the current theoretical foci, gives specific career experiences, and develops skills in interpersonal communication, both in one-to-one and group situations. Students will participate in a supervised field practicum experience to develop a personal synthesis of theoretical constructs based on practical applications.

The following are competencies and sample modules for graduate students in Alcoholism Sciences. Information on alternative module offerings and curricular requirements may be obtained from the student information packet.

Alcoholism Sciences Concentration Competencies

Graduate Recipients of a MA degree in Environmental Science, with Emphasis in Human Ecology: Alcoholism Sciences, will be able to:

1. Demonstrate specified degrees of proficiency in all competencies delineated in the Undergraduate Counseling Orientation in Alcoholism Sciences at Governors State University. *(Undergraduate modules determined appropriate for each student based on prior learning and demonstration of equivalent competencies)*

2. Demonstrate appropriate application of techniques and skills while functioning in an educational, administrative or counseling role in the delivery of services related to alcoholism and alcohol use. *(Alcoholism Education Field Practicum; Alcoholism Administration Field Practicum; or Alcoholism Counseling Field Practicum)*

3. Conceptualize, design and implement appropriate instruments and/or programs to effectively analyze and evaluate organizational, educational or counseling effectiveness. *(Probability and Statistics; Research: Theory, Design and Implementation; and Graduate Seminar in Alcoholism Sciences)*

4. Conceptualize theoretical models currently utilized in alcoholism counseling, administration or education as the basis for delivery of services. *(Organizational Theory; Aspects of Personality Integration; Community Organization; Seminar in Public Policy; The Policy Making Process)*

5. Determine, select and apply appropriate educational, therapeutic or administrative techniques, models, or systems utilized in the delivery of service. *(Advanced Methods in Alcoholism Education; Alcoholism: Integrating Counseling Theories and Practice; Comprehensive Alcoholism Program Administration)*

6. Develop and continue nurturing effective counselor characteristics identified in high functioning helpers. For alcholism counselors. *(Characteristics of Effective Counselors; Counseling Technique Course)*

7. Train other workers concerned with the problem of alcoholism to develop skills for delivering and evaluating training models for treatment, rehabilitation, education, supervision and consultation. For alcoholism counselors. *(Alcoholism: Training Methodology and Delivery Skills)*

8. Describe patterns of human interaction and attitudes in alcoholism from epidemiology and sociocultural perspectives. For alcoholism counselors. *(Graduate Seminar in Alcoholism Sciences)*

9. Delineate and describe the skills and techniques needed and used by Alcoholism Program Administration. For alcoholism program administrators. *(Comprehensive Alcoholism Program Administration; Financial Management of Health Care Institutions; Health Services Administration: Personnel and Labor Relations)*

10. Personally confront current issues and problems in Alcoholism Program Administration. For alcoholism program administrators. *(Graduate Seminar in Alcoholism Sciences)*

11. Determine and describe the characteristics of organizations and committees that promote effective interaction leading to productive pursuit of common goals by demonstrating a personal awareness and knowledge of complex interactions. For alcoholism educators. *(Organizations and Their Environments; Marketing for Non-Profit Organizations)*

The Human — Environment Planning Concentration

Human — Environment Planning is designed to prepare students for a wide variety of professional roles in planning and planning-related disciplines. This curriculum is based on the assumption that decisions regarding the built environment must be arrived at in a manner that is responsive to the needs of humans, and sensitive to the human and natural ecological forces of which we are a part. The curriculum achieves this by involving the student in three basic areas: (1) Analysis of the Human Ecology; (2) Planning Methodology; and, (3) Planning Applications. Within the first area students may study issues in environmental systems analysis, human systems analysis, methods and techniques of analysis, and systems integration; in the second area students may learn methods of communication and problem solving, methods of value and social change, and theories and methodologies of planning; these can be applied then in such areas of planning application as: land-use planning, environmental planning, social planning, health planning, and cultural design.

At present, this curriculum is only available at the baccalaureate level. A graduate curriculum is currently under development. Until such time as it is operational, students may pursue interests in planning by acquiring a master's degree in the Human Ecology Area of Emphasis with some concentration in planning, or in Environmental Management.

Undergraduate Admission Requirements

See Human Ecology requirements.

The following are Human Ecology competencies restated for undergraduates in Human — Environment Planning, and sample modules.

Human — Environment Planning Competencies

Undergraduate recipients of a BA degree in Science, with a concentration in Human-Environment Planning will be able to:

1. Identify humans' place in an ecological framework and demonstrate their relationships to other species and the physical environment. *(Air and Water Pollution; Basic Ecology; Ecological Methods)*

2. Describe the physiological, and cultural variables that mediate between humans and the built environment. *(Aggression in Animal and Human Societies; Urban Economics; Contemporary Urban Ecology I & II; Methods of Urban Anthropology).*

3. Demonstrate an awareness of the ethical and aesthetic considerations that will confront humans in the near future in planning their physical and social environments. *(Energy, Resources and Society; Ethics and Environments; Evolution and Man; Human Environment Planning; Frameworks).*

4. Analyze and describe the political and socio-economic context within which the planning process occurs. *(Local Government Systems; Practical Sociology Land-Use Seminar).*

5. Use synthesis techniques of systems analysis, such as mathematical modeling, operations research, and simulation/gaming in environmental assessment and planning. *(Research: Theory, Design and Implementation; Linear Programming; Simulation and Games).*

6. Trace the historical development of the built environment professions. *(Human Environment Planning: Frameworks; Electives).*

7. *Demonstrate an understanding of concepts and methods from the behavior and social sciences and apply them to the planning/design process. (New Communities Development; Planning and Creative Problem Solving; Planning: A Communications Perspective).*

8. Understand and apply the principles and practices of urban/environmental planning. *(Transportation Systems; Urban Planning; Innovative Techniques; Planning: County and Regional Perspectives).*

9. Demonstrate understanding of an ability to apply the concepts and methods of the environmental design and planning process. *(Planning Theory; Human Environment Planning: Comprehensive Studio; Planning Process: A Systems View; Planning Methodology).*

Science Teaching Program (Major)

Areas of Emphasis (Options)

Community College Science Teaching (G)
Elementary Science Teaching (G)
K-12 Science Teaching (U, G)
Secondary Science Teaching (G)

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

(a) Teachers who are currently certificated, but who wish to improve their capabilities as teachers by adding to their knowledge of environmental sciences, gaining competence in professional education disciplines, and strengthening their cultural and humanistic backgrounds.

(b) Those who wish to gain competence in the theory and practice of environmental education outside of formal educational settings.

(c) Those who wish to earn an Illinois certificate as a School Science Specialist.

Competencies of the Instructional Program in Science Teaching are broadly interdisciplinary, providing background in the environmental sciences professional education, and related social sciences and humanities.

Areas of Emphasis that exist for certified teachers only and lead to the MA degree are **Elementary Science Teaching, Secondary Science Teaching,** and **Community College Science Teaching.** The **K-12 Science Teaching** Area of Emphasis is open to undergraduate and graduate students and leads to Illinois certification with the granting of the MA degree. Persons interested in educational work in nonformal settings such as nature centers and museums may petition to enroll in either Elementary or Secondary Science Teaching and develop a study plan suited to their specific needs.

The following are competencies for the Science Teaching Program.

Science Teaching Program Competencies

Degree recipients in the Science Teaching Program will be able to:

1. Demonstrate knowledge of, and ability to apply, concepts of, the environmental sciences, including biotic, abiotic, and interactional concepts, as well as computational techniques in teaching.

2. Describe and utilize inquiry processes in generating, testing, and applying knowledge.

3. Demonstrate knowledge of, and ability to retrieve, information from organized storage systems.

4. Demonstrate knowledge of the nature and evolution of scientific thought and its interactions with society.

5. Demonstrate knowledge of, and ability to apply, contemporary concepts of learning process in diagnosing students' learning needs and in planning and implementing instruction.

6. Describe and apply contemporary concepts of curriculum development in planning and organizing curriculum.

7. Demonstrate advanced skills in integrating knowledge of students, curricula, and strategies for decision-making in teaching and skill in interactive processes in the teaching and community roles.

8. Demonstrate knowledge of, and ability to apply, a variety of techniques in assessing student learning and in evaluating the effectiveness of his/her own teaching behaviors.

9. Demonstrate knowledge of school, social, political, and other human systems and the ability to apply this knowledge to effective interactions with individuals, groups, and institutions.

10. Demonstrate knowledge of the variation of cultural and intellectual backgrounds and apply it to effective interaction with individuals.

11. Describe and apply knowledge of modes of inquiry or expression from various non-science disciplines to decision-making and the interdisciplinary perspective.

12. Describe and act upon a value set based on contemporary science and humanistic thought.

These competencies speak to skills and knowledge whose focus lies in (a) environmental science: content, investigative ability, information retrieval, and the history and philosophy and sociology of science; (b) professional education; learning theory, curriculum development, teaching skills, and evaluation, and, (c) interdisciplinary aspects: cultural diversity, humanistic perspectives and values.

The Instructional Program in Science Teaching draws its interdisciplinary nature and conceptual framework from the College as a whole. It focuses on the content and process of science and related ways to teach them which reflect an environmental concern. Problem-solving, theory, and humanistic values are applied to the needs of society. Science Teaching curricula and structures are revised constantly to accomplish these tasks more effectively.

One feature of all Masters degree study plans in Science Teaching is a Terminal Integrating Experience (TIE) which is designed to assist each student in bringing about the integration of the varied elements comprising her/his studies. This is an essential part of the program because science teaching is an eclectic profession, requiring a synthesis. The TIE usually takes the form of a project and is planned individually by each student and her/his adviser.

The final report of the TIE may be reviewed by a panel of faculty and other professionals and constitute a student's Comprehensive Graduate Evaluation.

Area of Emphasis: Community College Science Teaching

Graduate Designed for prospective or practicing community college science faculty members, this curriculum leads to the MA Degree with related competency in environmental science and in community college teaching. Consequently, the student is required to meet science competencies as specified by the Environmental Science area of emphasis (competency statements 1-5). In this regard, the student will be required to conduct a research investigation in science and to write a thesis as a means of communicating the results to others. Competencies in community college teaching are similar to those required of all graduate students in Science Teaching programs but are oriented toward the community college educational environment. Special emphasis is placed on learning theory, evaluation, and a practicum experience to develop the community college orientation.

Students are expected to have a combined (undergraduate and graduate) total of 54 hours in science content upon graduation. A bachelors degree with a major in Science is recommended for entry into this area of emphasis.

The following are competencies and sample modules for graduate students in Community College Science Teaching.

The competencies must be demonstrated at or above a criterion level set for the Continuous Progress Testing Program and Terminal Integrating Experience.

Community College Science Teaching Competencies

Graduate Recipients of a MA Degree in Science Teaching, with emphasis in Community College Science Teaching, will be able to:

1. Use conceptual knowledge of the natural, mathematical, social, and health sciences in the interpretation of environmental processes and interactions. *(Selected science modules)*
2. Plan investigations and propose solutions for environmental problems utilizing concepts synthesized from the natural, mathematical, social, health, and management sciences. *(Selected science modules)*
3. Retrieve and evaluate information from the literature of science as a part of formulating a plan for investigating a particular environmental problem. *(Selected science modules)*
4. Collect, analyze, and interpret data from field, library, laboratory and other sources as they relate to processes and associated problems in a particular environment. *(Selected science modules)*
5. Communicate the results of an investigation (in the form of thesis, reports, seminars, publications, etc.) to

members of the lay as well as the scientific community. *(Selected science modules)*
6. Evaluate different learning theories as a means of diagnosing adult students' learning needs and abilities and in planning and implementing community college science instruction. *(Learning Processes: Adults)*
7. Design and implement science curricula components appropriate for community college educational environments. *(The Community College Cooperative Education)*
8. Design and implement formative and summative evaluation projects for community college science. *(Cooperative Education)*

Area of Emphasis: Elementary Science Teaching

Graduate This Area of Emphasis is designed to help elementary school teachers acquire knowledge and skills related to science, environmental concerns, and science teaching. The program is based on the assumptions that most elementary school teachers have little background in science and that the education of elementary-school age children has special requirements of methods and materials. Offerings are planned to build upon existing teaching knowledge and skills so as to aid teachers in improving science instruction in their own classroom, as science specialists in teaching teams or as curriculum and supervision specialists.

A bachelor's degree and valid teaching certificate are prerequisites for entry into this Area of Emphasis.

The following are competencies and sample modules for graduate students in Elementary Science Teaching. The competencies must be demonstrated at or above a criterion level set for the Continuous Progress Testing Program and Terminal Integrating Experience.

Elementary Science Teaching Competencies

Graduate Recipients of a MA Degree in Science Teaching, with emphasis in Elementary Science Teaching, will be able to:

1. Formulate and evaluate concepts of the environmental sciences as appropriate for current elementary science curricula. *(Selected science modules)*
2. Evaluate inquiry processes used in generating, testing, and applying knowledge in science involving laboratory or field experience. *(Selected science modules)*
3. Evaluate retrieved information from organized storage systems. *(Research Science Information; Science Teaching Orientation)*
4. Assess the nature and evolution of scientific thought and its interactions with society, and elementary school science instruction. *(Science and Inquiry)*
5. Evaluate different learning theories as a means of diagnosing students learning needs and abilities, and in planning and implementing elementary school science

instruction. *(Learning Processes: Children & Adolescents)*

6. Develop curricular components in elementary school science and assess their applicability in an instructional setting. *(Curriculum Development)*

7. Design and evaluate different pedagogical strategies for elementary science curricula. *(Teaching Elementary School Science; Advanced Methods in Teaching Science)*

8. Design and implement formative and summative evaluation projects for elementary school science. *(Evaluation: Formative and Summative)*

9. Analyze and evaluate cultural and ethnic plurality and their impact on elementary school science educational outcomes. *(Teacher Behaviors in Inner-City and Multi-ethnic Environments)*

10. Formulate interdisciplinary modes of inquiry related to decision-making for elementary school science. *(Elective modules)*

11. Analyze and formulate his/her own value set in terms of contemporary science and humanistic thoughts to use in decisions concerning environmental issues. *(Ethics and the Environment)*

Area of Emphasis: K-12 Science Teaching

This Area of Emphasis is designed for students who wish to acquire an Illinois teaching certificate in science and environmental science. Certification is concomitant with granting of the MA degree; undergraduates must first earn a BA degree in pre-professional studies.

Admission Requirements

Undergraduate There are no special admission criteria. Emphasis at the undergraduate level is on the environmental sciences; professional education modules are intended to orient students to the classroom and allow them to test their interest in teaching. Students should acquire both breadth and some depth in their science studies.

Graduate Applicants for this Area of Emphasis must have a BA or BS degree in science, health, or engineering. This curriculum trains teachers in a science discipline while emphasizing the ability to develop and teach interdisciplinary, environmentally-focused curricula. Student teaching is the terminal intergrating experience for this curriculum; the teaching certificate is gained by entitlement when the MA degree is granted.

The following are competencies and sample modules for undergraduate and graduate students in K-12 Science Teaching. The competencies must be demonstrated at or above a criterion level set for the Continuous Progress Testing program and Student Teaching.

K-12 Science Teaching Competencies

Undergraduate Recipients of a BA degree in Science Teaching with emphasis in K-12 Science Teaching, will be able to:

1. Apply concepts of the environmental sciences, including biotic, abiotic, interactional concepts, and computational techniques. *(Selected science modules)*

2. Describe and to utilize inquiry processes in generating testing and applying knowledge in science involving laboratory or field experience. *(Selected science modules)*

3. Retrieve information from organized storage systems. *(Researching Science Information)*

4. Communicate the nature and evolution of scientific thought and its interactions with society. *(Ascent of Man)*

5. Use contemporary concepts of learning processes in diagnosing students' learning needs and abilities, and in planning and implementing instruction. *(Learning Processes: Children & Adolescents)*

6. Describe and apply contemporary concepts of curricula organization appropriate to the teaching of environmental science. *(Environmental Education)*

7. Demonstrate skills in selecting and implementing teaching strategies appropriate to curricular goals. *(Teaching Elementary School Science)*

8. Apply a variety of techniques assessing student learning and evaluating the effectiveness of their own teaching behaviors. *(Assessing Educational Outcomes)*

9. Apply knowledge of school, social, political and other human systems to effective interactions with individuals in the classroom or educational environments. *(Elective courses from other Colleges)*

10. Apply knowledge of the variation of cultural and intellectual backgrounds to effective interactions with individuals in the classroom or educational environments. *(Elective course from other Colleges)*

11. Apply knowledge of modes of inquiry or expression from various non-science disciplines to decision-making and interdisciplinary perspective. *(Elective courses)*

12. Describe value set based on contemporary science and humanistic thought that enable them to cope with change. *(Ascent of Man; Electives)*

Graduate Recipients of a MA degree in Science Teaching, with emphasis in K-12 Science Teaching, will be able to:

1. Formulate and evaluate concepts of the environmental sciences appropriate for current K-12 school science curricula. *(Selected science modules)*

2. Evaluate inquiry processes used in generating, testing, and applying knowledge in science. *(Selected science modules involving laboratory or field experience)*

3. Evaluate retrieved information from organized storage system. *(Science Teaching Orientation)*

4. Assess the nature and evolution of scientific thought and its interactions with society and K-12 school science instruction. *(Science and Inquiry)*

5. Evaluate different learning theories as a means of diag-

'nosing students' learning needs and abilities, and in planning and implementing K-12 school science instruction. *(Learning Processes: Children and Adolescents; Special Projects)*

6. Develop curricular components in K-12 school science and assess their applicability in an instructional setting. *(Curriculum Development)*

7. Design and evaluate different pedagogical strategies for K-12 Science curricula. *(Advanced Methods in Science Teaching; Teaching Elementary School Science)*

8. Design and implement formative and summative evaluation projects for K-12 school science. *(Evaluation: Formative and Summative)*

9. Analyze and evaluate cultural and ethnic plurality and their impact on K-12 school science educational outcomes. *(Teacher Behaviors in Inner City and Multiethnic Environments)*

10. Formulate interdisciplinary modes of inquiry related to decision-making perspectives for K-12 school science. *(Elective course)*

11. Analyze and formulate his/her own value set in terms of contemporary science and humanistic thoughts to use in decisions concerning environmental issues. *(Ethics and Environment)*

Area of Emphasis: Secondary Science Teaching

This Area of Emphasis is designed to assist secondary science teachers in improving their knowledge and skills in science, professional education, and related social sciences and humanities. While the opportunity exists to go deeply into science content, students will also be expected to gain breadth so as to be able to gain an environmental perspective. It is expected that teachers will upgrade their teaching skills while preparing to function in differently structured schools of the future.

A bachelor's degree and valid teaching certificate are prerequisites for entry into this Area of Emphasis.

The following are competencies and sample modules for graduate students in Secondary Science Teaching. The competencies must be demonstrated at or above a criterion level set for the Continuous Progress Testing Program and Terminal Integration Experience.

Secondary Science Teaching Competencies

Graduate Recipients of a MA degree in Science Teaching, with emphasis in Secondary Science Teaching, will be able to:

1. Formulate and evaluate concepts of the environmental sciences as appropriate for current secondary science curricula. *(Selected science modules)*

2. Evaluate inquiry processes used in generating, testing, and applying knowledge in science involving lab and field experience. *(Selected science modules)*

3. Evaluate retrieved information from organized storage systems. *(Science Teaching Orientation; Researching Science Information)*

4. Assess the nature and evolution of scientific thought and its interactions with society and secondary school science instruction. *(Science and Inquiry)*

5. Evaluate different learning theories as a means of diagnosing students' learning needs and abilities, and in planning and implementing secondary school science instruction. *(Learning Process: Children and Adolescents)*

6. Develop curricular components in secondary school science and assess their applicability in an instructional setting. *(Curriculum Development)*

7. Design and evaluate different pedagogical strategies for secondary science curricula. *(Special Projects; Advanced Methods in Teaching Science)*

8. Design and implement formative and summative evaluation projects for secondary school science. *(Evaluation: Formative and Summative)*

9. Analyze and evaluate cultural and ethnic plurality and their impact on secondary school science educational outcomes. *(Teacher Behaviors in Inner City and Multiethnic Environments)*

10. Formulate interdisciplinary modes of inquiry related to decision-making perspectives for secondary school science. *(Elective modules)*

11. Analyze and formulate his/her own value set in terms of contemporary science and humanistic thoughts to use in decisions concerning environmental issues. *(Ethics & Environment)*
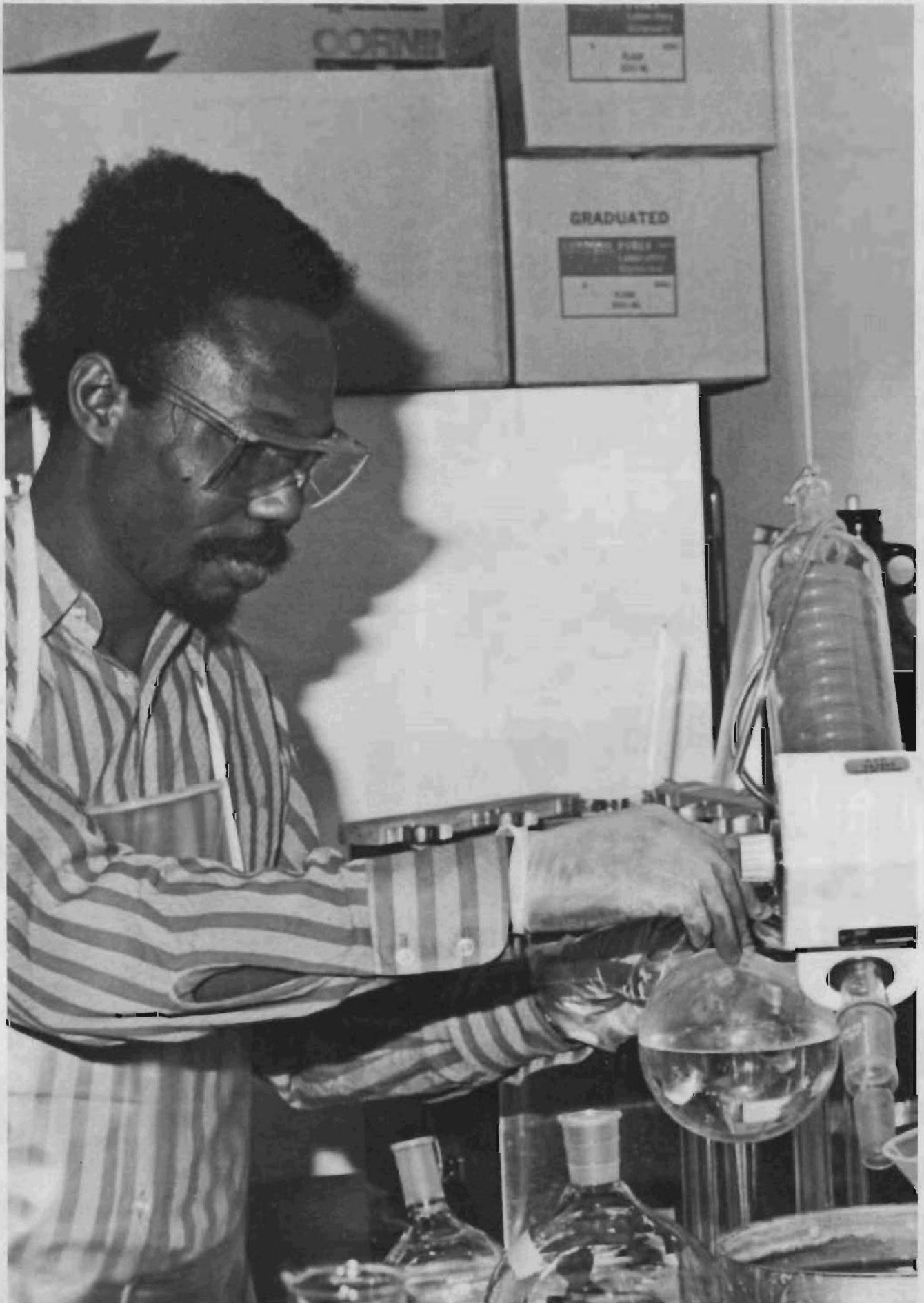
School of Health Sciences

Instructional Programs (Majors)

Programs, Degrees, and Areas of Emphasis available at the Undergraduate and Graduate levels:

Allied Health (BHS & MHS)
Allied Health Science Education **(U, G)**
Communication Disorders **(U, G)**
Medical Technology **(U)**

Health Services Administration (BHS & MHS)
Health Services Administration **(U, G)**

Nursing (BSN & MSN)
Nursing Administration **(G)**
Nursing Practice **(U)**
Nursing Teaching **(G)**
Restorative Nursing **(G)**

The Instructional Programs in the School of Health Science are designed to prepare professionals in a wide spectrum of health fields that emphasize human services, by helping students:

(a) Acquire skills that will prepare them to function effectively in current health professions roles, and

(b) Develop the intellectual resources needed to take leadership in improving health care delivery and health professions roles.

Program offerings are designed to prepare people at the baccalaureate and master's degree levels for careers in administration, education, and practice in nursing and allied health fields. Over the next few years, additional fields of practice may be developed, along with a more general offering in environmental health.

Special Admission Requirements

Before enrolling in an Instructional Program in the School of Health Sciences, the student should refer to the "Admission Requirements" section of the particular program.

Retention and Dismissal

A student is retained in the school of Health Sciences as long as he/she maintains academic goodstanding in the University, and shows ability in basic skills which will allow completion of the course of study.

A student may be dismissed from the Instructional Programs in the School of Health Sciences if:

(a) the student violates his/her academic responsibility as stated in the University's Academic Responsibility Policy of 9 September 1975.

(b) the student does not meet the competencies in any clinical learning module in the specified manner and time.

Readmission

The student may petition for readmission into an Instructional Program in the School of Health Sciences, but must obtain approval from the Coordinator of the Instructional Program, the Director of the School of Health Sciences, and the Dean of the College of Environmental and Applied Sciences.

Prerequisite and Recommended Learning Modules

Prerequisite modules are identified only where knowledge of total subject areas are considered necessary to successfully undertake the learning module. Recommended modules are identified when knowledge of portions of the subject areas is necessary, but these portions may be acquired by a student through various routes. All learning modules will be offered assuming mastery of the background indicated. The student is to make the decision as to his preparedness in the case of recommended modules; in case of doubt, consultation with the instructor is encouraged.

Comprehensive Evaluation

Before a student can graduate with a master's degree from an Instructional Program in the School of Health Sciences, he/she must have passed a terminal comprehensive evaluation at the 85% level. The evaluation will be given by the faculty of the Instructional Program/Area of Emphasis in which the student is registered.

School of Health Science Competencies

Recipients of a degree in the School of Health Sciences of the College of Environmental and Applied Sciences should be able to:

1. Demonstrate knowledge of the major interrelated components and issues for organizing and delivering health care.

2. Demonstrate knowledge of various economic environments in which the health care delivery system oper-

ates.

3. Demonstrate knowledge of the relationship of sociocultural influences on the health care directed behavior of consumers and of health professionals.

4. Demonstrate knowledge of the influence of differing personal, professional, and social value/ethical orientations on the health care delivery system.

5. Demonstrate knowledge of research theory and statistical methods for use in application to health care related problems.

These expected competencies constitute a core for **all** baccalaureate and are **prerequisites** for all master's programs in the School of Health Sciences.

The following sections describe in detail Instructional Programs in Allied Health, Health Services Administration, and Nursing.

Allied Health Program (Major)

Areas of Emphasis (Options)

Allied Health Science Education **(U, G)**
Communication Disorders **(U, G)**
Medical Technology **(U)**

The Allied Health Instructional Program is designed to meet needs of those working in the many health science fields. The Communication Disorders and Medical Technology Areas of Emphasis prepare graduates professionally and for changing roles in this developing field. The Health Science Education Area of Emphasis requires that students be professionally competent and is intended to equip them to teach and lead in a variety of changing institutional settings. The following are competencies and sample modules for the Allied Health Program.

Allied Health Program Competencies

A recipient of a degree in Allied Health will be able to:

1. Demonstrate knowledge of the major interrelated components and issues for organizing and delivering health care. *(Health Care Organization, Health Care Delivery: Values and Issues)*

2. Demonstrate knowledge of various economic systems and their application to the health care delivery system. *(Health Care Economics)*

3. Demonstrate knowledge of the relationships of sociocultural influences to the health care directed behavior of consumers and of health professionals. *(Health Care Sociology)*

4. Demonstrate knowledge of the influence of differing personal, professional, and social value/ethical orientations on the health care delivery system. *(Health Care Delivery: Values and Issues)*

5. Demonstrate knowledge of research/experimental procedures and statistical methods for use in application to health care related problems. *(Probability and Statistics)*

6. Demonstrate knowledge of and ability to apply concepts and skills of an Allied Health discipline. *(Modules vary with Area of Emphasis)*

Area of Emphasis: Allied Health Science Education

This Area of Emphasis is intended to prepare educators in health fields for teaching roles in colleges, schools, hospitals, laboratories, group-practice situations, public and voluntary health organizations, and for continuing education of health personnel. Allied health personnel and nurses with an ADN may enroll for a BHS degree. Allied health personnel with a Baccalaureate degree, nurses with

an RN and a Baccalaureate degree, and school teachers may enroll for a MHS degree. With the MHS degree, an individual can negotiate certification as a health teacher with the Illinois Department of Registration and Education. A student's work at Governors State University focuses upon (a) acquisition of educational skills and application of these skills in a specific health field, (b) advanced work in the health sciences, and (c) advanced work in the basic sciences which support the student's health field.

Admission Requirements

Undergraduate In order to be admitted to study for the BHS in Allied Health Science Education one must have professional competence in an Allied Health discipline. All students must hold an AA, AS, or ADN degree and, in many fields either hold certification or registration to practice his/her profession or be eligible for the certifying/registration examination.

Students who lack enough formal credits to enter the Allied Health Science Education Area of Emphasis but believe they have equivalent experience can validate this experience by taking and passing tests administered by the American College Testing Program's Proficiency Examination Program. The following examinations under that program can be used at the undergraduate level: Health I, II, and III; Educational Psychology; Philosophy of Education; and Maternal and Child Nursing, Baccalaureate Degree. Philosophy of Education can also be used at the graduate level.

Graduate Applicants must:

(a) hold a BA/BS in an appropriate health field, or

(b) have a baccalaureate degree and be an RN, or

(c) be a school teacher who demonstrates a deep commitment to teaching.

Certification or registration, or eligibility for them, is also required in many allied health areas.

The following are competencies and sample modules for undergraduate and graduate work in Allied Health Science Education.

Allied Health Science Education Competencies:

Undergraduate Recipients of a BHS degree in Allied Health, with Emphasis in Allied Health Science Education, will be able to:

1. Demonstrate knowledge of the major interrelated components and issues for organizing and delivering health care. *(Health Care Organization; Health Professions Education: Current Trends and Issues)*

2. Demonstrate knowledge of various economic systems and their application to the health care delivery system. *(Health Care Economics; Epidemiology)*

3. Demonstrate knowledge of the relationship of sociocultural influences on the health care directed behavior of consumers and of health professionals. *(Health Sciences: Recent Developments in Allied Health Practice; Health Professions Education: Current Trends and Issues)*

4. Demonstrate knowledge of the influence of differing personal, professional, and social value/ethical orientations on the health care delivery system. *(Health Care Delivery: Values and Issues; Health Professions Education: Values Clarification Techniques)*

5. Demonstrate knowledge of research theory and statistical methods for use in application to health care related problems. *(Probability and Statistics)*

6. Demonstrate knowledge of the conceptual content and functional processes of a specific allied health discipline at a level appropriate for educating other professionals. *(Will vary with specific allied health professions. May 6e done independently using resources of GSU's cooperative education program.)*

7. Demonstrate understanding of the basic physical, biological, and social sciences that underlie content and processes of the specific health profession. *(Will vary with specific allied health professions. Work may include cooperative education experiences, educational activities of professional associations.)*

8. Assess, interpret, use, and communicate information related to advancement in health fields and education. *(Health Professions Education: Current Trends and Issues; Health Professions Education; Continuing Education)*

9. Demonstrate knowledge of contemporary theories of learning and apply these to instruction of allied health professionals. *(Learning Processes: Adults; Health Professions Education: Continuing Education)*

10. Design, select, evaluate, and use curricular materials and technology in instruction. *(Curriculum Development; Health Professions Education: Assessment of Clinical Instruction)*

11. Demonstrate a repertoire of teaching strategies and select and use them appropriately in different educational settings. *(Health Professions Education: Values Clarification Techniques; Health Professions Education: Practicum)*

12. Design and implement appropriate plans for evaluating student achievement and instructional effectiveness. *(Assessing Educational Outcomes; Health Professions Education: Assessment of Clinical Instruction)*

13. Demonstrate understanding of relationships among various health disciplines and between health disciplines and other fields. *(Epidemiology; Health Care Delivery: Values and Issues)*

The following are competencies and sample modules for graduate work in Allied Health Science Education.

Graduate Although the content in the Learning Modules for the MHS degree are similar to those for the BHS degree, additional, more sophisticated terminal competencies for each Learning Module are included in each syllabus for the MHS recipient.

Recipients of a MHS degree in Allied Health, with Emphasis in Allied Health Science Education, will be able to:

1. Demonstrate comprehensive knowledge of components and issues of contemporary health care delivery. *(Health Science: Recent Developments in Allied Health Practice)*

2. Demonstrate knowledge of, and ability to use, research theory and methods in analyzing and investigating contemporary issues in health and education. *(Probability and Statistics; Research: Theory, Design, and Implementation; Epidemiology)*

3. Demonstrate understanding of, and ability to apply, basic physical, biological, and social science that underlie content and processes of a specific allied health field. *(Will vary with specific health profession. Much work may be done using resources of Cooperative Education and courses at other universities. Educational activities of professional associations may be utilized but content and learnings must be appraised by appropriately qualified faculty or other professionals before credit for competence is allowed.)*

4. Demonstrate knowledge of the conceptual and functional processes of a specific allied health field at a level appropriate for educating other professionals. *(Will vary with specific health profession. Much work may be done using resources of Cooperative Education and courses at other universities. Educational activities of professional associations may be utilized but content and learnings must be appraised by appropriately qualified faculty or other professionals before credit for competence is allowed; Health Sciences: Recent Developments in Allied Health Practice)*

5. Demonstrate knowledge of contemporary theories of learning and apply these to instruction of allied health professionals. *(Learning Processes: Adults; Health Professions Education: Continuing Education)*

6. Design, select, evaluate, and use curricular materials and technology in instruction (Curriculum Development; Health Professions Education; Assessment of Clinical Instruction)

7. Demonstrate a repertoire of teaching strategies and select and use them appropriately in different educational settings. *(Health Professions Education: Values Clarification Techniques; Health Professions Education: Practicum)*

8. Design and implement appropriate plans for evaluating student achievement and instructional effectiveness. *(Assessing Educational Outcomes; Health Professions Education: Assessment of Clinical Instruction)*

9. Assess, interpret, use, and communicate information related to advancements in health fields and education. *(Health Professions Education: Current Trends and Issues; Health Professions Education: Continuing Education)*

10. Demonstrate ability to synthesize knowledge from basic and applied sciences, health, and education into a program appropriate for educating professionals in a specific allied health field. *(Health Professions Education: Practicum)*

The Learning Module *Health Professions Education: Practicum,* is the terminal integrating experience in Allied Health Science Education. This is the module in which a student validates that he/she can pull together what he/she has learned and use it in a professionally appropriate manner. Completion of this module including a documented, written report, will be validated by the coordinator and by at least one other individual with training in the student's individual health field, and will constitute the University's requirement for a Comprehensive Graduate Evaluation of the student's work. This module should be taken in the calendar year in which the student expects to graduate.

Area of Emphasis: Communication Disorders

The field of Communication Disorders provides rehabilitative services for persons of all ages with speech, language and hearing disorders. Speech Pathologists work in a variety of settings including hospitals, schools, institutions for the disturbed or retarded, public and private facilities for the handicapped, etc. Clients served in these facilities may present disorders of articulation, voice, language, or stuttering. Speech Pathologists provide diagnostic, therapeutic and consultative services, functioning individually or as members of medical-educational-rehabilitative teams.

Training in Communication Disorders includes many aspects of both normal and abnormal human development. Knowledge of normal communicative processes is necessary to an understanding of communicative problems; competencies in speech and language development, speech physiology, etc., provide this basic background. The behavioral characteristics and clinical management of speech, language and hearing disorders are covered in Learning Modules dealing with specific problems, e.g., stuttering, voice disorders, aphasia, etc. Supplementary skills and information are obtained from a variety of related areas such as behavior modification, special education, counseling, experimental psychology, medicine, clinical psychology, statistics and research design, sociology, and allied health professions.

Professionals in the field of Communication Disorders require certification to enter practice. Standards are established and maintained nationally by the American Speech and Hearing Association; it offers the Certificate of Clinical Competence in Speech Pathology (CCC-SP). The Illinois Office of Education requires its standard special Certificate

in Speech and Language Impaired for employment in Illinois schools. The requirements of both are similar:

1. A Master's Degree with a specified set of credits and experiences in Communication Disorders.
2. Study in related areas.
3. Practicum experiences.

These specifications are jointly the basis for the course of study.

Admission Requirements

Undergraduate University requirements apply with the recommendation that science and social science background be emphasized. Undergraduate experiences in Communication Disorders involves only pre-professional training and does not lead to professional employment at the BHS level. It does not meet certification requirements and is regarded as preparation for graduate study. Undergraduates should read carefully the graduate requirements section.

Graduate Persons holding the baccalaureate degree with a major other than in Communication Disorders may be accepted into this Area of Emphasis. However, these persons must demonstrate competence as stated for undergraduates prior to attempting graduate modules. Transfer credits, graduate and undergraduate, will be evaluated by the faculty and practicum records must bear the signature of the appropriate official.

Special Graduation Requirements

The evaluation of applied skills in this Area of Emphasis is carried out through the practicum experiences. These experiences in Speech Pathology and in Audiology have several criteria for successful completion; precise records must be kept by student and advisor. Students must complete at least 250 hours in Speech Pathology distributed as follows: (a) diagnostics, 60 hours; (b) language diagnosis and therapy, 85 hours; (c) articulation, 35 hours; (d) voice, 35 hours; and (e) fluency, 35 hours. Students complete at least 50 hours in an audiology practicum, including at least 20 hours in the testing of hearing. Another 20 hours should be in aural rehabilitation and/or 20 hours in speech and language therapy with the hearing impaired with the balance of work in the third area. Practica hours do not include observation, reporting, paid work, or other experiences outside the application of skills as specified.

Total practicum time for certification is 325 hours. At least 175 hours must be earned as a graduate student. The total time must be distributed with 100 hours in public schools, some time in a mental health facility, and some time in a hospital or medical setting. Transfer practicum credits must be officially documented and reviewed by the faculty of this Area of Emphasis. The public school portion of the practicum must involve at least 5 units of academic credit.

Graduate students will also complete a written comprehensive evaluation of all competencies at the completion of the course of study.

The following are competencies and sample modules for undergraduates and gradutes in Communication Disorders.

Communication Disorders Competencies:

Undergraduate Recipients of a BHS degree in Allied Health, with an Emphasis in Communication Disorders, will be able to:

1. Describe normal physiological placement and basic acoustic features for all American speech sounds and use the International Phonetic Alphabet to transcribe normal and disordered speech. *(Phonetics)*

2. Identify the cause, physical conditions and distinguishing characteristics of all types of communication disorders, and describe the basic aspects of the normal speech process from respiration through articulation. *(Introduction to Communication Disorders)*

3. Demonstrate appropriate utilization, administration and interpretation of standardized speech and language screening and diagnostic tests, and write detailed, well organized speech and language evaluation reports utilizing a clinically acceptable format and vocabulary. *(Diagnostic Methods in Communication Disorders)*

4. Describe defective articulation, identify possible causes and develop effective and appropriate therapeutic procedures. *(Articulation Disorders)*

5. Describe behavioral concepts and apply them to normal verbal behavior. *(Analysis of Verbal Behavior)*

6. Present physiologic analyses of the processes of respiration, phonation and articulation-resonance. *(Speech Physiology)*

7. Describe the transmission and generation of sound, anatomy and physiology of the human auditory system, psychological reaction to sound, and acoustics and perception of speech. *(Hearing Science)*

8. Describe common auditory pathológies and carry out basic audiometric tests. *(Introduction to Clinical Audiology)*

9. Describe the structure and operation of hearing aids and basic processes of human communication and perception and apply these to basic principles of speech reading and auditory training. *(Introduction to Rehabilitative Audiology)*

10. Identify and describe the major sociolinguistic concepts and apply them to the analysis of dialectical differences and the culture from which they were derived. *(Sociolinguistics)*

11. Identify and describe the stages of language development and its relationship to perceptual and cognitive development from a psycholinguistic perspective. *(Speech and Language Development)*

Graduate Recipients of an MHS degree in Allied Health, with an Emphasis in Communication Disorders, will be able to:

1. Describe diagnostic, therapeutic and consultative services for persons with voice disorders. *(Voice Disorders)*

2. Apply behavioral concepts to speech and language disorders. *(Behavior Principles in Communication Disorders)*

3. Describe diagnostic, therapeutic and consultative services for persons with craniofacial anomalies. *(Communication Disorders in Craniofacial Anomalies)*

4. Describe diagnostic, therapeutic and consultative services for persons with Cerebral Palsy. *(Communication Disorders in Cerebral Palsy)*

5. Describe the history, philosophy and professional aspects of Communication Disorders. *(History, Philosophy and Professional Aspects of Communication Disorders)*

6. Identify and describe the various language disorders of children; their etiologies, diagnoses and programs for therapeutic intervention. *(Language Disorders of Children)*

7. Review the various theories of stuttering and current research findings, and demonstrate their application in simulated therapy settings. *(Stuttering Seminar)*

8. Describe the major pathologic variations in the voice, articulation, and language of the deaf population and develop appropriate habilitative procedures. *(Speech and Language of the Hearing Impaired)*

9. Describe procedures for, and interpret results from audiometric procedures for site-of-lesion tests and for difficult-to-test populations, take diagnostic interviews, and write audiological reports. *(Clinical Audiology)*

10. Identify the major factors in counseling the hearing-impaired client, in the effect of hearing loss upon speech perception, and in the development of procedures and materials for rehabilitative therapy. *(Advanced Rehabilitative Audiology)*

11. Identify and describe the various theories and neuroanatomical aspects of aphasia, and develop a diagnostic evaluation and therapeutic program for a simulated aphasic client. *(Aphasia Seminar)*

12. Provide individual and group therapy as well as diagnostic evaluations for communicatively handicapped hospital patients. *(Practicum in Speech Pathology: Hospital)*

13. Provide individual and group therapy and administer speech and language screening tests to communicatively handicapped school children. *(Practicum in Speech Pathology: Public School)*

14. Provide speech and language therapy and diagnostic evaluations for emotionally disturbed and/or developmentally disabled individuals who are communicatively handicapped. *(Practicum in Speech Pathology: Mental Health Center)*

15. Provide interviews, audiometric evaluations, counseling and aural rehabilitation for hearing impaired persons. *(Practicum in Audiology)*

Area of Emphasis: Medical Technology

The Medical Technology Area of Emphasis is designed to prepare individuals for careers as clinical laboratory practitioners. This baccalaureate program is planned to provide students with the necessary skills, knowledge, and professional attitudes to perform effectively in the clinical laboratory setting. The curriculum is a so-called "two plus two" in that the clinical practicum is integrated with University course work during the two years. St. James Hospital in Chicago Heights and Ingalls Memorial Hospital in Harvey serve as the primary clinical affiliates and share with the College in the management of the program. Completion of the BHS degree requires two years of full time work. Twelve students are admitted annually, Fall Trimester only.

The Medical Technology Area of Emphasis is designed as a full-time educational program. However, in an attempt to meet students' needs, a limited number of students may be considered for admission to the university component of the curriculum on an extended basis. Admission to the clinical portion must be made independently and the clinical instruction completed in two consecutive years. Interested students are advised to contact the Medical Technology Coordinator for additional information.

Admission Requirements

Undergraduate In addition to the regular University admission criteria, there are special admission requirements to the Medical Technology Area of Emphasis.

A. Applicants must show completion of a minimum of 60 semester hours of "C" average work in an American college or university which includes the following science and mathematics courses with a minimal grade of "C", taken in the last seven years.

Inorganic Chemistry	8 Semester hours
Organic Chemistry	4 Semester hours
Biology or Zoology	8 Semester hours
Microbiology	4 Semester hours
College Algebra	3 Semester hours

A course in physics is strongly recommended.

Students may apply for admission to the program during their sophomore year or before meeting all course requirements. However, all candidates must complete the required prerequisites by September of the class year.

Work done in other institutions is evaluated by the Registrar of the University and the Medical Technology Coordinator. No provision is currently available for granting of credit for non-traditional education. Provisions have been made for students to validate credits older than seven years through use of the CLEP examinations.

B. Applicants must submit two letters of recommendation preferably from former instructors and/or employers.

C. Applicants must be rated acceptable in a personal interview with the University Coordinator and a panel of the clinical faculty.

Students who meet all requirements will be admitted on a first-come, first-served basis until enrollment units are met.

The following are competencies and sample modules for undergraduates in Medical Technology.

Medical Technology Competencies:

Undergraduate Recipients of a BHS degree in Allied Health, with Emphasis in Medical Technology, will be able to:

1. Demonstrate knowledge of the major interrelated components and issues for organizing and delivering health care. *(Health Care Organization)*

2. Demonstrate knowledge of various economic systems and their applications to the health care delivery system. *(Health Care Economics)*

3. Demonstrate knowledge of the relationship of sociocultural influences on the health care directed behavior of consumers and of health professionals. *(Recent Developments in Allied Health Practice)*

4. Demonstrate knowledge of the influences of differing personal, professional, and social value/ethical orientation of the health care delivery system. *(Recent Developments in Allied Health Practice, Health Care Delivery: Values and Issues)*

5. Demonstrate knowledge of research theory and methods for use in problem solving. *(Health Care Research: Introduction; Probability and Statistics)*

6. Demonstrate a detailed knowledge of, and performance and modification of complex clinical laboratory analyses that require fine-line discrimination through their many steps of operation, recognition and correction of a variety of errors, principles of operation, and the use and maintenance of complicated instruments. *(Clinical Laboratory Science I-VI; Instrumentation Electronics I)*

7. Assume responsibility and accountability for the accuracy of clinical laboratory analyses, knowledge of the physiological conditions leading to the results of these analyses, and the ability to design and monitor applicable quality control programs. *(Clinical Laboratory Science: Medical Technology I-VI; Physiologic Systems I-II)*

8. Make knowledgeable decisions and prepare criteria and strategies to assist subordinates in solving anticipated problems or in making routine decisions. *(Clinical Laboratory Science: Medical Technology VI; Epidemiology)*

9. Structure analytical and personnel schedules, prepare budgets, develop and maintain appropriate records, and communicate ideas and facts to others. *(Health Services Administration: Principles; Clinical Laboratory Science: Medical Technology VI)*

10. Assume responsibility for personnel work and decisions, accept an accountability for all work performed in an area of responsibility, and evaluate the work of managerial skills, evaluation techniques and planning. *(Health Services Administration: Principles; Clinical Laboratory Science: Medical Technology VI)*

11. Recognize the need for continued learning in areas such as educational methodology, managerial skills, evaluation techniques and planning. *(Health Professions Education: Continuing Education)*

12. Assume a responsibility for the teaching of others, including the design, implementation, and evaluation of teaching learning experiences. *(Health Professions Education: Continuing Education)*

Health Services Administration Program (Major)

Area of Emphasis (Option)

Health Services Administration **(U, G)**

The Instructional Program in Health Services Administration is designed to prepare students as administrators or management personnel for a variety of health care delivery settings. The central theme of the Health Services Administration program is to provide competency in the areas of health, health systems, health services, and the administrative and financial aspects of management. The program emphasizes the integration of theoretical knowledge and practical experience in the field.

Admission Requirements

Undergraduate There are no special admission or application requirements for undergraduates beyond those established by the University. Lower-division study and/or work experience in allied health or management areas is encouraged. Undergraduate students will be admitted on a first come-first served basis all year long, up to the maximum size of the program. Students are encouraged to apply as far ahead of their intended entrance as is possible.

Graduate Students will be admitted into the graduate program at the beginning of the Fall Trimester of each year. Eligibility is the same as established by the University. However, acceptance into the program will depend on an evaluation of several admission criteria: previous academic background; work experiences; letters of recommendation; and a student information questionnaire. The admission committee will review the materials and notify candidates whether they are admitted or not. Accepted students will be advised as to any deficiencies; those not accepted may request an interview to appeal the decision. Accepted students must inform the committee within three weeks of their intention to enroll or lose their reserved place.

Students are encouraged to apply as early as possible. The deadline for graduate students to submit applications and the additional information (as specified above) is July 31 of each academic year. The first announcement of candidates admitted into the graduate program will be made around mid-June. The second announcement, if necessary to fill the entering class, will be made early in August.

The following are competencies and sample modules for Undergraduates and graduates in Health Services Administration.

Health Services Administration Program Competencies

Undergraduate Recipients of a BHS degree in Health Services Administration, will be able to:

1. Demonstrate knowledge of the major interrelated components and issues for organizing and delivering health care services. *(Health Care Organization)*
2. Demonstrate knowledge of the economic environment within which health care is delivered and understand and be able to apply basic economic tools of analysis to health care delivery administrative problems. *(Health Care Economics I)*
3. Demonstrate knowledge of the relationship of sociocultural influences on the health care directed behavior of consumers and of health professionals. *(Health Care Sociology)*
4. Demonstrate knowledge of the influence of differing personal, professional, and social value/ethical orientations on the health care delivery system. *(Health Care Delivery: Values and Issues)*
5. Demonstrate knowledge of statistical methods for use in application to health care related problems. *(Probability and Statistics)*
6. Demonstrate knowledge of research theory and data sources for use in application to health care related problems. *(Health Care Research: Introduction)*
7. Demonstrate knowledge and understanding of computer science methods for use in application to health care environments. *(Computer Programming: BASIC)*
8. Demonstrate knowledge and understanding of the legal environment of American health care delivery systems. *(Health Care: Legal Aspects)*
9. Understand and be able to apply management techniques as they relate to policy setting and implementation within health services administration. *(Health Services Administration: Principles)*
10. Understand and be able to apply principles of personnel management in delivery of health care. *(Health Services Administration: Personnel Administration and Labor Relations; Public Personnel Administration)*
11. Understand and apply principles of fiscal management in budgeting and accounting. *(Financial Accounting: Process and Reporting; Accounting for Health Service Organization)*
12. Understand essential planning concepts and legislation, and apply these in formulating and evaluating plans for change. *(Health Planning I)*
13. Achieve advanced competencies appropriate to student's personal and professional goals as defined in the student's study plan. *(Electives)*
14. Demonstrate ability to apply theoretical concepts in and obtain exposure to a work situation in the health care field. *(Cooperative Education)*

Graduate Recipients of a MHS degree in Health Services Administration will be able to:

1. Evaluate the impact of social and personal value systems and ethical codes on the behavior of health professionals in the delivery of health care. *(Health Services Administration: Lecture Series; Health Care Delivery: Values and Issues)*

2. Evaluate the effects on health and illness of social environment, physical environment, socio-economic status, cultural background, values, and the organization of medical services. *(Health Care Sociology)*

3. Demonstrate the ability to apply skills in analyzing health care issues in terms of statistical concepts and data analysis. *(Probability and Statistics)*

4. Demonstrate the ability to apply research theories and methodologies to health care issues. *(Research: Theory, Design, and Implementation)*

5. Demonstrate the ability to evaluate and synthesize the issues and problems of health care organization and administration and to develop policies for the solution of these problems and issues. *(Health Care Organization and Administration: Issues, Problems, and Policies)*

6. Demonstrate the ability to synthesize the principles and concepts of health care organization and administration and evaluate their implications. *(Health Care Organization and Administration: Concepts and Principles)*

7. Demonstrate the ability to utilize essential planning concepts and techniques to formulate and evaluate plans for change. *(Health Planning II)*

8. Demonstrate the ability to analyze administrative problems in the delivery of health care through the utilization of essential economic concepts and analysis techniques. *(Health Care Economics II)*

9. Demonstrate the ability to synthesize management techniques in the development and implementation of organizational policies for health services administration, and evaluate their impact on health care delivery. *(Health Services Administration: Management Theories)*

10. Demonstrate the ability to analyze the principles of personnel management and the application of these in analyzing labor relations problems in health services administration. *(Health Services Administration: Personnel Administration and Labor Relations; Public Personnel Administration)*

11. Demonstrate the ability to understand, apply, and evaluate principles of fiscal management in budgeting, accounting, and decision making. *(Accounting Foundations for Financial and Management Accounting; Accounting for Health Service Organizations)*

12. Achieve advanced competence appropriate to student's personal and professional goals as defined in the Student Study Plan. *(Electives)*

13. Evaluate and apply conceptual and theoretical knowledge to actual fields in health services administration. *(Health Services Administration: Field Experiences)*

The final report for *Health Services Administration: Field Experiences* module will constitute the Comprehensive Graduate Evaluation. It will be evaluated by two HSA faculty members.

Nursing Program (Major)

Areas of Emphasis (Options)

Nursing Administration **(G)**
Nursing Practice **(U)**
Nursing Teaching **(G)**
Restorative Nursing **(G)**

The Nursing Program provides opportunities for registered nurses to develop knowledge, skills, and attitudes for growth in a changing profession. The undergraduate Area of Emphasis, Nursing Practice, prepares graduates of technical nursing programs, whether community college — or hospital-based, to function at the first professional level. The graduate Areas of Emphasis provide opportunities for baccalaureate prepared nurses to develop expertise in nursing administration, nursing teaching, based upon clinical expertise in Restorative Nursing.

Admission Requirements

Undergraduate To be admitted to the undergraduate nursing program a person must:

1. Be licensed to practice in Illinois as a registered nurse.
2. Have practiced as a registered nurse within the last two years or graduated from a community college A.D.N. or an approved diploma program in nursing within the last year.
3. Hold, current and in effect, nursing malpractice/liability insurance for at least $200,000/$600,000.
4. If an ADN graduate, pass at the 45 precentile a battery of National League for Nursing tests, or if a diploma program graduate, pass at the 45th percentile a battery of ACT Proficiency Examinations.
5. Diploma Program graduates must have completed 22 units of work in an accredited college including 10 units in Natural Science, 6 units in social science, and 6 units in humanities.
6. Foreign and college transfer students will have their work evaluated by the Office of Admissions and Records and program faculty. Foreign students must pass the test of English as a Foreign Language.

Full details of these requirements can be obtained from the Nursing office.

Graduate To be admitted to the graduate nursing program a person must:

1. Have graduated from an approved baccalaureate program in nursing.
2. Be licensed in Illinois to practice as a registered nurse.
3. Have actively practiced nursing for two of the last five calendar years or have earned the baccalaureate degree within the last year.
4. Hold, current and in effect, nursing malpractice/liability insurance for at least $200,000/$600,000.

5. Have earned a 3.0 average (on a 4.0 scale) in all nursing courses or pass at the 50th percentile a battery of National League for Nursing Achievement tests (baccalaureate form), or take and successfully complete 12 graduate level units in nursing program related courses.
6. Have completed an interview with a nursing faculty member as evaluator.
7. Submit three letters of recommendation from health professionals familiar with their work.

Credentials of foreign and transfer students will be evaluated by the Office of Admissions and Records and the nursing faculty. Foreign nurses must pass the Test of English as a Foreign Language.

Students unable to meet the criteria may request an interview to determine possible conditions for admission. Full information regarding theses criteria may be obtained in the Nursing Office.

The following are competencies and sample modules for the Nursing Program:

Nursing Program Competencies

Recipients of a degree in Nursing will be able to:

1. Deliver direct nursing care to adult patients with complex physiological, psycho-social, rehabilitation, and maintenance needs using appropriate psycho-social and biological science information, and Restorative Nursing processes and models. *(Health Assessment; Advanced Health Assessment)*
2. Deliver indirect nursing care to families of clients with physiological, psycho-social, rehabilitation, and maintenance needs using appropriate psycho-social and biological information, and Restorative Nursing processes and models. *(Nursing: Care in Distributive Settings; Implementation of Nursing Models)*
3. Structure, guide, stimulate and evaluate learning processes of clients, groups, students and colleagues relative to health care needs. *(Teaching of Clients and Families; Clinical Teaching Strategies)*
4. Generate, implement and coordinate activities oriented to meeting primary, secondary and tertiary health care needs of clients, families and groups. *(Principles of Management; The Family: A Cross-Cultural Analysis)*
5. Develop therapeutic relationships, give advice and guide clients, families and groups in meeting their needs for holistic health. *(Theraputic Communications; Psychosocial Aspects of Aging)*
6. Apply the research process to clinical settings in nursing. *(Health Care Research: Seminar in Nursing Research)*
7. Assess, diagnosis and provide information for patient care and health delivery problems at the request of

colleagues and groups based on nursing knowledge. *(Nursing: Theories and Models)*

8. Influence, facilitate, adjudicate and model roles for others in a professional manner as a leader in and for nursing. *(Nursing: Senior Seminar; Theories and Models)*

Area of Emphasis: Nursing Administration

Graduate This Area of Emphasis leads to a MSN degree, stressing preparation in Restorative Nursing and the knowledge, skills, and attitudes needed for leadership positions.

The following are competencies and sample modules for graduate students in Nursing Administration.

Nursing Administration Competencies

Graduate Recipients of an MSN degree in Nursing, with an emphasis in Nursing Administration will be able to:

1. Meet all competencies for Restorative Nursing. *(See competencies under Restorative Nursing)*
2. Demonstrate knowledge and understanding of the scope of nursing and health service administration theories and philosophies. *(Health Services Administration: Management Theories; Nursing Administration*
3. Demonstrate knowledge of the elements of management in planning and providing for delivery of nursing care in day-to-day management processes. *(Implementing Restorative Nursing Models; Special Projects)*
4. Demonstrate knowledge of contemporary theories of organization and management. *(Health Care Delivery Systems; Health Care Organization Management Theories)*
5. Conduct research investigations and plan, organize, and execute solutions to problems related to nursing or administration. *(Seminar in Nursing Research; Research Theory)*

Area of Emphasis: Nursing Practice

Undergraduate This Area of Emphasis prepares technically trained nurses to provide primary and secondary care to adult clients and their families. Emphasis is placed on first-level professional functions in a vareity of health care settings.

The following are competencies and sample modules for undergraduates in Nursing Practice.

Nursing Practice Competencies

Undergraduate Recipients of a BSN in Nursing, with Emphasis in Nursing Practice, will be able to:

1. Deliver direct nursing care to adult patients with physio-psychosocial rehabilitation and maintenance needs using appropriate psychosocial and biological science information and nursing processes. *(Health Assessment; Care in Episodic Settings)*
2. Deliver indirect nursing care to families of clients with physio-psychosocial rehabilitation, and maintenance needs using appropriate psycho-social and biological information and nursing processes. *(Care in Distributive Settings; The Collaborative Role)*
3. Implement, stimulate and evaluate learning processes of clients and groups relative to health care needs. *(Teaching of Clients/Families; Care in Distributive Settings)*
4. Implement and coordinate activities oriented to meeting primary and secondary health care needs of clients and families. *(Principles of Management; Care in Distributive Settings)*
5. Develop therapeutic relationships, give advice and guide clients in meeting their needs for holistic health. *(Therapeutic Communications; Care in Episodic Settings)*
6. Describe clinical nursing research as to design and usefulness. *(Health Care Research; Biostatistics)*
7. Serve as a change agent in improving client care. *(Senior Seminar and Project; Health Care Delivery: Values and Issues)*

Area of Emphasis: Nursing Teaching

Graduate This Area of Emphasis leads to a MSN degree, stressing preparation in Restorative Nursing and development of knowledge, skills, and attitudes that will prepare professional nurses for introductory level teaching positions in schools of nursing.

The following are competencies and sample modules for graduate students in nursing teaching.

Nursing Teaching Competencies:

Graduate Recipients of a MSN degree in Nursing, with Emphasis in Nursing Teaching, will be able to:

1. Meet all competencies for Restorative Nursing. *(See competencies under Restorative Nursing.)*
2. Demonstrate knowledge of educationally relevant psychobiological and social sciences at a level appropriate for nursing teaching. *(Learning Processes: Adult; Culture and Communication)*
3. Demonstrate knowledge of contemporary theories and philosophies of education. *(Learning Processes: Adults; Health Professions Education: Continuing Education)*
4. Select, design, and evaluate curricular materials and techniques in instruction that are appropriate for nursing. *(Curriculum Development; Clinical Teaching Strategies)*
5. Demonstrate a repertoire of teaching strategies, select and use them in different educational settings in nursing. *(Clinical Teaching Strategies)*

6. Design and implement appropriate plans for evaluating student achievement and instructional effectiveness in nursing. *(Evaluation: Formative and Summative)*

Area of Emphasis: Restorative Nursing

Graduate This Area of Emphasis leads to a MSN degree, stressing development of knowledge, skills, and attitudes valuable in providing second-level professional care to adult clients in a variety of health settings.

The following are competencies and sample modules for graduate students in Restorative Nursing.

Restorative Nursing Competencies

Graduate Recipients of the MSN degree in nursing, with Emphasis in Restorative Nursing, will be able to:

1. Satisfy all of the competencies for the Nursing Practice Area of Emphasis. *(undergraduate)*

2. Deliver direct nursing care to adult patients with complex physiological, psycho-social, rehabilitation, and maintenance needs using appropriate psycho-social and biological science information, and Restorative Nursing processes and models. *(Advanced Health Assessment; Implementation of Restorative Nursing Models)*

3. Deliver indirect nursing care to families of clients with physiological, psycho-social, rehabilitation, and maintenance needs using appropriate psycho-social and biological information, and Restorative Nursing processes and models. *(Advanced Health Assessment; Implementation of Restorative Nursing Models)*

4. Structure, guide, stimulate, and evaulate learning processes of clients, groups and colleagues relative to health care needs and Restorative Nursing care theories. *(Clinical Teaching Strategies; Theories and Models)*

5. Generate, implement and coordinate activities oriented to meeting primary, secondary and tertiary health care needs of clients, families and groups. *(The Family: A Cross-Cultural Analysis; Organization and Environment)*

6. Develop therapeutic relationships, give advice and guide clients, families and groups in meeting their needs for holistic health. *(Psycho-social Aspects of Aging; Theories of Counseling and Psychotherapy)*

7. Apply the research process in a clinical Restorative Nursing environment. *(Seminar in Nursing Research; Research Theory)*

8. Assess, diagnosis and provide information for patient care and health delivery problems at the request of colleagues and groups based on knowledge of Restorative Nursing Practice. *(Theories and Models; Implementation of Restorative Nursing Models)*

9. Serve as change agent in improving health care delivery to clients, families, groups and the nursing profession. *(Theories and Models; Counseling Processes)*

College of Environmental and Applied Sciences Learning Module Descriptions

EAS3010   Air & Water Pollution (2,3) Students will investigate selected topics related to air and water pollution considering sources, controls and effects on vegetation, health, economics and aesthetics. No previous science background required. **Winter.** *Stanley*

EAS3042   Alcoholism: Community Education and Prevention (3) After discussing the history of alcoholism education in this country, definitions and philosophies of primary and secondary prevention will be presented. Methods, channels and evaluation of educational programs will be outlined, and a variety of persons having practical experience in the field will be invited to speak to the class. Prereq: EAS5060 or EAS5490. **Winter.** *Jones*

EAS3043   Alcoholism: Community Services and Organizations (3) Covers kinds of services, both local and national, in the alcoholism field. Investigation of community agencies and the necessity of interagency cooperation and integration of services will be stressed. Prereq: Permission. **Summer.** *Jones*

EAS3047   Alcoholism: Human Behavior and Use and Abuse of Alcohol (3) Varieties of human behavior associated with alcohol use, abuse and alcoholism will be examined. Specific areas to observe in discerning the predominant behavior presented by the alcoholic client will be suggested in order for students to develop diagnostic skills and write case histories. Prereq: EAS3085 or permission. **Winter.** *Fry*

EAS3048   Analysis of Verbal Behavior (3) Applies behavior principles to the analysis of normal speech and language behavior. **Fall.** *Lowe*

EAS3081   Alcoholism: Program Administration (3) This module is designed to provide the student with an orderly progression of didactic and interpersonal experiences through which he/she can develop the ability to plan, implement and effectively manage an alcoholism treatment program. Prereq: Permission. **Winter.** *van Doren*

EAS3085   Alcoholism: Therapeutic Approaches and Techniques (3) Major therapeutic approaches and techniques in alcoholism will be analyzed and evaluated. The student will be presented with the theoretical underpinnings of the specific model or technique and its therapeutic application to the recovering al-coholic. The spectrum of multi-therapeutic approaches and techniques ranges from the traditional view to some of the current behavioral models. Prereq: EAS5060 or equivalent. **Fall.** *Fry*

EAS3101   Nursing: Health Assessment (6) Work is designed to develop skill in the physical, social, and psychological assessment of clients. Students will acquire both theoretical and technical background in examination and diagnosis. Prereq: EAS3200, EAS4280, EAS6190, EAS6940, EAS6950. **Spring/Summer.** *Staff*

EAS3130   Alcoholism: Communication Skills in a Recovery Process Model (3) Designed to engender intrapersonal and interpersonal communication through awareness of self and others. The alcoholic beginning process of recovering represents the prototype of the isolated individual in our society. With this notion as a point of departure, the recovery process is traced from isolation through individual and group involvement to relatedness. **Fall.** *Jones*

EAS3140   Alcoholism: Integrating Communication Skills in a Recovery Process (1) The purpose of this course is to afford students the opportunity to experience a simulated recovery process for better understanding the alcoholic as a human being and to explore those qualities within themselves which may enhance their communication skills. **Fall.** *Jones/CP*

EAS3150   Basic Ecology (2) Examination of the major principles of ecology, as they apply to the functioning of natural ecosystems. Module stresses organization of biotic communities, the nature of adaptation, energy flow and nutrient cycling in natural environments. The deciduous forest, the tall-grass prairie and several aquatic environments will serve as principle examples of these processes. This module includes some lab/field experiences and is open to students throughout the University. **Spring.** *Mulé*

EAS3180   Alcoholism: Educational Philosophy and Methodology (3) Explores a philosophy of alcoholism prevention based on an eclectic model of alcoholism. A methodology that combines the most successful and realistic components of several disciplines will be outlined and explored. Prereq: EAS5060 or EAS5490, and permission. **Spring/Summer.** *Jones*

EAS3185   Articulation Disorders (3) Study types of articulation disorders and their remediation techniques; administer and interpret screening and diagnostic tests of articulation. Prereq: EAS4235, EAS4520, EAS4730. **Winter.** *Hildebrand*

EAS3200   Biochemistry (3) An introduction to biochemistry including enzymes, reaction sequences and control mechanisms. Prereq: One year Organic Chemistry or Permission. **Summer.** *Casagrande/Hsu*

EAS3330   Clinical Laboratory Science — Medical Technology I (6) First in a series of Learning Modules introducing students to clinical practice of medical technology. Laboratory experience will include work in clinical microbiology and microscopy, accompanied by development of background theory. Prereq: Enrollment in the Medical Technology curriculum. **Fall.** *Coleman*

EAS3340   Clinical Laboratory Science: Medical Technology II (6) Second in the series in laboratory practice. The student receives continued instruction at clinical facilities including work in clinical chemistry and bloodbanking. Prereq: EAS3330. **Winter.** *Coleman*

EAS3350   Clinical Laboratory Science — Medical Technology III (6) The student receives continued instruction in all areas of medical technology. Instruction will be held at area clinical facilities, including more work in clinical chemistry and microbiology and an introduction to hematology. Prereq: EAS3340. **Spring/ Summer.** *Coleman*

EAS3360   Clinical Laboratory Science — Medical Technology IV (6) More advanced and special techniques in clinical laboratory sciences and procedures are introduced in all areas. Lecture/ Lab/Discussion. Prereq: EAS3350. **Fall.** *Coleman*

EAS3370   Clinical Laboratory Science — Medical Technology V (6) Introduction to leadership and laboratory management skills along with additional advanced content in the clinical laboratory sciences. Prereq: EAS3360. **Winter.** *Coleman*

EAS3380   Clinical Laboratory Science: Medical Technology VI (6) Further emphasis on advanced laboratory techniques and analysis. Problem-solving, decision-making and laboratory management are stressed. Lab/Lecture/Discussion. Prereq: EAS3370. **Spring.** *Coleman*

EAS3540   Health Planning I (3) A history of the development of health planning in the United States with particular emphasis on areawide health planning. Principles, policies, and tools related to the planning process including the authority, structure, and function of areawide health planning agencies will be examined. Current issues and problems faced by planners and planning agencies will be considered. Prereq: Permission. **Winter.** *Staff*

EAS3620   Diagnostic Methods in Communication Disorders (3) Examine administration and interpretation of tests designed to assess communication skills (i.e., articulation, inner, receptive and expressive language, auditory discrimination, etc.) Prereq: EAS3185, EAS4235, EAS4520, EAS4730. **Spring/Summer.** *Hildebrand*

EAS3920   Epidemiology: Principles and Analysis of Data I (3) Focuses upon principles and their use in evaluating epidemiological data. The third unit of credit will be granted for an independent project applying epidemiological principles to the student's individual profession. Prereq: EAS7130. **Winter.** *Hertzman/Amsel*

EAS4040   Health Care Delivery: Values and Issues (2) Students will examine some of the underlying values involved in economic, political, social and technological influences on Health Care Delivery, as they relate to such issues as professional ethics, medical research, the role of health care personnel, confidentiality of records, rights of the health consumer, and community control of health facilities. Other contemporary issues will be considered from the point of view of their political, economic, social and technological ramifications for health care. **Winter; Fall.** *Staff*

EAS4090   Health Care Organization (3) Designed to provide a basic understanding of the organization of health care delivery system in the United States and the components of this system. Required for all Undergraduate Students in Health Science. **Winter; Fall.** *Falk/Staff*

EAS4140   Health Care Research: Introduction (3) Students will be introduced to the research process, including research theory,

design and methodology. They will read research literature from the health fields and evaluate its merits. Prereq: Introductory Statistics recommended. **Winter; Fall.** *Staff*

EAS4200   Health Services Administration: Field Experiences I (3) The module is designed to provide the students with terminal integrating experiences of classroom learning and experiences to the field of practice. The module will reinforce and review competencies gained in HSA and give students an opportunity to achieve professional growth and administrative skills. Prereq: Advanced students in undergraduate HSA only. **Spring/Summer.** *Rhee*

EAS4210   Hearing Science (3) Study of sound generation and transmission, measuring sound, anatomy and physiology of the hearing mechanism, psychoacoustics and psychophysical methods. **Fall.** *Lubinsky*

EAS4220   Invitation to a Liberal Education (2) Students will be presented with an overview of the education program at Governors State University, and the concept of a liberal education which augments career-oriented education at this University. Each of the five liberal education domains will be introduced. Students will be involved in self-assessment to help them understand the liberal education competencies. Each student will develop a plan of study that will combine liberal education competencies into his/her own area of specialization. **Winter.** *Bernd*

EAS4230   Introduction to Clinical Audiology (3) Examines audiometric zero and sensation level, plotting audiometric data, audiometric instrumentation, calibration, pure tone threshold testing, speech reception threshold auditory disorders. Prereq: EAS4210 **Fall, Spring/Summer.** *Lubinsky*

EAS4235   Introduction to Communication Disorders (3) Study of the four major types of communication disorders, their effects on the communicatively impaired individual and basic remediation programs. **Winter, Spring/Summer, Fall.** *Hildebrand*

EAS4240   Introduction to Rehabilitative Audiology (3) Study of normal sensory perception, speech perception, hearing aids, speech reading and auditory training. Prereq: HLD 5580. **Spring/ Summer.** *Lubinsky*

EAS4250   Nature of Knowing (4) Deals with the nature of human knowledge by examining historical theories of knowledge, its potentials and limitations, as well as different methods of validation. **Winter.** *Gunther/Wei*

EAS4265   Nursing: Applications of Disease Processes (3) Designed to provide students with pathophysiological processes of the more prevalent disease entities and relevance to nursing care of clients. Prereq: EAS3200, EAS4280, EAS6190, EAS6940, EAS6950. **Spring/Summer.** *McQuillen*

EAS4280   Nursing: Concepts and Processes (4) Designed to provide students with the theoretical foundation for subsequent nursing modules. Students will examine several approaches to the conceptual basis of nursing practice. **Fall.** *A. Lawrence*

EAS4310   Nursing: Care in Distributive Settings (5) Students will analyze and participate in professional nurse relationships with families in varied community health settings. Prereq: EAS3101, EAS4265, EAS4280, EAS6940, EAS6950, a growth and development course. **Fall; Winter.** *Howard*

EAS4311   Nursing: Care in Episodic Settings (5) Using a conceptual framework and the nursing process, students will develop, implement and evaluate an in-depth patient care plan. Module

has a clinical component. Prereq: EAS3101, EAS3200, EAS4265, EAS4280, EAS6940, EAS6950. **Fall; Winter.** *McQuillen*

EAS4330 Nursing: The Collaborative Role (3) Students will examine the role and functions of the professional nurse in the health care delivery systems in a changing society. Students will learn mechanisms for more effectively using health care organizations, develop career awareness, and synthesize a philosophy for professional nursing. Prereq: EAS4280. **Winter; Spring.** *A. Lawrence*

EAS4446 Nursing: Principles of Management of Client/Patient Care (2) Students will examine managerial principles appropriate for use in health care settings. Prereq: EAS4280. **Winter.** *Maul*

EAS4455 Nursing: Senior Seminar and Project (4) Terminal integrating experience for the undergrad nursing program. Students will develop a project designed to demonstrate integration and proficiency in all nursing program competencies. **Spring/ Summer.** *Kennedy*

EAS4460 Nursing: Teaching of Clients/Families (3) Students will learn to identify instructional needs of clients and families, formulate objectives, develop, apply and evaluate instructional approaches and outcomes. Prereq: EAS4280. **Fall; Winter.** *Maul*

EAS4465 Nursing: Therapeutic Communication (2) Students will examine a series of styles of therapeutic communication which form the basis for nursing assessment and effective nursing interventions. Students will learn principles of verbal and nonverbal communication to assist them in the assessment process. Prereq: EAS4280 — May be taken concurrently. **Fall.** *Maul*

EAS4520 Phonetics (3) Studies the transcription of speech using the international Phonetic Alphabet and the manner, type, and place of articulation of each of the sounds of American speech. **Fall.** *Hildebrand*

EAS4540 Poisonous Plants (2) Presentation of those plant species, both native and cultivated, which have been found to cause toxic reactions in humans: treatments for plant poisonings. Offered as a University-wide/Community Module. **Winter; Spring/ Summer; Fall.** *Chambers*

EAS4590 Health Service Administration: Principles (3) Deals with the theoretical and practical environment within which health care administrators operate. The issues investigated are organization structure, employee motivation, supervision and management techniques. For Undergraduate Students only. **Fall.** *Falk*

EAS4610 Principles of Management, (SIM) (1) Deals with basic principles of management, organization, motivation, and leadership. It is designed to satisfy the basic requirements of the prerequisite for the grad module Health Services Administration: Management Theories (EAS8970). Undergrads not in Health Services Administration may also apply. **Fall; Spring/Summer.** *Falk*

EAS4650 Qualitative Organic Analysis (2) The student will learn the separation and identification techniques and the preparation of derivatives of organic compounds. Prereq: One year of organic chemistry or Permission. **Not offered in '78.** *Cehelnik*

EAS4670 Role of the Alcoholism Counselor (3) Designed to clarify the tasks of alcoholism counseling and its position as a new recognized profession. Included will be a brief history of alcoholism counseling, its tasks, knowledge and skills, and a look at the interdisciplinary team approach as part of the rehabilitation process. **Spring/Summer.** *Fry*

EAS4720 Sociocultural Processes (3) The student will examine the relationships between the major sociocultural processes and the behavior and interaction of humans. Humans and their institu-

tions will be viewed from historical, developmental, and environmental perspectives. The specific processes of social change, urbanization and improvement in the quality of life will be discussed. **Fall.** *Staff*

EAS4725 Sociolinguistics (3) Covers the major sociolinguistic concepts and applies them to the analysis of dialectical differences and the cultures from which they were derived. **Winter.** *Staff*

EAS4730 Speech and Language Development (3) Study of the stages of language development from a psycholinguistic viewpoint; relates cognition to language development; assess the phonological, morphological, syntactical and semantical aspects of a language sample. **Winter; Spring/Summer; Fall.** *Staff*

EAS4735 Speech Physiology (3) Examination of anatomy and physiology of respiration, phonation, and articulation resonance. **Winter.** *Lowe*

EAS4740 Transportation Systems (1-3) Covers a spectrum of problems in a regional intermodal context and includes interactions among present and future modes of air, land and sea transportation. Readings, seminars, guest experts and some site visits. Open to all interested students. **Fall.** *Gil/Dillon*

EAS4860 Writing Comprehension (2) The student will study and use various techniques of effective communication to gain competence in writing skills. The goal is to be able to write for better comprehension by defined audiences. **Fall.** *Fenner*

EAS5010 Aggression in Animal and Human Societies (4) A study of the concept of aggression from the combined perspectives of biology and psychology. Explores initially the concept of aggression at animal levels followed by an attempt to understand the implications of animal aggression for human individual and social behavior. Suitable for interested students throughout the university. **Spring.** *Miller*

EAS5050 Air Quality Research (2,3) Students will participate in on-going air quality investigations. Projects will involve students in sampling, field and laboratory analytical work, and the evaluation and interpretation of data. Students will be expected to spend a minimum of five hours a week per unit in the laboratory and/or field. Prereq: EAS6910 and EAS6930 or EAS6481 and Permission. **Fall.** *Sievering/Stanley*

EAS5060 Alcoholism: Current Concepts (2) An overview of the field of alcoholism including definitions, physiological, psychological and sociological aspects of alcohol use, treatment of alcoholism and prevention and education in the alcoholism field. Material is Self-instructionalized and class meets for discussion/ seminar. **Winter.** *Jones*

EAS5201 Alcoholism Counseling Field Practicum (1-7) This module is designed to provide the student with a supervised field practicum in which he or she can develop the professional skill necessary to effectively counsel individuals and families who suffer from the effects of alcohol addiction or abuse. Prereq: Permission. **Fall, Winter, Spring/Summer.** *van Doren*

EAS5280 Health Sciences: Recent Developments in Allied Health Practice (2) This is a survey of major issues and problems relevant to allied health practitioners. Students will explore issues and problems particular to their specific allied health discipline. **Spring/Summer.** *Coleman*

EAS5295 Applications of Appropriate Technology (4) Shows how principles of appropriate technology have been and can be successfully applied in urban areas in the U.S. Applications to meet needs for food, energy, and housing and to achieve varying de-

grees of community self-reliance are covered. Emphasis on current technologies, community policy options, and the community planning process. **Spring/Summer.** *Hagens*

EAS5300 Aquatic Biology I (4) The collection, preservation and identification of aquatic plants and the interpretation of their presence in a specific aquatic habitat. Prereq: General Biology. **Fall.** *Chambers*

EAS5310 Aquatic Biology II (1-4) Students will explore methods of collecting, culturing and identifying aquatic animals. Emphasis will be placed on the macro-invertebrate and fish faunas of local aquatic environments. Students will be expected to prepare their own collection of aquatic organisms and assist in the development of a permanent GSU collection. Strongly suggested for students interested in Water Quality Research. Prereq: General Biology. **Fall.** *Mendelson*

EAS5320 Ascent of Man (2-3) An examination of human evolution from cave man through the twentieth century. It is based on the television series developed by J. Bronowski. **Summer.** *Wei*

EAS5330 Assessing Educational Outcomes (2,3) The module emphasizes the selection, construction, and use of appropriate educational tests and measuring instruments. Types of tests, statistical applications, and test development. Prereq: Courses in learning theory, teaching methods, and curriculum; elementary statistics is recommended. **Fall.** *Lawrence*

EAS5340 Alcoholism: Self-Help Groups (2) Focuses on twelve steps and the twelve traditions of Alcoholics Anonymous as well as the knowledge and skills necessary to effectively refer family, friends, and/or clients to the appropriate self help group. Other self help groups will be reviewed briefly. **Fall.** *van Doren*

EAS5350 Health Science Education: Assessment of Clinical Instruction (2,4) In this Learning Module students will consider the special problems and constraints involved in assessing clinical instruction and focus upon evaluation techniques designed to deal with these special problems. This module is intended for individuals who are teaching or contemplate teaching in a health field where they might have need to evaluate the effectiveness of clinical instruction. May be taken before, after or concurrently with other Learning Modules in educational evaluation. Prereq: The individual student must have training in a health field (nursing or allied health) and teach or plan to teach in a clinical setting. **Fall.** *Hertzman*

EAS5360 Behavior of Animals: Introduction (4) An overview introduction to the study of animal behavior from the perspective of comparative psychology and ethalogy. Primarily readings that cover topics ranging from sensation and perception to development of behavior, motivation, and learning social behavior. Open to all interested students. **Fall.** *Miller*

EAS5370 Atmospheric Physics and Chemistry (4) Students will analyze the equations of motion in the atmosphere; Micrometeorology and its consequences; and the theory of turbulence and practice of air pollution dispersion. Students will also examine chemical reactions and the chemical cycles of standard pollutants such as NO^2, SO^2, Ozone and PAN. Prereq: Calculus and one year each of college physics and chemistry, or one year physical chemistry, or EAS6720 and EAS5050. **Spring/Summer — Alternate years.** *Sievering*

EAS5391 Behavior of Animals: Extended Field Studies (2, 4) An opportunity for intensive, uninterrupted study of animal behavior in a natural setting. Students may spend either two or four weeks in the field observing and recording the general biology

and ecology of the Northern Lake District of Minnesota. Prereq: EAS5360, EAS5400, EAS5510, EAS5810, EAS6220, EAS6770, EAS7050, **Spring.** *Miller.*

EAS5400 Behavior of Animals: Field Studies (3) This module will cover basic concepts and techniques underlying the study of animal behavior in the field and will apply these techniques to the actual collection of behavioral data in zoo and field settings. Prereq: EAS5360 or Permission. **Winter.** *Miller*

EAS5405 Biological Bases of Behavior (3) Students will explore the physiological and neurological theories that are utilized to explain human functioning. Prereq: Permission. **Winter.** *Fry/Wilson/Staff*

EAS5410 Career Paths and Life Style Choices (3) Career/Life planning is explored in this module. The process begins with the identification of personal skills, assets, and goals. The need and opportunities of the developing society are then investigated. Each student develops a personal plan for using and marketing his/her skills as a response to specifically chosen societal needs. The module is open to all students to help them direct their academic programs toward interesting and rewarding career opportunities. **Winter.** *van Doren*

EAS5430 Experimental Design for Laboratory and Field (3) Students will study the basic research designs, methods and techniques employed in the laboratory and field observation of animal behavior. Appropriate for biology and psychology students as well as all students interested in behavioral research. **Winter.** *Miller*

EAS5440 Chromatographic Techniques for Environmental Analysis (3,4) Students will learn the theory of chromatographic separations along with some basic experimental work with thin-layer chromatography and gas-liquid chromatography. Serves as a basis for more advanced modules. Prereq: Analytical and organic chemistry. **Winter.** *Casagrande*

EAS5450 Gas Chromatography/Mass Spectrometry for Environmental Analysis (3) Students will learn the theory and practice of gas liquid chromatography/mass spectrometry; environmental samples will be routinely used for analysis. Prereq: EAS5440. **Winter.** *Casagrande*

EAS5470 Behavior of Animals: Advanced Topics (2) An extension of Behavior of Animals: Field Studies for students interested in pursuing research on a specific animal or behavior pattern(s). Prereq: EAS5400 or Permission. **Spring.** *Miller*

EAS5490 Alcoholism: Disease Concept and Intervention Techniques (2) Philosophy and implications of the disease concept of alcoholism will be thoroughly presented and investigated. Emphasis will be placed on the knowledge and skills necessary to interrupt the disease process before the alcoholic asks for help. Open to all students. **Winter.** *Jones*

EAS5510 Biology of Local Mammals (2) This module will cover the common characteristics of mammals generally and give specific and focused attention to the mammals of Illinois in terms of distribution, morphology, physiology, behavior, etc. Prereq: EAS3150 (or equivalent) or Permission. **Summer.** *Miller*

EAS5540 Computer Programming: BASIC (SIM) (1, 2) Students are introduced to fundamental computer systems and the data processing cycle via the BASIC language. Problem solution will cover input/output, branching, looping, arrays, strings, functions and subroutines. Applications include science, education, business, social sceince and communications among others. Students may select a final project within their field of interest.

Graduate students will also write complete program documentation. **Winter, Spring/Summer, Fall.** *Hockett*

EAS5550   Computer Programming: FORTRAN IV (SIM) (1-3) Students are introduced to fundamental computer systems and the data processing cycle via the FORTRAN IV language. Problem solution will cover input/output, branching, looping, arrays, functions and subroutines. Applications include science, business, social science, education and communications among others. Graduate students will do a final project in a field of interest to them. **Winter, Fall.** *Hockett*

EAS5610   Contemporary Urban Ecology I (4) Introduces fundamental assumptions and principles of human ecology. Students learn how population, environment resources, and technology affect the socioeconomic and spatial organization of urban areas inside and outside the United States. **Fall.** *Hagens*

EAS5611   Contemporary Urban Ecology II (4) Builds from basic concepts in human ecology (Contemporary Urban Ecology I) to a consideration of cultural and behavioral aspects of everyday urban life inside and outside the United States. The emphasis is upon the individual's experience and perception of her/his cultural and spatial environment and implication for urban planning and design. **Winter.** *Hagens*

EAS5650   Cooperative Education in ... (1-8) Cooperative education is an off-campus learning experience designed to enable each student to achieve competencies in the application of academic instruction in real life situations related to the student's degree program. The co-op term may be arranged in a new job, as an interval in a regular job, as a project, internship or residency. **Winter; Spring/Summer; Fall.** *Staff*

EAS5710   Planning: Creative Problem Solving I (4) Experience and discussion of several theories and methods aimed at improving individual and group creative abilities. Students should be prepared to read extensively in several aspects of creativity and come to class prepared to discuss and participate in problem demonstrations. Open to all interested students. **Winter.** *Staff*

EAS5740   Curriculum Development (2,3) Students examine the foundations for curriculum, psychological frameworks for instruction, and analysis/synthesis techniques in curricular development; ends with the design and development of a unit. Prereq: Permission. **Spring; Fall.** *Hockett*

EAS5800   Differential Equations (3) This module will develop major scientific and engineering applications of differential equations. Topics will include first-order and simple higher order equations, linear constant coefficient equations and simultaneous equations. Applications areas will include physics, chemistry, and biological systems. Students will also be introduced to computer methods available for solution of differential equations. Prereq: Differential and Integral calculus, basic Physics. **Winter. To be offered in 1979.** *Staff*

EAS5810   Ecological Methods (2-4) Students will learn and apply field techniques for the collection and analysis of ecological data. Emphasis will be placed on detailing differences and similarities among a variety of terrestrial communities. For students with backgrounds in basic ecology. This is primarily a field and laboratory Learning Module. Prereq: Course in Ecology or Permission. **Fall.** *Mendelson*

EAS5820   Economics and Enviroment (3) Concerned specifically with that area of welfare economics dealing with common property resources. The socio-economic implications of economic production will be examined for both benefits and external costs. Examples of natural resource utilization and production by private capital will be explored. Prereq: Micro-Economics. **Spring/Summer.** *Roberts*

EAS5830   Electrochemical Techniques for Environmental Study (3) Theory and application of electrochemical techniques to analysis of enviromental materials. Includes potentiometry, voltammetry, and recent modification. Lecture plus 12 hrs/week lab. Prereq: Analytical Chemistry. **Spring** *Brubaker*

EAS5850   Energy, Resources and Society (2) Students will study the various methods of energy production and the environmental effects of each; study the extraction and utilization of the world's major mineral resources and effects of their use. Students will show the effect on our environment and U.S. standards of living of energy and resource utilization. Suitable for interested students throughout the university. **Winter.** *Sievering/ Friedman*

EAS5870   Environmental Assessment (3) Students will learn methods and procedures for performing Environmental Impact Assessment and Statement writing. Study of the federal, state and local legislation dealing with environmental assessment and the current 'state of the art' for compliance will also be an integral part of this Learning Module. **Fall.** *Sievering/Roberts*

EAS5890   Environmental Earth Science (1-3) Students will learn to identify earth materials and earth forms, and relate them to environmental conditions prevalent during their formative histories. Suitable for any interested students in the University. **Fall.** *Hockett/Fenner*

EAS5910   Environmental Education (3) Students will acquire understanding of the curriculum content themes of environmental education as outlined in Illinois' State Plan for Environmental Education and plan an environmental education program for school-age children. Prereq: teaching credential. **Winter; Fall.** *Siemro/CP*

EAS5930   Environmental Law (4) This module will examine the major environmental law issues and how specific real world controversies were resolved in order for students to shape an approach to solving environmental problems. Students will study judicial structure and law-making procedures. **Fall.** *Staff/ Ganim*

EAS6040   Environments in Transition (1,4,5) Describes the geochemical, biochemical, geological and microbiological processes and interactions that occur in sedimentary systems. The acquisition of organic and inorganic constituents in water, the contributions (both organic and inorganic) of organisms and the various organic geochemical processes in the sediment will be discussed. Biogeochemical cycles of carbon, nitrogen and sulphur will be dealt with. Prereq: EAS3200. **Winter.** *Casagrande*

EAS6080   Ethics and Environment (2) Students will analyze several specific ethical systems, apply ethical systems and analysis to problems emerging out of environmental crisis. **Winter; Fall.** *Kishta*

EAS6140   Evolution and Man (4) Students will study ecosystem concepts and terminology in discussions and writing on man/environment relations; theories of inheritance and evolution; and apply an ecological concept of man, based on knowledge of the evolution of human ecology, in the critical analysis of broad ecological issues. **Summer.** *Mule*

EAS6150   Grassroots Concepts in Human Ecology (SIM) (1-2) Each unit (which consists of an hour-length videotape and an accompanying study guide) presents a different controversial topic in human ecology and emphasizes conceptual relationships be-

tween socio-cultural processes and individual behavior. Each is also designed to offer usable ideas to both students and professionals in environmental planning and design. The module has been developed for the GSU Liberal Education Project. Topics available for Fall 1976 are (1) The Town Artist and (2) Cooperative Ventures. Other units are currently being developed. **Winter.** *Hagens*

EAS6160   Experimental Botany (4) Students will study the life cycles of annual, biennial, and perennial angiosperms; design and implement experiments dealing with growth and development of flowering plants in controlled environment chambers; and participate in lectures and discussions concerning the structure, function, and ecological adaptations of flowering plants. Prereq: General biology. **Fall.** *Gunther*

EAS6190   Health Care Evaluation Systems (2) This module covers the following health care evaluation systems: PSRO, patient care audit, medical care evaluation, and profiles. Students will learn who are the agencies and institutions now involved in evaluation and review, what retrospective and concurrent review entail, and how they affect patient care. **Fall.** *Hertzman/Katz*

EAS6220   Field Biology I (2) An opportunity for the student to develop observational skills in a field setting. Prereq: Permission. **Winter.** *Chambers*

EAS6230   Field Biology and Ecology (2) A study of 'natural habitats' and the comparison of them to 'built ones.' A comparison of various plant communities and the methods of measuring and quantifying them. **Spring.** *Chambers*

EAS6240   Field Studies: Okefenokee Swamp (4) This module is designed for students interested in an intensive research effort. Students will develop an understanding of the history and significance of research on the vegetation and geochemistry of the Okefenokee Swamp; engage in problem solving related to field and laboratory operations; develop and implement experiments and analyze results. The module will be implemented from May through August of the Spring/Summer trimester with meetings by arrangement, and a two-week field trip to the Okefenokee will be arranged during the month of July. Each student will be assigned a specific research problem related to their interests and academic background. Successful completion of the module will be determined on the basis of active participation and pursuit of the assigned research problem and the submission and presentation of a thorough research report. Prereq: Permission. **Spring/Summer.** *Casagrande/Gunther*

EAS6255   Fundamentals of Appropriate Technology (4) Uses technology as a focus for examining interrelationships of cost of living, energy consumption, resource dependencies, employment and quality of life in given urban areas. Emphasis is upon ethics and values, global futures and possibilities for descaling unmanageable technological systems. **Winter.** *Hagens*

EAS6290   Health Care Sociology (3) The learning module deals with health care process in sociological perspective. The contents include: social and cultural aspects of health and illness behavior, concept of sick role and deviance, patterns of health services utilization, profession and health career, hospital social structure. The 'community' of health organization and comparative medical care systems. Prereq: Introductory Sociology. **Fall, Winter** *Rhee/Staff*

EAS6300   Health Care in Africa (2-4) Topics included are: (1) determinants of health care in developing African countries and how they affect decisions about health care delivery in such countries; (2) how these determinants differ from those of developed countries; (3) how cultural bias affects the work of western health professionals in developing African countries; and (4) specific health issues. May be of particular interest to students with interest in African studies, health science, international health, and women's studies. **Spring/Summer. To be offered 1978; offered in alternate years only.** *Hertzmann*

EAS6311   Health Care Economics I (3) Students will apply economic analysis to health and health care services. Examines the concept of health as human capital and investigates the special features of the supply, demand, distribution and the economic impact of health care delivery. The students will become familiar with the literature in the field of health economics. **Fall.** *Malec*

EAS6320   Health Professions Education: Current Trends and Issues (2-4) Students will focus upon current developments in the field of health professions education. By 'health professions education' is meant medicine, nursing, and the allied health professions, but not teaching in high school or grade school settings. The learning module is intended both for individuals currently obtaining training in a health profession, or as teachers of health professionals, and for individuals who have completed their training and wish to remain current. Open to anyone with sufficient background to be able to read and discuss current literature about health professions education. **Winter.** *Hertzman*

EAS6330   Health Professions Education: Continuing Education (3,4 or 6) Intended for individuals concerned with planning, developing, implementing, and/or evaluating continuing education programs for the health professions. Educational strategies and issues of adult education appropriate to continuing education will be considered, and each individual will plan how to apply them to his/her specific field. Concurrent enrollment in Health Professions Education: Current Trends and Issues while taking this module is recommended but not required. Prereq: Sufficient background to be able to read and discuss current literature about health professions education. **Winter.** *Hertzman*

EAS6340   Health Professions Education: Values Clarification Techniques (2,4) Students will be exposed to a wide variety of teaching strategies which can be subsumed under the title of 'Values Clarification Techniques.' What these strategies have in common is a philosophical base that tries to incorporate the personal goals and values of learners in the educational process. From the many 'Values Clarification Techniques' discussed, each participant will select strategies which appear to have the most potential for his/her particular teaching needs. **Fall.** *Hertzman*

EAS6350   Health Sciences: Introduction to Public Health (3) This module is designed to provide the student with a broad perspective of the health field. The module begins with a history of public health services, the basic direct- and indirect services of health manpower, the health status measurements and health program development and evaluation, and community health issues. **Spring.** *Staff*

EAS6370   Health Services Administration: Communication Networks within Administrative Structures (2-3) This module is designed to introduce the student to some of the basic theories and concepts of communication and demonstrate the application of such theories and concepts to the organizational structures which are prevalent in modern society. The module will provide the opportunity for the student to: (1) monitor his/her own communication behavior; (2) learn the rationale for the communication behavior of others; (3) study the functions of communication within organizational structures. **Summer.** *Malec/Lunz*

EAS6391   Environmental Education: A Process Approach (2) This module provides educators from all subject matter areas and grade levels the ability to initiate a meaningful environmental program in their school or community. Module follows strategies developed by the U.S. Forest Service and transcends traditional curriculum areas. Participants room and board at Camp Sagawau. **Summer.** *Zalewski/Thornton/CP*

EAS6400   Planning Theory (4) Students will participate in a seminar type discussion of the various practical, theoretical and ethical problems and issues now facing the design professions. Examples are demands for greater concern for 'user behavior' and 'user needs,' collaboration between design professionals and behavior-social scientists and control of behavior through design. Readings and other materials will be drawn from a variety of sources and students will be expected to contribute ideas and materials. **Fall.** *Gil*

EAS6410   Human Environment Planning: Comprehensive Studio (4) The HEP Comprehensive Studio is an experiment in planning education for advanced planning students. It explores problems which involve designing environmental settings and the activities that occur in them and it emphasizes shaping simultaneously the form of built environments and their associated institutions. The theme of this studio is energy conservation through comprehensive and land use planning. The learning module will combine a workshop-based problem solving experience with concentrated 'minimodules' on substantive or skill areas. **Spring/Summer.** *Gil*

EAS6420   Health Services Administration: Personnel Administration and Labor Relations (3) Health personnel management, programs and policies. Recruitment of health professionals and auxiliaries, manpower requirements, staffing, training, and development will be addressed. Examination of qualifications standards, performance review, motivation, and employee morale. Methods of developing leadership in supervisory health managers, issues of wage and salary administration, and unionization problems will also be discussed. **Winter.** *Malec/Lambert*

EAS6440   Human Sexuality (3) Within the focus of alcoholism, concepts of sexuality fall not only in the realm of disease profession, but also as an important part of recovery. This module will survey the literature of human sexuality (with particular reference to the alcoholic), biological functions, societal attitudes, psychological/sexual problems, and personal attitudes. Lectures, films and self-awareness exercises with the purposes of desensitization and values clarification will provide enlightenment and growth for the participant, both personally and in preparation for alcoholism counseling. Prereq: Permission. **Summer.** *Jones/ Fry*

EAS6461   Inorganic Chemistry (3) Structure and bonding of inorganic compounds, extension of acid-base theory, coordination chemistry, and the descriptive chemistry of selected elements. Lecture-discussion format. Prereq: Analytical and Organic Chemistry. **Winter.** *Brubaker*

EAS6470   Instrumentation Electronics I (2) Designed to provide an introduction to the basic concepts, circuits, and systems of importance in modern instrumentation and their application to laboratory instrumentation. **Spring/Summer; Fall.** *Coleman/CP*

EAS6480   Instrumentation Electronics II (2) To be offered in 1979.

EAS6481   Intermediate Physics (2, 4) For those students who need to expand their understanding of basic physics including principles of mechanics, heat, light, and optics. Prereq: College Algebra, Basic Physics, and Chemistry. (Environmental Analyst students should register for 2 units while other students may register for 2 or 4 units.) **Winter.** *Kishta*

EAS6490   Health Services Administration: Public Finance and Systems Analysis (3) The student will apply the basic concepts of public finance and system analysis to the problems of public administration. While problems of tax policy, public provision of goods and services, and cost-benefit analysis are important to all public sector administrators, special emphasis will be placed on public health care delivery. **Winter.** *Malec*

EAS6493   Introduction to Epidemiology (SIM) — (2) Deals with basic concepts and methods used in epidemiology for health services administration. Major components of this module include: concepts of disease, studies of mortality and morbidity, strategies of epidemiology, epidemiological description, sources of data and data collection, and epidemiological methods. **Spring/Summer.** *Rhee/Staff*

EAS6495   Introduction to Medical Science (SIM) — (2) Designed to provide the health services administrator with basic knowledge of the determinants of health and disease (heredity, nutrition, injury, inflamation, aging and tumor), and the structure and functions of body systems (cardiovascular, respiratory, gastrointestinal, endocrine, urinary, hematopoietic, locomotion, and nervous). **Spring/Summer.** *Rhee/Staff*

EAS6500   Land Use Law Seminar (3) Provides a broad overview of the rapidly evolving and changing state of the law concerning the public control of land use. Begins with an analysis of the historical and philosophical basis of current land use law. Examines fundamental legal principles, zoning law, racial and economic discrimination in planning and development control, and emerging issues in land use regulation. Emphasis on evolving growth management techniques and possible future legal issues. **Spring/Summer.** *Gil/Hagens*

EAS6501   Landforms of the Chicago Area (3) Intended to give environmentalists an understanding of geologic processes which have acted on the Great Lakes Region. Geologic history and present day landforms of the Chicago Area and the Great Lakes Region is stressed. Fundamentals of glaciation, erosion, soil development, and environmental implications of geologic processes are emphasized. Prereq: Course in earth science is recommended. **Spring/Summer.** *Siemro*

EAS6510   Photochemistry (2,3) Students will pursue a course of study on the laws of photochemistry through the use of contemporary selected topics. A few laboratory experiments will give practical experience to the theory covered in class. Prereq: EAS6910 and EAS6930 or Permission. **Spring.** *Cehelnik*

EAS6540   Learning Processes: Adults (1-3) Exploration of contemporary theories of learning and motivation and use of these theorize in analyzing adult learning and in planning instruction for adults in community, clinical and/or classroom settings. **Winter; Spring.** *Nuccio*

EAS6550   Learning Processes: Children and Adolescents (1-3) Exploration of contemporary theories of development, learning, and motivation, and use of these theories in analyzing normal children's learning difficulties and planning instructional strategies for overcoming learning difficulties. **Winter; Summer; Fall.** *Kishta*

EAS6570   Health Care Delivery: Legal Aspects (2-3) Designed to enable students to recognize legal implications and ramifications of their future conduct in health services administration by introducing relatively stable principles of administrative law which form the foundation of decision-making processes in the

health services arena. Especially applicable to Health Science students but is open to others in the University by consent of the coordinator. **Fall; Spring/Summer.** *Malec/Lambert*

EAS6590 Life Experience Workshop (1) Students applying for credit based on non-academic learning experiences may enroll in the workshop to discuss, within a group setting, the types of learning experiences which could be creditable, how they might be documented, and how they might fit within a degree program. Prereq: Permission. **Winter; Fall.** *Stanley*

EAS6600 Urban Planning: Innovative Techniques (3) Over the past decade a number of value changes have taken place in American society; from unrestrained to managed growth, from increasing centralization to a neighborhood emphasis, and from unrestricted use of energy to a concern with conservation. To accommodate these trends a variety of techniques have been introduced in urban planning. Among those considered in this module are: concepts and techniques of growth management, performance standards, zoning for mixed uses, transfer of development rights, neighborhood zoning, and energy conservation through land use planning. **Winter.** *Gil*

EAS6610 Limnology (2-4) Students will survey the major principles of limnology, concentrating on the physical, chemical and biological characteristics of local ponds and streams. Students registering for 1 unit will only attend the first four weeks of this module which will consist primarily of lecture/discussion. Students registering for 2 units will participate in field trips during the second four weeks. Primarily for science and science teaching students. Prereq: course in Chemistry and/or Biology. **Summer.** *Mendelson*

EAS6620 Hospital Costs (3) This learning module deals with the issue of hospital cost inflation and interhospital cost variations. The theoretical consideration as well as empirical research will be covered. For Undergraduate and Graduate Students. Prereq: A module in microeconomics or health economics, and Permission. **Winter.** *Falk*

EAS6630 Local Flora (4) A study of the flowering plants of the Chicago region with emphasis on identification, classification and nomenclature. Open to all students. **Spring/Summer.** *Chambers/Wilhelm*

EAS6640 Human Environment Planning: Social Intervention and Conflict Resolution (4) A study of social change processes, the role planners can play and the nature of their interventions in these processes, including the activities surrounding the resolution of conflict emerging from such change. **Fall.** *Staff*

EAS6670 Human Environment Planning: Frameworks (1-4) Provides the student in Human Environment Planning with the opportunity to comprehend the multi-disciplinary nature of the orientation, acquire a basic, overall knowledge of the component parts of the orientation, and help the student integrate and synthesize those components into a coherent, multi-disciplinary approach to the design of the human environment consistent with the student's own professional goals. Competencies 1 and 2 (for one unit of credit) are required of all new students in the Human Environment Orientation. **Fall.** *Gil*

EAS6720 Meteorology (2) A general survey of basic principles of meteorology and their application to the movement of air pollutants. **Winter.** *Sievering/Williams*

EAS6725 Methods of Urban Anthropology (4) Students learn how to observe and record the cultural and social features of urban environments (status and ritual, use of space, ethnicity, popular symbols and archetypes, religion, technology and ideology, etc.)

that are the human bases for future planning. Module stresses a methodology of "impact assessment" that is used to project social and cultural consequences of given planning options. **Spring/Summer.** *Hagens*

EAS6730 Microbial Ecology (5) Students will: consider the function of bacteria and viruses in natural and disturbed environments. Primary emphasis will be placed on the techniques for detecting, culturing and identifying bacteria. Students will be introduced to the basic morphology and physiology of viruses and bacteria from soil, air, and water. Students will also consider the function of algae and fungi in natural and disturbed environments, and will be introduced to the basic morphology and physiology of algae and fungi found in soil, air and water. Prereq: General biology and chemistry. **Fall.** *Zalewski*

EAS6731 Microbiology (3) Fundamental concepts relating bacteria and fungi to diseases are emphasized. Laboratory techniques involving isolation and identification of microbes are an integral part of this course for Health Science students. **Fall.** *Zalewski*

EAS6770 Natural Regulation of Plant and Animal Populations (2) Students will study the major current external environmental and internal physio-behavioral hypotheses of animal population regulation. Readings will cover the ecology, effects and possible mediating factors of overcrowding, as well as the major theories of control in stable populations. May include laboratory observations if circumstances permit. Prereq: Course in Ecology or Animal Behavior. **Fall.** *Mendelson*

EAS6800 New Communities Development (1-4) Students will investigate the relevance and feasibility of the new town concept and the development of a national urban growth policy in the context of American planning practices and problems and its translation into policies and operational frameworks. Students will examine the planning and design characteristics of new communities and explore opportunities for incorporating technological and social innovations in new community projects. **Winter; Spring/Summer; Fall.** *Gil*

EAS6840 Ornithology I (2) Student will explore the major principles of avian biology and learn to identify the majority of migrant and resident bird species of the Chicago area. Prereq: Permission. **Winter.** *Mendelson*

EAS6900 Ornithology II (2) Continuation of EAS 684. Prereq: EAS6840 or permission. **Spring.** *Mendelson*

EAS6910 Physical Chemistry I (3-4) The properties and theories of gases, the mechanisms of atoms and molecules, molecular energies and the laws of thermodynamics will be covered. Laboratory experiments will supplement the theory covered in class. Prereq: One year of analytical chemistry and calculus. **Fall.** *Cehelnik*

EAS6915 Principles of Health Economics (1) Designed to introduce the terminology and concepts of economics as applied to health care. Such areas as demand, supply, human capital, and financing will be covered. The module or similar competency is a required prerequisite for Health Care Economics II (EAS8630). **Fall.** *Malec*

EAS6920 Physical Environments: Characteristics and Development (2) Students will learn to describe environments in terms of soil, topography, climate and local water. The developmental history and possible futures will be emphasized. **Summer.** *Hockett*

EAS6930 Physical Chemistry II (3,4) A continuation of Physical Chemistry I in which chemical equilibria, chemical bonding, elementary kinetics, liquids, phase equilibria and multicompo-

nent systems will be covered. Laboratory experiments will be available. Prereq: EAS6910. **Winter.** *Cehelnik*

EAS6935   Physical Science Foundations (3) Organizes activities in physical science which reflect the way the scientists as well as growing children search for meaning and answers in the world around them. It requires the elementary school teacher to interpret the child's questions in a manner that has relevance for the kind of inquiry which results in the organized individual activities. It also provides opportunity for developing a positive scientific attitude, and using skills in the process of discovery. **Summer.** *Kishta*

EAS6940   Physiologic Systems I (3) Content includes general cell functions, integrative functions of nervous system, regulating mechanisms as these apply to human and other mammalian systems. Prereq: General chemistry, general biology. **Winter, Fall.** *Cornesky/Wilson*

EAS6950   Physiologic Systems II (3) A study of cardiovascular, pulmonary, renal and gastrointestinal physiology involving both theory and laboratory applications. Prereq: EAS6940. **Winter, Fall.** *Cornesky/Wilson*

EAS6980   Planning: County and Regional Perspectives (2) This module will cover different aspects of regional planning in Will County. Special emphasis will be placed on municipal and County planning programs currently in progress, with guest speakers from various planning agencies. The following issues will be covered: open space, environmental factors, land use, transportation, utilities (sewer and water), housing, health, and municipal planning. **Spring/Summer.** *Gil/Hullinger*

EAS6990   Planning Process: A Systems View (3) Students will be provided with a framework within which the developments in urban theory and practice can be related to the urgent problems of understanding and planning of cities and regions. Through the development of a systemic frame of reference from which to view the total environment, the learning module seeks to develop an awareness of the crucial importance of the processes of change in the human/urban environment, the underlying reasons for them, their manner of accomplishment, and the complex web of interactions between human groups and settlements. **Spring/Summer.** *Gil*

EAS7021   Planning Methodology (4) The planning process has become increasingly complex as more and more factors have been recognized as relevant to the planning process. This module will review and explore the role of a number of available planning and evaluation methods in the overall planning process. Topics to be covered include: goal and attitude surveys; assessing probability and utility; frameworks for land-use, environmental, economic, and social impact assessment of development plans; cost-benefit analysis; the planning balance sheet; and the goals achievement matrix. **Winter.** *Gil*

EAS7040   Plant Microenvironments: Summer Phenophases (4) Students will study the relationship between seasonal changes in various environmental factors and the development of early summer phenophases including seedling establishment, flower formation and fruit set. Lecture and laboratory meetings will concentrate on the ecology of plant-plant and plant-animal interactions as well as the environmental physiology of the early summer phenophases. Late summer phenophases of fruit ripening and senescence will also be covered in lecture and discussion session. Prereq: Experimental Botany or any other course in introductory botany. **Spring/Summer.** *Gunther*

EAS7050   Plant Microenvironments: Spring Phenophases (2) Students will study various environmental factors and how they rel-

ate to the spring phenophases of bud sprouting and seed germination. Lecture and laboratory meetings will concentrate on field methods of measuring factors such as soil nutrition, water, temperature, and light using continuous monitoring systems at regular intervals. Students will also study the environmental physiology of seed germination and bud sprouting in depth using materials taken directly from current scientific literature. Prereq: Experimental Botany or any other course in introductory botany. **Winter.** *Gunther*

EAS7060   Plant Growth and Development (4) A Learning Module designed to cover those areas of plant physiology not dealt with in Experimental Botany, i.e. the molecular and subcellular aspects of growth and development. Prereq: General biology or general chemistry or Permission. **Winter.** *Chambers*

EAS7070   Plant Propagation (2) Students learn theory and practical methods in vegetative plant propagation; plant maintenence, nutrition, and aseasonal bud production are emphasized. **Summer.** *Hockett*

EAS7080   Pollution Control Techniques (3) A review of sampling and control techniques and instrumentation for air and water pollution control. Especially useful to Env. Management and Env. Analyst students. Prereq: College Algebra, Basic College Chemistry. **Winter. To be offered in 1979.** *Roberts/Sievering/CP*

EAS7090   Pornography, Censorship and Society (2-3) Focuses upon current issues surrounding pornography and censorship in contemporary society. Active participation in class discussion and rigorous analysis of current criticism, literature, motion pictures, television and radio will be expected of participants in the module. Activities will focus upon ascertaining the range of viewpoints about a given issue, seeing where the individual's positions lies within that range, and gathering evidence which supports and criticizes that position. Open to interested students throughout the University. **Fall. Offered in alternate years only — Next offered in 1978.** *Hertzman*

EAS7110   Health Professions Education: Practicum (4-6) This module is the terminal integrating experience for Health Science Education students with backgrounds in allied health fields. Students will demonstrate their ability to apply what they have learned to instruction in their specific fields. The module is open only to Health Science Education students in CEAS. The Learning Module is not a student teaching experience for public school teachers. Students planning to enroll in this module should make their plans known to the coordinator during March, 1978, so that a suitable placement can be arranged by the time the module starts in May. Prereq: Permission. **Spring/Summer.** *Hertzman*

EAS7130   Probability and Statistics (1-4) An introduction to probability and statistics including mean, mode, variance, standard deviation, correlation, sampling techniques, and inferential statistics such as chi-square, T and F distributions. Suitable for all EAS students. **Winter, Fall.** *Gunther/Hauwiller*

EAS7170   Psychosocial Aspects of Aging (3) Students will examine the psychological and social components of aging. Ageism, widowhood, anticipatory socialization for retirement, and the community integration of the aged will be discussed. Students will do an observational research project to determine the actual life styles of a selected population of aged persons. **Winter.** *Cornesky/CP*

EAS7175   Psychopharmacology (3) Students review the functions of the human nervous system before exploring the basic principles of psychopharmacology. For each classification of psychoactive drugs, students examine the historical patterns of use

and development, the physiological mechanisms of action, and the various effects resulting from drug use. Prereq: Permission. **Spring/Summer.** *van Doren/Wilson*

EAS7210   Radioisotope Techniques (3) Content includes an introduction to radio-activity theory, interactions of radiation with matter, use of detection equipment and applications of radio-chemical techniques to chemical and environmental problems. Prereq: EAS6910 and EAS6930 or Analytical Chemistry, Physics and Calculus. **Summer.** *Casagrande/Cehelnik/Friedman*

EAS7410   Researching Science Information (2) Designed to help develop skills for basic library research. Work deals with organization of science reference sources, and with techniques for finding specific information; includes overview of current and projected information storage and retrieval systems and gives practice in search techniques and in developing comprehensive bibliographies. Open to all students. SIM **Spring/Summer, Fall.** *Armstrong/Fenner*

EAS7420   Science and Inquiry (2,4) Science and science teaching are directly related by their goals and methods. Student will examine the nature of science from historical, philosophical, and sociological perspectives. Upon this base, students will elect to either develop skills in teaching science by inquiry or go more deeply into the ethics and sociological impact of science. **Winter.** *Lawrence/Kishta*

EAS7440   Science Program Orientation (1) This module will formalize and systematize the introduction of students to CEAS, the Science Program, and the specialized curricula. It will provide students with information and assistance regarding the students' top priority orientation, and degree plan preparation. **Winter.** *Mulé*

EAS7460   Science Teaching Orientation Seminar (2) New students will gain an orientation to GSU procedures and study modes; use of the LRC and other resources will be emphasized as will the issues basic to science education. **Summer, Fall, Winter.** *Staff*

EAS7560   Social Behavior in Animals and Humans (3) An examination of social behavior, its believed origins, mechanisms of evolution and functional significance, from the perspectives of biology and anthropology with focus on Wilson's *Sociobiology*. **Fall.** *Miller/Hagens*

EAS7590   Soil Analysis (4) Students will learn the analytic processes involved with studying soil ecosystems and soil fertility. Prereq: Organic Chemistry and Analytical Chemistry; also EAS5440 if taken for 4 units. **Fall. Alternate years — offered next in 1979.** *Casagrande*

EAS7720   Spectrochemical Techniques for Environmental Analysis (5) Modern optical methods of analysis from microwave to gamma ray will be the topics of the theory covered in class. Hands on experience with the A.A., UV-VIS, IR., and fluorescence spectrometers will be available through comprehensive laboratory experiments. Prereq: Organic Chemistry and Analytical Chemistry. **Fall.** *Cehelnik*

EAS7750   Stream Ecology (2) A survey of the chemical, physical and biological aspects of flowing water aimed at providing students with the theoretical and practical skills necessary to characterize stream environments. Lecture-discussion; field work by arrangement. Prerequisites: Introductory Ecology, EAS5300 and/or EAS5310, and Permission. **Winter.** *Mendelson*

EAS7780   Teacher Behaviors in Inner City and Multi-Ethnic Environments (2) This module has as its major focus the provision of experiences that foster continuous growth in human qualities of teachers (or potential teachers) that favor learning in their students regardless of racial, ethnic, or socio-economic background. The competencies to be gained fall into three categories: (1) attitudes and interactions; (2) classroom management and teaching strategies; and (3) using community resources. **Winter, Spring** *Lawrence*

EAS7800   Teaching Elementary School Science (3,4) Students prepare to use modern science teaching materials and strategies through their analysis, teach lessons to children, and analyze the results of the instruction. Prereq: EAS students — EAS6450, EAS6550, EAS7430; others-none. **Winter, Spring/Summer, Fall.** *Siemro*

EAS7840   Theory of the Photographic Process (4) Physical and chemical foundations of the photographic process including composition of materials, optics, sensitometry. Theory and practical applications. Background in photography and/or science recommended. **Winter.** *Brubaker*

EAS7940   Urban and Regional Planning: Principles and Practices (3) Students will study and analyze current methods, techniques, and practices of land use-oriented urban planning. Emphasis will be placed on current land use control in urban planning, including zoning, subdivision control, site planning, transportation planning and the general plan. Such areas as population, economic, and land use studies, quantitative methods and social services planning will be covered. **Summer, Fall.** *Gil/So*

EAS7960   Water Quality Research (6) Participation in interdisciplinary water quality investigation involving sampling field work, laboratory analysis, and evaluation and interpretation of data related to biological, chemical, and physical indicators of water quality. Prereq: Permission Or Analytical Chemistry or EAS5200 and EAS5310. **Spring/Summer.** *Brubaker/Chambers/Mendelson*

EAS7970   Water Quality Research Seminar (2) Evaluation of results of Water Quality Research. Seminars to present and examine data and to present reports on interpretation of data. Prereq: EAS7960. **Fall.** *Brubaker/Chambers/Mendelson*

EAS8000   Advanced Rehabilitative Audiology (3) Examines theoretical aspects of speech perception, hearing aid selection, counseling the hearing impaired client, material development and program development for aural rehabilitation. Prereq: EAS4240. **Winter.** *Lubinsky.*

EAS8001   Advanced Methods in Science Teaching (3) Experienced teachers will examine theoretical and practical methods of teaching science. Research data will be interpreted for classroom use by elementary and secondary teachers. Prereq: Classroom teaching experience. **Spring/Summer.** *Zalewski*

EAS8085   Aphasia Seminar (3) Explores etiology and linguistic manifestations of aphasia; normal and dysfunctional neuroanatomical processes. Students perform a differential diagnosis of aphasia and develop a therapeutic program. Prereq: EAS4235, EAS4730. **Fall.** *Staff*

EAS8090   Aquatic Chemistry (4) Chemical composition of aquatic systems including interactions between constituents treated according to rigorous equilibrium formalations and graphical approximations. Emphasis on acid-base, redox, solubility, and complexation. Graduate level, lecture format with computer assist. Prereq: EAS6040. **Fall.** *Brubaker*

EAS8110   Aspects of Personality Integration (4) The stages of child and adolescent development will be reviewed briefly. Thereafter, the predictable crises of the adult life cycle will be studied in depth. Self-disclosing types of exercises will be used to help

the students relate their own personal experiences to the developmental crises of adult life. Prereq: Permission. **Fall.** *van Doren*

EAS8160 Behavior Principles in Communication Disorders (3) Applies behavioral concepts to evaluation and management of speech and language problems. Prereq: EAS3048, EAS4235, EAS4730. **Winter.** *Lowe*

EAS8200 Characteristics of Effective Counselors (3) Effectively counseling another person requires more than a working knowledge and understanding of psychotherapeutic methodology. The professional counselor must possess personal characteristics that correlate on a high level with client improvements. Among the characteristics to be looked at will be: empathy, genuineness, respect, self-disclosure, and self-actualization. A major portion of this module will be devoted to self-expression and development of those traits in a way that they can be used both personally and professionally. Prereq: Permission. **Winter.** *Fry*

EAS8210 Clinical Audiology (3) Studies reference levels for decibel notation in audiometry, puretone threshold methodology, masking methodology, materials and methods in speech audiometry, difficult-to-test patients, site-of-lesions tests, impedance audiometry. Prereq: EAS4210, EAS4230. **Fall.** *Lubinsky*

EAS8280 Communication Disorders in Cerebral Palsy (3) Studies medical, rehabilitative, psychosocial and communicative aspects of cerebral palsy. **Spring/Summer.** *Staff/Manek*

EAS8281 Communication Disorders in Cranofacial Anomalies (3) Examines clefts of lip and palate and related syndromes; speech and hearing conditions related to tonsils; the various types of nasal quality problems and associated articulation errors and describes therapy for them and describes the role of each member of a cranofacial rehabilitation staff. Prereq: EAS4235, EAS4730, EAS4735. **Spring/Summer.** *Lowe*

EAS8360 Health Planning II (3) A study of advanced concepts of identifying health needs of any given area through differing techniques of systems analysis, cost-benefit analysis, operations research, forecasting, and health status indicators. The course begins with a history of health planning and progresses through various methods and approaches to planning for health care services, facilities, and manpower. The course culminates in a perspective for the future of health planning as exemplified by the National Health Planning and Resources Development Act of 1974. **Spring/Summer.** *Staff*

EAS8630 Health Care Economics II (3-4) Designed to have graduate students apply basic economic tools of analysis to the solution and/or enlightenment of health care delivery problems. Prereq: EAS6915 or competency in basic economic concepts, or permission of coordinator. **Winter.** *Malec*

EAS8750 Microscopy: Light and Electron (2-4) Preparation and study of specimens, including interpreting of ultrastructure are the main activities in this module. The efficient use of light and scanning microscopes will be presented. Prereq: Permission. **Winter.** *Chambers*

EAS8780 Environmental Education: Biological Field Science (Camp Sagawau) (2) This is a field course offered at Camp Sagawau. Field methods of investigation will be used to compare habitats, study variations in plant communities, and investigate the effects of pollution. **Spring/Summer, Summer, Fall.** *Zalewski/Thornton*

EAS8790 Environmental Education: Earth Science (Camp Sagawau) (2) This is a field course offered at Camp Sagawau. Emphasis is placed on relationships between land forms and geo-

logic processes. Local examples are used; mapping skills are included. **Spring, Summer, Fall.** *Zalewski/Thornton*

EAS8800 Environmental Education: Terrestrial Biology (Camp Sagawau) (2) This is a week-end, field course taught at Camp Sagawau. Identification of plants and local communities is used to develop understanding of regional environments. Teaching applications are made. **Spring/Summer, Fall.** *Zalewski/Thornton*

EAS8820 Environmental Education Workshop (3) Students will develop skills in using new approaches and materials for environmental education, as well as acquire basic knowledge in ecology and other environmental sciences. For primary and secondary school teachers. **Summer.** *Siemro*

EAS8831 Environmental Systems Analysis: Basic Quantitative Methods (2) Introduces students to fundamental quantitative analytical methods for application to environmental management problems. Topics will include matrix methods, mathematical programming, concepts of ecosystems. Prereq: Statistics and Calculus, Basic Ecology Computer Programming. **Fall.** *Roberts/Sievering*

EAS8832 Environmental Systems Analysis: Models and Applications (4-6) A continuation of the concepts and methods begun in EAS8831. Development and use of ecosystems, air, water and land use models, especially their probabilistic aspects, will be emphasized. Students will learn methods to deal with the probabilistic nature of real events, multiple regression, queuing and game theory, and decision theory. Integrated assessment of incorporating deterministic and probabilistic modeling as well as decision analysis methods will be studied. Prereq: EAS8831 and permission of instructor. **Winter.** *Sievering/Fritz/Roberts.*

EAS8840 Environmental Management Seminar (2) Provides forum for reporting an analysis, simulation or other quantitative methods application to problems related to environmental quality assessment and management. Prereq: EAS8832. **Spring/Summer.** *Roberts/Sievering*

EAS8860 Epidemiology: Principles and Analysis of Data II (3) Includes both descriptive and analytic epidemiology. Focuses upon principles and their use in evaluating epidemiological data and cases. Prereq: EAS7130. **Winter.** *Hertzman/Amsel*

EAS8910 Evaluation: Formative and Summative (3) Instructional materials and activities need evaluation during the period of production and trial use. Methods for these evaluations and for testing their effects are both developed. Prereq: EAS6550, 5770, and introductory statistics. **Fall.** *Lawrence*

EAS8915 Graduate Seminar in Alcoholism Sciences (3) Graduate students will review the evaluation methodologies currently practiced in the various treatment modalities and present research designs for evaluating the effectiveness of treatment outcome. Students enrolling for this course should have a background in delivery of alcoholism services. Prereq: Permission. **Winter.** *Staff*

EAS8920 Health Care Delivery: Control of Cost, Utilization, and Quality Control (3) Professional Standards Review Organizations (PSRO's) represent the general concerns of the professionals as well as consumers in health care delivery systems. The low cost, efficient utilization, and high quality care are the ultimate goals of health care delivery. This module examines the historical development, national and local organization and various activities of PSRO's. Prereq: EAS8930 and/or EAS8940. **Spring/Summer** *Rhee*

EAS8930 Health Care Organization and Administration: Problems, Issues and Policies (3) Health care administrators require a great deal of understanding and knowledge of the current health care delivery system. Some systems directly and others indirectly affect everyday functions of health care organizations. The administrator's understanding and knowledge of the issues and problems involved in the current health care delivery systems will help in developing, implementing, and evaluating health policies and programs, and finally, predicting future changes of these policies and programs. **Fall.** *Rhee*

EAS8940 Health Care Organization and Administration: Concepts and Principles (3) Designed to provide students with a comprehensive understanding of organization and administration of health care programs. The contents include: formation of objectives, assessment of needs and resources, program benefits, the establishment of appropriate relationships with clients and providers, relationships among program components, financing, remuneration systems and expected efforts, records and statistics, administrative controls, program evaluation. Prereq: Working experience in health care institutions or health care organization. **Winter.** *Rhee*

EAS8941 Health Care Program Evaluation (3) This module is prepared to give students general and specific backgrounds in evaluating health care programs. The content includes: the concept of program, analysis of evaluation system models, measurement, causality in program evaluation, advantages and disadvantages of internal and external evaluations, and analysis and critique of published evaluation studies. Prereq: EAS7130 and/or EAS9360. **Winter.** *Rhee*

EAS8950 Health Services Administration: Financial Management (3) The students will apply the basic skills and competencies of financial management to the health care field. The characteristics of health service administration will be explored with specific reference to the problem of financing health care delivery. Prereq: Module in accounting or financial management and Permission. **Fall, Winter.** *Falk*

EAS8961 Health Services Administration: Lecture Series (2-5) Discuss with health practitioners many of the issues and problems of the contemporary American health care delivery system. Major topical areas will include the role of government, value and ethical considerations, the hospital and the consumer, and issues of manpower, financing and quality of care. Prereq: Graduate standing in Health Services Administration or Permission. **Fall.** *Malec*

EAS8970 Health Services Administration: Management Theories (4) Considers management in a health service setting, including hospitals, neighborhood health clinics, nursing homes, mental health centers and others. It draws upon organizational theory and its application to the health care setting. Prereq: 2 units of EAS4570 or any other management module on the undergraduate level, and Permission. **Winter.** *Falk*

EAS8980 Health Services Administration: Program Planning (4) Presents a theoretical framework of planning as an essential managerial tool. The module will encompass the development of change implementation skills, analytical skills, managerial programming skills and methodological skills. The issue of problem identification and an assessment of professional values related to programmatic and organizational decision making will be explored and applied to specific community areas of the City of Chicago (or other communities) agreed to by students and and coordinator. Prereq: EAS8360 and Permission. **Fall.** *Staff*

EAS8990 Health Services Administration: Field Experiences II (3) This module is designed to provide students with terminal integrating experiences by working in health care facilities. Students are expected to apply theories and principles of classroom learning to health care fields with the assistance of the supervisor. The field experiences will provide students with opportunities for development, integration, and reinforcement of competence. Advance Health Services Administration graduate students only. Prereq: Permission of coordinator a minimum of one month in advance. **Spring/Summer.** *Rhee*

EAS9011 History, Philosophy and Professional Aspects of Communication Disorders (3) Study of the history of the field, influences of related disciplines and the current status of certification, licensure, third-party payments, etc. Prereq: EAS4235, EAS4730, EAS4735. **Fall.** *Lowe*

EAS9040 Integrating Counseling Theory and Practice (3) Review psychotherapeutic theories from traditional to current approaches. It will then look at characteristic resistance mechanisms and behavioral defects common to many alcoholics. Specific treatment goals and approaches will then be applied in student participatory role plays to learn how to therapeutically deal with the above problem areas. Prereq: EAS3095 and EAS3047 or equivalents. **Fall.** *Fry*

EAS9050 Learning Processes: Advanced Topics in Piagetian Theory (3) An application of advanced cognitive-developmental (Piagetian) theory to issues of program and instructional design in the area of science teaching. Students will investigate implications of Piaget's theory for instruction and propose and conduct a guided, mini-research or mini-curricula project using this model. Prereq: EAS6540 or 6550 and written permission. **Fall.** *Kishta*

EAS9070 Nursing: Advanced Health Assessment (6) Students develop skills in assessing the biopsychosocial status of restorative clients. Students acquire both theoretical and technical skills in arriving at a nursing diagnosis and intervention plan. Prereq: EAS3101, EAS6950, EAS7170, EAS9150, or HLD5370. (May be taken concurrently) **Winter.** *Leftwich*

EAS9080 Nursing: Clinical Teaching Strategies (2) Students develop knowledge and skills in assessing client and family need for health information and self-care skills, in developing and implementing plans for client instruction and in evaluating the impact of that instruction on client behavior. Techniques appropriate for teaching individual clients, families and groups are gained. **Fall.** *Barhyte*

EAS9100 Nursing: Implementation of Restorative Nursing Models (5) The terminal integrating experience for the masters nursing program. Students apply restorative nursing frameworks and techniques to client care in a variety of health care settings. Students demonstrate integration and proficiency in all the nursing master program competencies. Prereq: EAS7170, EAS9070, EAS9080, EAS9150, EAS9180, CS7431, HLD5370. **Spring/Summer.** *Barhyte*

EAS9110 Nursing: Orientation to Functional Roles (1) Students examine the variety of nursing functional roles practiced by masters-prepared professional nurses. **Spring/Summer.** *A. Lawrence*

EAS9120 Language Disorders of Children (3) Examines both in terms of linguistic behavior and diagnostic classifications the various language disorders of children: design and implementation of therapy programs based on psycholinguistics and learning theory. Prereq: EAS4235, EAS4730. **Fall, Winter.** *Staff.*

EAS9140   Nursing: Seminar in Nursing Research (2) Students examine and critique nursing research literature. An evaluation is made of the strengths and weaknesses of various research approaches for a variety of nursing settings and problems. Prereq: EAS7130 or equivalent; EAS9360 or equivalent. **Winter, Fall.** *Barhyte*

EAS9150   Nursing: Theories and Models (4) Students acquire a theoretical and conceptual frame of reference for restorative nursing practice. Students examine and synthesize concepts and theories from nursing and other appropriate disciplines in forming a philosophy and practice framework for nursing practice. Prereq: EAS4280 or equivalent. **Fall.** *Barhyte*

EAS9180   Physiology of Aging (2) Students will study the biological processes involved in the phenomenon of aging of the human organism. Aging will be reviewed as a process that begins with conception and continues to death. Wherever feasible, students will be exposed to the current literature and research reports on the aging process. Prereq: EAS3200, EAS6950. **Fall.** *Staff*

EAS9210   Practicum in Speech Pathology: Public School (5) Requires 100 clinical clock hours of Speech Pathology practicum in a public school setting. Included are group and individual therapy, screening, and diagnostics. Prereq: EAS3185, EAS3620, EAS4235, EAS4520, EAS4730, EAS4735 and Permission. **Fall, Winter.** *Hildebrand*

EAS9240   Practicum in Audiology (3) Covers diagnostic interviews, audiometry, counseling, planning and executing aural rehabilitation therapy, professional comportment. Prereq: EAS4210, EAS4240, HLD5990 and Permission. **Winter, Spring/Summer, Fall.** *Lubinsky*

EAS9250   Practicum in Speech Pathology: Hospital (3) Experience is obtained in individual and group therapy, diagnostics, consultations, and interdisciplinary staffings in a medical setting. Prereq: EAS3048, EAS3185, EAS3620, EAS4730, EAS8085, EAS9970 and Permission. **Winter, Spring/Summer, Fall.** *Hildebrand*

EAS9251   Practicum in Speech Pathology: Mental Health Center (3) Experience is obtained in individual and group therapy, diagnostics, consultations, training of paraprofessionals, and interdisciplinary staffings in a mental health setting. Prereq: EAS3048, EAS3185, EAS3620, EAS4730, EAS8160 and Permission. **Winter, Spring/Summer, Fall.** *Hildebrand*

EAS9350   Research Theory (2) Provides graduate students with a background of theory underlying research in the social and health sciences. Prereq: Introductory statistics and EAS4140 or equiv. **Winter.** *Staff*

EAS9360   Research: Theory, Design and Implementation (2-4) Students will examine the various research processes which can be applied in different settings and acquire skill in evaluating research reports, in selecting appropriate techniques for a variety of problems, in designing and conducting research, and in writing research proposals and reports. Prereq: Introductory statistics. **Winter, Fall.** *Staff*

EAS9560   Speech and Language of the Hearing Impaired (3) Studies voice and articulation variations of the hearing impaired person, semantic and syntactic structure of language of the deaf, sign language, approaches to deaf education, speech and language therapy for the deaf child. Prereq: EAS3185, EAS4520, EAS4730. **Winter.** *Lubinsky*

EAS9700   Student Teaching in Science (6) Students will prepare for and engage in routine classroom instruction and faculty duties in an elementary, junior high or high school. Prereq: Graduate students in K-12 Science Teaching only; Permission. **Winter.** *Siemro*

EAS9720   Stuttering Seminar (3) Examines the various theories of stuttering and their corresponding therapies, current stuttering research, development and implementation of a stuttering therapy program. Prereq: EAS4235. **Spring/Summer.** *Staff*

EAS9910   Training Methodology and Delivery Skills (3) Designed to prepare professionals in the alcoholism field to perform programmatic learning needs assessment, to select and design instructional methods, and to specify training goals and their relationships to meaningful evaluation. Emphasis will be on practice of skills and use of fellow students as teaching and critical resources. Prereq: Permission. **Fall.** *Jones/Fry*

EAS9970   Voice Disorders (3) Covers classification of causes and acoustic characteristics of voice problems and designing of therapeutic procedures. Prereq: EAS4210, EAS4235, EAS4735. **Spring/Summer.** *Lowe*

College of Environmental and Applied Sciences Learning Module Index

College of Human Learning and Development

Instructional Programs (Majors)

Programs, degrees, and Areas of Emphasis available at the Undergraduate and Graduate levels in the College of Human Learning and Development are:

Behavorial Studies (BA)
Pyschology/Personal Growth (U)
Mental Health (U)

Communication Science (BA & MA)
Interpersonal Communication (U, G)
Educational Technology (U, G)

Human Relations Services (MA)
School Counseling (G)
School Psychology (G)

Human Services (BA)
Human Justice (U)
Social Work (U)
Special Education (U)

Urban Teacher Education (BA & MA)
Elementary Urban Teacher Education (U, G)
Bilingual/Bicultural Education (U)

Educational Administration and Supervision (MA)
(BOG Cooperative Education Program)

Philosophy

The College of Human Learning and Development has as its major purpose the preparation of students who are professionally competent and self actualizing: students who can function within the present-day realities of society and environment, and who can develop the skills and competencies necessary to function in a futuristic society.

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

A third objective is the planning of individual programs specifically tailored to students past experiences and future goals.

The final purpose is the creation of a collegial system which operates openly with concern for students, faculty, and community as a cooperative venture in new approaches to learning.

Collegial Competencies

Core competencies of the College of Human Learning Development include ability to:

1. Use appropriate communication techniques and skills in academic interpersonal and professional settings.
2. Design, implement and evaluate performance-based systems in institutional or community settings.
3. Construct, apply and evaluate constructive intrapersonal and interpersonal skills and professional skills to human learning and development that are useful to society.
4. Design, apply and evaluate appropriate change process procedures.
5. Develop attitudes, values and accompanying behavior appropriate to a free, democratic society.

Special Procedures In CHLD

Orientation Students are required to attend orientation and advisement sessions called by the Program. The student is responsible to contact the advisor for explanation of Program requirements and development of the Student Study Plan.

Student Study Plan The student's Study Plan is to be developed by the end of the student's first Trimester of enrollment. The plan is written under the advisor's guidance and submitted for approval to the advisor and Program. After approval, one copy is filed in Student Records and Information. These steps must be completed by the end of the sixteenth week or the student loses his/her privilege to register for Learning Modules as a degree-seeking student. Any changes must be signed by the advisor and filed in the S.R.I.

Graduation An Application for Graduation and a Student Progress Report verifying completion of all modules along with the Student Study Plan must be submitted and approved by the advisor by the end of the second week in the Trimester of anticipated graduation.

Behavioral Studies Program (Major)

Areas of Emphasis (Options)

Psychology/Personal Growth (U)
Mental Health (U)

The Undergraduate Behavioral Studies Program presents the study of human behavior from a multi-disciplinary perspective with an emphasis in systems of psychology and human development. The curriculum provides students with a knowledge of the factors which affect human behavior and the techniques which treat behavioral and psychological disorders. The program provides many opportunities for development of special interests, personal growth, and research in the behavioral sciences under faculty supervision.

The Behavioral Studies Program allows flexibility in the design of individual programs. Each Student Study Plan is shaped by the student's own experiential and academic background, career interests, and program objectives. Students may specialize in either the Psychology/Personal Growth or Mental Health Area of Emphasis. After consultation with their advisors, all students must select and complete a minimum of six of the following program competencies.

Behavioral Studies Program Competencies

Undergraduate The student will be able to:

1. Analyze, contrast, and synthesize various theories of personality.
2. Analyze, contrast, and synthesize various theoretical approaches to psychopathology and treatment.
3. Identify and use appropriately inferential and descriptive statistics.
4. Apply research techniques to an empirical problem in the behavioral sciences.
5. Identify, describe, and analyze important developmental issues throughout the life cycle.
6. Identify, describe and analyze important issues in cognitive psychology.
7. Identify, describe, and analyze important issues in social psychology.
8. Identify and demonstrate how one would apply paradigms of behavior modification and therapy to the solution of human problems.
9. Identify and apply ethical and legal issues to case studies in performing research with human subjects and in providing psychological services.
10. Identify and demonstrate appropriate human relations skills.
11. Identify, describe and analyze factors that affect human learning and motivation.

12. Identify, describe and analyze the social psychological basis of racism and sexism and their effects on behavioral, cognitive, and affective dimensions of human functioning.

Area of Emphasis: Psychology/Personal Growth

The Psychology/Personal Growth Area of Emphasis presents a broad, theoretical and empirical background in psychology as well as experiences in human relations training and development. Undergraduate students who expect to do graduate study in psychology should select carefully the learning modules which will qualify them for admission. Graduate programs commonly require 24-30 hours in psychology including Statistics, Research Methodology, Learning Developmental Psychology, Experimental Psychology, Social Psychology, and Abnormal Psychology. Students are often required to take standardized tests such as the Graduate Record Examination or Miller's Analogy Test in November or December of the year prior to admission to a graduate program.

The personal growth segment of this area of emphasis offers academic and experiential training in human relations and interpersonal skills development. Students may find this training to be personally satisfying as well as beneficial to the development of careers in counseling and teaching.

Psychology/Personal Growth Competencies.

Undergraduate: The student will be able to:

1. Identify, describe, and apply principles of operant, classical, and observational learning to human behavior problems. *(Principles of Behavior Change, Special Fields of Behavior Modification and Therapy).*
2. Identify & describe significant factors affecting human memory. *(Human Memory, Learning and Cognition I.)*
3. Identify and apply theories of motivation to human behavior. *(Cognitive Psychology Applied to Instruction)*
4. Identify the issues and methodology of the experimental study of personality. *(Experimentation and Research to Personality)*
5. Identify the issues and methodology of experimental psychology. *(Advanced Experimental Psychology)*
6. Identify the steps in the research process and complete a research project in the behavioral sciences which is either naturalistic or experimental in design. *(Research Methodology, Research Methodology: Em-*

phasis in Social Psychology, Research Methodology in HLD: Interdisciplinary Research Methods)

7. Describe the interaction of genetic and hormonal factors and physical and social environments as they affect the development of the human behavior repertoire throughout the life cycle. (Child Development, Adolescence, Psychosocial Aspects of Aging)

8. Identify and describe the basic diagnostic categories of abnormal behavior. (Abnormal Psychology, Theories of the Origin and Treatment of Emotional Disturbance in Children I, II and Adult I, II)

9. Analyze the variables affecting human aggression, altruistic behavior, and interpersonal attraction. (Experimentation and Research in Personality, Social Psychology)

10. Identify and describe the psychophysiological basis of stress and the variables affecting stress reactions. (Handling Hypertension, Biofeedback and Self-Regulation)

11. Identify how language, memory, and cognitive development are affected by the nature of our internal model of the world. (Learning and Cognition II)

12. Identify and describe ways in which culture affects personality. (Culture and Personality)

13. Identify and describe issues of person-perception. (Person-Perception: Interpersonal Attraction)

14. Identify and describe conceptual approaches to beliefs, values, attitudes, and attitude change. (Social Psychology)

15. Identify the relevant ethical and legal principles involved in a variety of situations where human services are offered. (Ethics and Issues in Human Services)

16. Identify the basic tenets of humanistic, behavioristic, and psychoanalytic theories of personality. (Personality Theory)

17. Report awareness of one's behavior, the effects that one's behavior has upon others and oneself; accept responsibility for one's behavior and its consequences. (Lab in Personal Power and Self-Management, Lab in Authentic Woman/Man Relationship, Lab in Mystification Process in Interpersonal Communication, Cognitive Explanations of Emotional Disturbance)

18. Identify the issues of one's own personal growth, and report one's progress toward awareness, spontaneity, and authenticity. (Theories of the Origin and Treatment of Emotional Disturbance in Children I, II, and Adult I & II, Lab in Personal Power and Self-Management, Lab in Transactional Analysis)

19. Demonstrate how one would apply various statistical procedures to the analysis of descriptive and experimental data. (Statistics in the Behavioral Sciences, Statistics)

20. Identify physiological, psychological and socioeconomic variables affecting women's behavior & societal perceptions of their behavior. (Psychology of Women)

21. Assert oneself appropriately in a variety of interpersonal settings. (Lab in Assertiveness Training)

Area of Emphasis: Mental Health

The Undergraduate Mental Health Area of Emphasis is for students who intend to work under the supervision of a registered psychologist in community agencies, clinics, hospitals, associations, or in alternative mental health settings in which direct psychological services are performed. Students develop competence in a variety of therapeutic techniques, in psychology, and the behavioral sciences. Students who wish to become clinical psychologists should select modules that will qualify them for admission into graduate programs. Students must learn the ethical standards of the helping professions as well as the rights of client groups.

Mental Health Competencies

Undergraduate: The student will be able to:

1. Apply theories of the development of psychopathology to a case study integrating the childhood experiences which led to specific expectations about self and others, rational and irrational beliefs, and the creation of current experiences. Theories of the Origin and Treatment of Emotional Disturbance in Children I)

2. Report the inferred thoughts, feelings, and expectations which motivate the behavior of the therapist, helper, friend and adult client, and to identify the destructive and therapeutic aspects of the interaction between the people. Theories of the Origin and Treatment of Emotional Disturbance in Adults II)

3. Report the inferred thoughts, feelings, and expectations which motivate the behavior of the therapist, friend, teacher and the child client and identify the destructive and the therapeutic aspect of the interaction between the people. (Theories of the Origin and Treatment of Emotional Disturbance in Children II)

4. Apply behavior therapy techniques in a helping relationship. (Special Fields of Behavior Modification and Therapy)

5. Describe the basic similiarities and differences in at least five of the theoretical approaches to psychopathology and therapy: Gestalt (Perls), Transactional Analysis (Berne/Harris), Rational-Emotive (Ellis), Behavior Therapy (Skinner/Wolpe), Psychoanalysis (Freud/Sullivan Fromm-Reichmann/Greenson), Client-Centered (Rogers/Axline/Moustakas), Communication (Laing/Bateson/Schatzman/Satir/Haley), Adlerian (Adler/Driekurs), Primal (Janov), Sexual Therapy (Masters and Johnson). (Theories of the Origin and Treatment of Emotional Disturbance in Children I, II and Adults I, II)

6. Describe and apply methods of behavioral observation. (Principles of Behavior Change; Theories of the

Origin and Treatment of Emotional Disturbance in Children I, II and Adults I, II)

7. Demonstrate how one would apply various statistical procedures to the analysis of descriptive and experimental data. (Statistics in the Behavioral Sciences; Statistics)

8. Identify the steps in the research process and complete a project in the Behavioral Sciences which is either naturalistic or experimental in design. (Research Methodology; Research Methodology: Emphasis in Social Psychology; Research Methodology in HLD: Interdisciplinary Research Methods)

9. Identify the relevant ethical and legal principles involved in a variety of situations where human services are offered. (Ethics and Issues in Human Services)

10. Identify the issues of one's own personal growth, and report one's progress toward awareness, spontaneity, and authenticity. (Theories of the Origin and Treatment of Emotional Disturbance in Children I, II and Adults I, II; Lab in Personal Power and Self-Management; Lab in Transactional Analysis)

11. Report awareness of one's behavior, the effects that one's behavior has upon others and oneself, accept responsibility for one's behavior and its consequence. (Lab in Personal Power and Self-Management; Lab in Authentic Woman/Man Relationship; Lab in Mystification Process in Interpersonal Communication; Cognitive Explanations of Emotional Disturbance)

12. Identify the basic tenets of humanistic, behavioristic and psychoanalytic theories of personality. (Personality Theory)

13. Assert oneself appropriately in a variety of interpersonal settings. (Lab in Assertiveness Training)

14. Describe the characteristic behaviors in the family and in the classroom as well as the characteristic thoughts, beliefs, expectations, and feelings about self and others which motivate the behavior of children with emotional difficulties; describe the likely effect on others of those behaviors as well as the effect of the behavior of others on the child's thoughts, feelings, expectations, and behavior. (Theories of the Origin and Treatment of Emotional Disturbance in Children I) 15. Recognize and describe the mystification process and apply this process to one's own experience. Lab in the Mystification Process in Interpersonal Communication; Cognitive Explanations of Emotional Disturbance)

16. Describe specific, appropriate methods for alleviating the destructive elements in the situation and/or disturbing thoughts, feelings, expectations of behaviors in a child with emotional difficulties. (Theories of the Origin and Treatment of Emotional Disturbance in Children II)

17. Identify and describe the basic diagnostic categories of abnormal behavior. (Abnormal Psychology; Theories of the Origin and Treatment of Emotional Disturbance in Children I, II and Adult I, II)

18. Identify and describe the social-psychological components of alcoholism and drug abuse. (Alcoholism: Current Concepts; Ethics and Issues in Human Services)

19. Describe and apply current developmental issues and methods to possible problems expected in the client population of specialization. (Child Development; Adolescence; Adulthood: The Psychology of Work; Adulthood: Handling Hypertension; Adulthood and Aging; Adulthood: Motherhood's Role in Child Rearing)

20. Describe the alternative helping services offered in the Metropolitan Chicago Area. (Alternative Helping Modes for Women)

Communication Science Program (Major)

Areas of Emphasis (Options)

Interpersonal Communication (U, G)
Educational Technology (U, G)

The Communication Science Program is concerned with the design, creation, transmission, perception, and effects of information exchanged.

The two Areas of Emphasis are:

(1) Interpersonal Communication which includes the scientific analysis of elements involved for improving the quality of human communication.

(2) Educational Technology which includes the systematic design, production, evaluation and utilization of learning resources for improving the delivery of education.

Common to both areas ofemphasis are:

(1) student designed career goals
(2) study of communication theory
93) performance of research, evaluation or selection
(4) a choice of related interdisciplinary competencies and learning experiences.

All graduate students are expected to select problem areas and design professional solutions to those problems. They do this through a practicum, or independent study project to: (a) synthesize all other competencies the student has attained. (b) demonstrate responsibility for designing and implementing complete project (c) perform communication competencies in a real world setting, involving real people, and a real organization (d) perform a task useful to the student.

Communication Science Program Competencies

Students enrolled in the Communication Science Program are expected to achieve the following core competencies:

Undergraduate The student will be able to:

1. Theory: Apply appropriate theories to the analysis of a communication transaction in a situation.

2. Research/Evaluation/Selection: Perform research and/or an evaluation/selection study.

3. Design: Design a communication resource which transmits a message through people, and/or materials, devices, techniques in a specific setting.

4. Production: Produce a communication resource which transmits messages, through people and/or materials, devices, techniques in a specific setting.

5. Logistics: Provide storage and making avilable communication resources to specific recipients.

6. Utilization: Use communication procedures to form a transaction between resources and recipients in a specific setting.

7. Dissemination: Communicate about communications between resources and recipients in a specific setting.

8. Organization Management: Determine, modify or execute the objectives, philosophy, policy, structure, budget, liason and administrative procedures of an organization performing one or more of the functions in generating communication transactions.

9. Personal Communication and Management: Interacting with and/or supervising the people who develop the communication resources used in communication transactions.

Graduate The student will be able to:

1. Theory: Apply appropriate theories to the analysis of a communication transaction in a situation.

2. Research/Evaluation/Selection: Perform research and/or an evaluation/ selection study.

3. Design: Design a communication resource which transmits a message through people, and/or materials devices, techniques in a specific setting.

4. Production: Produce a communication resource which transmits messages, through people and/or materials, devices, techniques in a specific setting.

5. Logistics: Store and make avilable communication resources to specific recipients.

6. Utilization: Use communication procedures to form a transaction between resources and recipients in a specific setting.

7. Communiate about communications between resources and recipients in a specific setting.

8. Organization Management: Determine, modify or execute the objectives, philosophy, policy, structure, budget, liason and administrative procedures of an organization performing one or more of the functions in generating communication transactions.

9. Personal Communication and Management: Interacting with and/or supervising the people who develop the communication resources used in communication transactions.

10. Graduate Competency: Operate at an advanced level of synthesizing, or devising a specific theory to fit a problem and suggest a solutiion. (b) Determine the output, standards, input, tools, people and equipment needed. (c) Design the procedures, transactions, feedback loops, and method of documenting the effectiveness of the work.

Area of Emphasis: Interpersonal Communication

The Interpersonal Communication Area of Emphasis deals with face-to-face communication transactions. The major goal of this area is to help students develop their interpersonal communication skills and discover ways to use those skills more effectively. You may be familiar with people who teach communication, facilitate groups for therapeutic or training purposes, or perhaps work as 'troubleshooter' in a managerial position. Each one effectively listens and provides ideas in a way that is accepted by other people and demonstrates competencies in interpersonal communication.

The field of study has been divided into four specific concentrations: (1) Intercultural Communication (2) Leisure Systems, (3) Organizational Communication and (4) Therapeutic Communication. All students are expected to complete the competencies in theory, research/ evaluation/selection, personal communication and management. All graduate students must complete the graduate competency within the concentration.

Interpersonal Communication Competencies

Undergraduate The Student will be able to:

1. *Theory: Apply one or more theories to analyze interpersonal communication transactions in an interpersonal setting. *(Fundamental Concepts Human Communication; Introduction to Intercultural Communication; Interpersonal Athletic Communication Processes)*

2. *Research/Evaluation/Selection: Perform a research and/or evaluation study which analyzes the effectiveness of communication transactions in an interpersonal setting. *(Communication Research: Intercultural Variables in Communication Research Theory & Analysis of Communication Content)*

3. Design: Design a communication resource which transmits a message through people and/or materials, devices, techniques in an interpersonal setting. *(Communication Aesthetic Values Through Sport; Therapeutic Communication Culture and the Classroom Teacher)*

4. Production: Produce a communication resource which transmits messages through people and/or materials, devices, techniques in an interpersonal setting. *(Regenerative Recreation; Culture & Message Development)*

5. Logistics: Store and make available communication resources to recipients. *(Community Communications Systems; Counter Stress Alternatives for Adults; Information Sources)*

6. Utilization: Develop effective interpersonal communication skills and use these to form satisfying communication transactions between participants in a specific setting. *(Introduction to Socio & Psychodrama; Toward Quality Group Decisions)*

7. Dissemination: Use communication procedures to facilitate learning about communication in an interpersonal setting. *(Communication Innovations; Advertising Strategy and Consumer Behavior)*

8. Organization Management: Determine, modify, and/ or execute the objectives, philosophy, policy, structure, budget, interal and external relationships, and administrative procedures of an organization. *(Managing Communication Systems; Comples Organizations)*

9. *Personal Communication and Management: Examine interpersonal communication processes, interact and/ or supervise participants in communication transactions. *(Laboratory in Interpersonal Growth; Laboratory in Personal Growth; Culture & Stress)*

10. *Graduate Graduate students will complete a professional project which they design. Students will: (a) Select synthesize, or devise a specific theory to fit a problem and suggest a solution. (b) Determine the output, standards, input, tools, people and equipment needed. (c) Design the procedures, transactions feedback loops, and method of documenting the effectiveness of the work. *(Practicum in Therapeutic Communication: Independent Study)*

*Required

Concentration: Intercultural Communication

Intercultural Communication focuses on the dynamics of interpersonnal and media communication among people with different cultural backgrounds.

The knowledge and skill in intercultural communication has been actively used in urban education and public organizations, overseas personal training programs, multinational businesses, and international development agencies. It is an approach toward a greater understanding of self and one's own cultural milieu, with an expanded perspective on people of other cultures.

Students of Intercultural Communication are expected to achieve the theory and research/evaluation/selection competencies and at least one other concentration. All graduate students must complte a graduate project.

Intercultural Communication Competencies

Undergraduate The student will be able to:

1. *Theory: Apply one or more theories to analyze intercultural communication transactions in different cultural settings. *(Intro To Intercultural Communication)*

2. *Research/evaluation/selection: Perform a research and/or evaluation study which analyzes the elements involved in an intercultural communication setting. *(Intercultural Variables In Communication Research)*

3. Design: Designing a communication resource which transmits a message effectively to people with different cultural backgrounds. *(Culture and The Classroom Teachers)*

4. Production: Producing a communication resource which transmits messages to people with different cultural backgrounds. *(Culture and Message Development)*

5. Logistics: Storing and making available intercultural communication resources within or across cultures. *(Information Sources)*

6. Utilization: Developing and using effective communication skills in specific intercultural settings. *(Culture and Communication Processes)*

7. Dissemination: Developing effective communication procedures to disseminate intercultural communication resources. *(Communication of Innovations)*

8. Organization management: Analyzing the objectives, philosophy, policy, structure budget, and intra- and inter-organizational relationships of international or multi-national organizations. *(Intercultural Communication and Organizations)*

9. Personal communication and management: Examining the communication structure and processes among the people within as well as across the international or multi-national organizations. *(Culture and Stress or Lab in Interpersonal Growth)*

10. **Graduate** Operate at an advanced level of responsibility by: (a) Use theory by selecting, synthesizing, or devising a specific theory to fit a problem and suggest a solution. (b) Determine the output, standards, input, tools, people and equipment needed. (c) Design the procedures, transactions, feedback loops, and method of documenting the effectiveness of the work. *(Independent Study)*

*Required

Concentration: Leisure Systems

Leisure systems is a concentration within the Interpersonal Communication Area of Emphasis which prepares students to funcation as: Athletic coach, recreation director, playground counselor, play therapists, etc. The human communication skills and knowledge applied by people working in these leisure settings can be enlarged to include such topics as: Sport Science, Athletic Theory, Recreative play, Stress Reduction, Tourism, and Leisure Theory. Leisure Systems leads to a practical ability to use the creative processes of play, sport or travel to obtain independence from the social pressures of the urban environment. Students must include the theory, research/evaluation/selection, and personal communication management competencies and at least one other concentration. All graduate students must complete the graduate competency.

Leisure Systems Competencies

Undergraduate The student will be able to:

1. *Theory: Apply communication theories to analyze a human communication transaction in leisure system. *(Interpersonal Athletic Communication Processes)*

2. *Research/evaluation/selection: Perform research and/or evaluation study which analyzes the effectiveness of communication transactions in a leisure setting. *(Communication Research)*

3. Design: Design a communication transaction which transmits messages to people in a specific leisure setting. *Communication Aesthetic Values Through Sport)*

4. Production: Produce communication transactions which transmits messages to people by materials, devices, techniques in a leisure setting. *(Regenerative Recreation)*

5. Logistics: Store and make available communication resources to people within or between leisure settings. *(Information Sources)*

6. Utilization: Use communication procedures to form communication transactions between recipients and communication resources in a leisure setting. *(Counter Stress Alternatives For Adults)*

7. Dissemination: Communicate about communication between recipients and communication resources across work and leisure settings. *(Work and Leisure)*

8. Organization Management: Determining, modifying, or executing the objectives, philosophy, policy, structure, budget, internal and external relationships, and administrative procedures of an organization performing one or several of the functions in generating communication transactions in a leisure setting. *(Complex Organizations)*

9. *Personal communication and management: Interacting with and/or supervising the people who develop the communication resources used in communication transactions across cultures and leisure systems. *(Interpersonal Stress and Physical Performance)*

Graduate The student will be able to:

10. Operate at an advanced level of responsibility by: (a) Use theory by selecting, synthesizing, or devising a specific theory to fit a problem and suggest a solution. (b) Determine the output, standards, input, tools, people and equipment needed. (c) Design the procedures, transactions, feedback loops, and method of documenting the effectiveness of the work. *(Independent Study)*

*Required

Concentration: Organizational Communication

Organizational Communication is concerned with linkages among people who constitute groups and institutions. Graduates have such jobs as manager, director, supervisor,

administrative aide, consultant, evaluator, etc. All students must include the theory research/evaluation/selection, and personal communication/management competencies and select two additional competencies. Graduate students must complete these and select three competencies related to their graduate competency.

Organizational Communication Competencies

Undergraduate The student will be able to

1. *Theory: Applying at least three theories to analyze a communication transaction in a variety of organizations. (Fundamental Concepts in Human Communication and Applied Approaches to Human Communication)

2. *Research/Evaluation/Selection: Performing a research study which analyzes the effectiveness of communication transactions in an organizational environment. (Communication Research and Theory and Analysis of Communication Content)

3. Design: Designing a communication network which transmits messages through people and/or materials, devices, techniques in a specific organization. (Instructional Development: Design or Media in Organization)

4. Production: Producing which transmits messages through people and/or materials, devices, techniques in a specific organization. (Advertising Strategies and Consumer Behavior)

5. Logistics: Storing and making available communication resources to members of an organization. (Information Sources)

6. Utilization: Using communication procedures to facilitate a network of communication transactions between people in an organization and group. (Toward Quality Group Discussion or Semantics and Communication)

7. Dissemination: Using communication procedures about communication codes, channels, messages and effects between recipients and communication resources in a specific organization and/or its enviroment. (Advertising as Communication)

8. Organization Management: Determining, modifying, or executing the objectives, philosophy, policy, structure, budget, internal and external relationships and administrative procedures of an organization performing one or several of the functions in generating communication transactions. (Managing Communication Systems)

9. *Personal Communication and Management: Exploring intrapersonal communication process examining their relationship to interpersonal relationships, and interacting with to supervise the people who participate in communication transactions with an organization. (Lab in Personal Growth and Cultural Aspects of Mental Health)

*Graduate The student will be able to:

10. Operate at an advanced level of responsibility by: (a) Use theory by selecting, synthesizing, or devising a specific theory to fit a problem and suggest a solution. (b) Determine the output, standards, input, tools, people and equipment needed. (c) Design the procedures, transactions, feedback loops, and method of documenting the effectiveness of the work. (Independent Study)

*Required

Concentration: Therapeutic Communication

Therapeutic Communication teaches the careful, sensitive and effective use of communication to improve the quality of interpersonal and group interactions. Students must complete the theory, research/evaluation/selection, and personal communication/management competencies. Other competencies may be chosen from other concentrations as well. Graduate students must complete the graduate competency.

Therapeutic Communication Competencies

Undergraduate

1. *Theory: Applying one or more theories to analyze an interpersonal communication transaction in a setting. (Human Values and Fundamental Concepts in Human Communication)

2. *Research/Evaluation/Selection: Performing a research and/or evaluation study which analyzes the effectiveness of interpersonal communication transactions in an interpersonal and/or therapeutic setting. (Theory and Analysis of Communication Content)

3. Design: Designing a communication resource which transmits a message through people and/or materials, devices, techniques in an interpersonal and/or therapeutic setting. (Therapeutic Communication)

4. Production: Producing a communication resource which transmits messages through people and/or materials, devices, techniques in an interpersonal and/or therapeutic setting. (Advertising Strategy)

5. Logistics: Storing and making available communication resources to recipients. (Complex Organizations)

6. Utilization: Skill development and develop effective interpersonal and/or therapeutic communication skills and use these to form satisfying communication transactions between participants in an interpersonal and/or therapeutic setting. (Communication and Human Sexuality)

7. Dissemination: Using communication procedures about communications (meta communications) between recipients and communication resources in an interpersonal and/or therapeutic setting. (Advertising as Communication)

8. Organization Management: Determining, modifying, or executing the objectives, philosophy, policy, structure, budget, internal and external relationships, and administrative procedures of an organization performing one or several of the functions in generating communication transactions. *(Managing Communication Systems)*

9. *Personal Communication and Management: Exploring intrapersonal communication processes, examining their relationship to interpersonal relationship, and interacting with and/or supervising the people who participate in communication transactions. *(Lab in Personal Growth and Lab in Interpersonal Growth)*

Graduate The student will be able to:

10. Operate at an advanced level of responsibility by: (a) Use theory by selecting, synthesizing, or devising a specific theory to fit a problem and suggest a solution. (b) Determine the output, standards, input, tools, people and equipment needed. (c) Design the procedures, transactions, feedback loops, and method of documenting the effectiveness of the work. *(Practicum in Therapeutic Communication or Independent Study)*

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*Required

Area of Emphasis: Educational Technology

Educational technology is the new name for the field generally known as educational media, or instructional communications.

It is also a *new field,* with a much broader scope of activities, tools and approaches.

The "Domain of Educational Technology," is a model which indicates the broad range of functions and resources in educational technology:

Educational Management Functions	Educational Development Functions	Learning Resources	
Organization Management	Research-Theory Design Production	Message People Materials	
Personnel Management	Evaluation-Selection Logistics Utilization (Utilization/ Dissemination)	Devices Techniques Settings	Learner

Educational Technology Competencies

The specific competencies for the Educational Technology Area of Emphasis are listed below. Following each competency is a *sample* list of learning modules which can be taken to gain that competency. More detailed breakdowns of the competency statements, and a complete list

of learning modules, appears in the "Educational Technology Advising Guidelines" available from your advisor.

Undergraduate The student will be able to:

1. Theory: Apply appropriate theories to analyze communication in a learning situation. *(Theories of Educational Technology; and (optional) Fundamental Concepts of Human Communication; Media: Intro. to Mass Comm.; Cognitive Psych. Applied to Instruction; Applied Approaches to Human Comm.; Culture and Comm. Process; Impact of Cybernetics; Intro. to Intercultural Comm.; Culture, Com., and the Classroom Teacher; Child Development; Prins. of Behavior Change)*

2. Research/Evaluation/Selection: Perform a research and/or evaluation/selection study which analyzes the effectiveness of a learning resource. *(Evaluation of Materials for the Classroom; Prod., Imp., Eval. in ID.; Formative and Summative Evaluation; Communication Research; Research Methodology in HLD; Intercultural Variables in Interpersonal Research; Interpersonal Variables in Research)*

3. Design: Design a learning resource which transmits a message through people and/or materials; devices, techniques in a specific setting. *(Instructional Development: Design; Programmed Instructional Materials; Curriculum Development, Culture and Message Development)*

4. Production: Produce a learning resource which transmits messages through people and/or materials, devices, techniques in a specific setting. *(Prod., Imp., Eval in I.D.; TV for Teachers; TV & Its Use in the Community; Prod. Instructional Multi-Image Pres.; Computers in Education; Programmed Instructional Materials; Photo for Instructional Support, TV Production; TV Directing; TV: Color Production; Media: Writing for Film and TV; Media: Super 8 mm Film; Media: Animation)*

5. Logistics: Store and make available learning resources to learners. *(Ed. Tech. Administration Workshop; AV Materials in Libraries, Administration of Services in Libraries; Information Sources, Literature for Children; Organization of Library Materials; Selection of Library Materials)*

6. Utilization: Use communication procedures to facilitate learning between learners and learning resources in a specific setting. *(Classroom Use of Instructional Materials; Prod., Imp., Eval. in ID.; Lab in Humanistic Teaching Skills; Alternative Learning Environments)*

7. Dissemination: Use communication procedures to facilitate learning *about educational technology* between learners and resources in a specific setting. *(Advertising as Communication; Advertising Strategy and Consumer Behavior; Communication of Innovations)*

8. Organization Management: Determine, modify, or executive the objectives, philosophy, policy, structure, budget, internal and external relationships, and administrative procedures of an organization performing

one or several of the functions of educational technology. *(Management of I.D.; Complex Organizations; Managing Comm. Systems; Chicago Media Lab)*

9. Personal and Communication Management: Interact with, and supervise, the people who develop the learning resources used in educational technology. *(Management of ID; Communication Sensitivity, Lab in Personal Growth; Lab in Interpersonal Growth; Toward Quality Group Decisions; Lab in Personal Power and Self-Management; Lab in Basic Human Relations)*

Graduate The student will be able to:

10. Operate at an advanced level of responsibility by: (a) Use theory by selecting, synthesizing, or devising a specific theory to fit a problem and suggest a solution. (b) Determine the output, standards, input, tools, people and equipment needed. (c) Design the procedures, transactions, feedback loops, and method of documenting the effectiveness of the work. *(Practicum in Ed. Tech.)*

Areas of Concentration

Jobs available in the field of educational technology are: audiovisual coordinator, graphic artist, instructional television producer, instructional developer, media specialist, instructional film producer, etc.

All jobs may be grouped into three areas of concentration within the educational technology Area of Emphasis: Instructional Developer, Media Producer, Media Manager.

The "media manager" concentration meets the State of Illinois certificate requirements for Media Specialist or Media Professional for teachers working in public schools. (GSU does not plan to offer a program leading to a Master of Library Science degree).

Selecting Competencies for Your Concentration

Each concentration requires different competencies, based on job skills and the certification requirements for that concentration. In addition, a special competency is required of Graduate students. Details on required and optional competencies for each concentration appear in the educational technology advising guidelines available from your advisor.

Human Relations Services Program (Major)

Areas of Emphasis (Options)

School Counseling (G)
School Psychology (G)

Human Relations Services is a graduate program which prepares professionals for a variety of settings. Counseling, therapy, human relations, and group work competencies enable students to understand behavior and attitudes and to assist people. School counseling, school psychology, community college counseling, general agency or institutional work, community psychology, family therapy, corrections and social welfare are possible employment areas.

The Human Relations Services Program provides the core of skills and knowledge demanded of pupil personnel workers and human relations services professionals. A special focus of the program is the disadvantaged school and community setting.

The program requires observation, practice and small group interactions as well as extensive field work, human relations laboratory experiences and intercollegial Learning Modules. The instructional program requires competencies which focus on counseling process.

Human Relations Services Program Competencies

Graduate The Student Will Be Able to:

1. Choose appropriate research design, statistics and measurement techniques for a research project.
2. Use skills such as listening and feed-back in a small group context.
3. Describe the major counseling theories and develop a personal theory of counseling.
4. Establish and maintain counseling relationships in a one-to-one setting.
5. Describe the ethical issues in the counseling, psychology and social work fields.

Area of Emphasis: School Counseling

School Counseling competencies include career education, consultation, family counseling, group procedures, testing and urban dynamics and culminate in a supervised practicum. Graduate students are able to complete competencies in two years of part-time evening attendance with the exception of the supervised practicum.

The practicum must be done during regular public school hours and requires a minimum of one day per week in the Human Relations Services off-campus center for 16 weeks. The student must have a valid Illinois teaching certificate. The State Board of Certification will certify teach-

ers as school counselors for the grade levels of teacher certification upon completion of the program.

School Counseling Competencies

Graduate The student will be able to:

1. Interpret the goals and purposes of behavior in adult-child realtionships and develop appropriate reorientation procedures. *(Behavior Problems)*
2. Describe and diagnose patterns of child development and relate these concepts to the family milieu. *(Family and Child)*
3. Co-lead a process-oriented parent group and provide an accurate critique of the process and content. *(Parent Study Group Leadership)*
4. Increase communication, resolve conflict and develop patterns of social change in the consultant role. *(Change through Consultation)*
5. Describe and apply basic human growth and development concepts. *(Child Development)*
6. Compare and contrast basic group counseling theories and demonstrate the basic technique of each. *(Child Development)*
7. Describe, analyze and work within the urban community. *(Urban Dynamics)*
8. Design a testing program, select, administer, interpret and apply results in accordance with basic test and measurement concepts. *(Human Appraisal)*
9. Identify and describe career development theories and practices. *(Career Development)*
10. Develop a plan integrating basic principles and techniques of the basic guidance services, counseling, school psychology, etc. into an overall plan for pupil personnel services. *(Principles, Techniques and Administration of Pupil Personnel Services)*
11. Apply skills and knowledge of the core and area of emphasis competencies in a supervised practicum center in the school setting. *(Supervised Practicum)*

AREA OF EMPHASIS: SCHOOL PSYCHOLOGY

The School Psychology competencies include all those previously listed for School Counseling and additional competencies in theories of the development of intelligence, diagnostic techniques and case study procedures, individual intelligence testing, personality assessment and identification of organic brain damage.

The extensive nature of the program typically requires a minimum of 2½ years of part-time study. The School Psychology program meets state certification requirements.

School Psychology Competencies

The student will be able to:

1. Apply theory, techniques, test selection and interpretation in diagnostic procedures applicable to the school setting. *(Diagnostic Techniques in School Psychology)*

2. Administer, score and interpret the Wechsler scales, Binet and other comparative instruments used in individual psychological assessment. *(Practicum in Individual Assessment I: Intelligence)*

3. Administer, score and interpret individual and group personality assessment instruments. *(Practicum in Individual Assessment II: Personality)*

4. Administer, score and interpret tests of brain function. *(Human Neuropsychology)*

CONCENTRATION IN GENERAL COUNSELING

The special curriculum is designed for students desiring concentration in Human Relations Services that focuses on counseling and counseling related work in community mental health, community psychology, corrections, general agencies and community work, social welfare and youth agencies.

Students may achieve competencies in this area which enable them to 1) utilize the ideological basis for human service systems; 2) develop, implement and evaluate human service systems in terms of real community needs; and 3) make human service systems responsive to consumers. Each learning module has both didactic and experiential

components. Students learn to conceptualize organizational aspects of human service systems. The culminating activity of the curriculum integrates the academic and personal experiences of the individual in a field practicum in a humanistic service system.

General Counseling Concentration Competencies

Graduate In addition to the HRS program competencies, the student will be able to:

1. Evaluate human service programs and select, administer and interpret human appraisal instruments. *(Evaluation of Human Services)*

2. Identify the roles, functions, and dynamics among group leaders and group participants, and describe strategies for intervention. *(Group Counseling)*

3. Describe the impact of the organizational and administrative structure of a human service system upon the population it intends to serve, and the range and quality of service it offers. *(Human Service Systems)*

4. Develop and implement a strategy for changing some aspects of a human service system. *(Human Systems Change)*

5. Identify normative issues at specific stages of development with attention to cultural and subcultural differences. *(Research in Adolescence and Sex Roles)*

6. Develop a high level of skills using peer and supervisor feedback while working satisfactorily with a human service agency staff. *(Supervised Field Practicum, Human Relations Services)*

A Masters Degree in Human Relations Services requires a minimum of 38 units of credit.
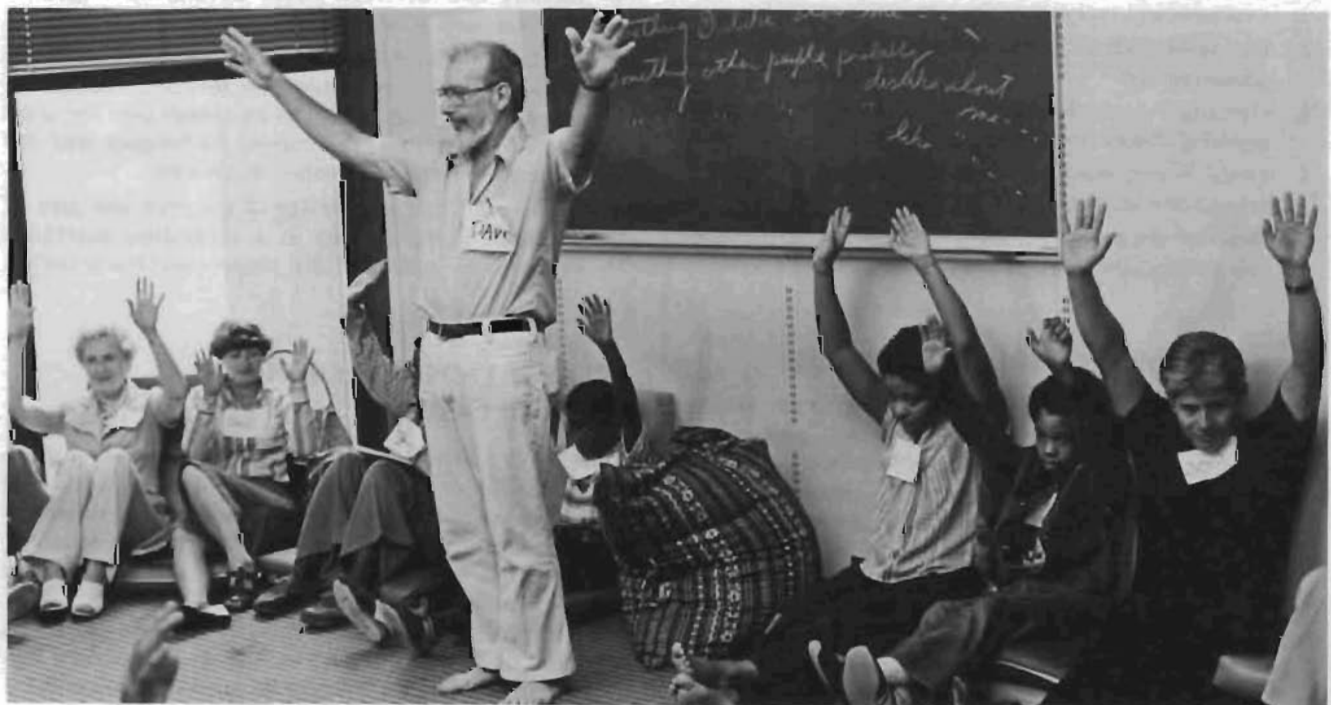
Human Services Program (Major)

Areas of Emphasis (Options)

Human Justice **(U)**
Social Work **(U)**
Special Education **(U)**

Human Services is an undergraduate program which prepares the student to work in a variety of human service delivery settings.

The program is for students who wish careers in human justice, social work, and special education and care for those with mental, physical, and/or emotional handicaps, etc.

The program provides classroom, self-instructional, and real life experiences in the development of knowledge about 1) human development, 2) social problems as they relate to individuals, groups and larger communities in the society, and 3) the intervention strategies utilized by human service delivery systems to help people and to work toward positive social change.

Human Services Program Competencies

1. Interpret and evaluate theoretical and applied research studies in Human Services.

2. Calculate and Interpret Basic Descriptive and Inferential Statistics.

3. Identify evaluation models and processes and their implications for service delivery..

4. Describe learning, motivation, and personality theories.

5. Analyze the characteristics, forces, and institutions of specific communities.

6. Identify historical approaches and current patterns of human service delivery systems.

7. Identify principles of human service delivery system which meet the needs of the consumer as determined by the consumer.

8. Design an alternative program for human service delivery which is based upon concern for human dignity.

9. Identify, evaluate, and apply change models to human services.

10. Conduct and interpret results of a program analysis of service systems.

11. Identify, describe and facilitate the dynamics of the group process.

12. Facilitate interpersonal relationships in a one-to-one relationship with emphasis on relations with different ethnic groups and handicapped populations.

13. Identify and evaluate the impact of family attitudes on the individual.

14. Identify the impact of personal attitudes and values on human service delivery systems.

15. Identify relevant ethical and legal issues and principles related to the delivery of human services.

Area of Emphasis: Human Justice

The Human Justice area of Emphasis prepares Human Service workers for careers dealing with social problems in general and the criminal justice system in particular. While covering the traditional aspects of the criminal justice system, e.g., the courts, corrections, and law enforcement, the Human Justice Area of Emphasis includes sociological and anthropological as well as social psychological perspectives on the subcultures in which individuals are studied and helped. The student is expected to assume some responsibility for individuals in a living-learning setting in one or more public agencies, organizations, or institutions.

A mastery of the essential core of Human Service Delivery Systems and Human Justice theory is essential. The Human Justice Area of Emphasis presents justice as a dimension of the broader human area and prepares the student for a number of different fields they have as their function, the delivery of JUSTICE, e.g., Corrections; Courts Management; Environmental Control; Consumer Protection; and Law Enforcement.

Human Justice Core Competencies

Undergraduate The student will be able to:

1. Describe the social, cultural, behavioral, political and economic causative factors in the development of crime. *(Theories of Criminology)*

2. Describe the role of the legislature as policy maker in criminalizing conduct and the limits of the criminal sanction. *(Human Justice: Current Issues)*

3. Describe the role of the policeman as a maintainer of order, protector of individual rights, enforcer, provider of non-criminal service, and social worker. *(Law Enforcement in the Ghetto)*

4. Describe inter-relationships among the prosecutorial and judicial system and other criminal justice agencies. *(Human Justice: Societal Pressures)*

5. Appraise correctional methods utilized in the U.S. and the other countries. *(Women in Prison)*

6. Describe innovative techniques developed for corrections. *(New Dimensions in Corrections)*

7. Describe ways of initiating and implementing meaningful change within the criminal justice system. *(Human Justice: Current Issues)*

The Human Justice Area of Emphasis provides a multiplicity of Learning Modules designed to more ade-

quately prepare the student for a career in the human justice field.

All students selecting the Human Justice Area of Emphasis are required to complete the following modules prior to the termination of their second Trimester of residency:

1. *Program Design and Change in Human Services*
2. *Generic Human Services*
3. *Human Justice-Societal Pressures*

Area of Emphasis: Social Work

Social Work is concerned with all human social problems and is involved in the delivery of human services. Professionals intervene to aid normal developmental and growth processes. Thus, social work intervention is concerned with the handicapped, the delinquent, the school system, the family seeking to adopt, the minority community seeking self-determination, and many other individuals, groups and systems attempting to resolve descrepancies in their social existence or to achieve goals.

The breadth of the social work profession requires that the professional workers develop skill and knowledge in a wide range of content areas combined with a set of values which emphasize human dignity.

The Council on Social Work Education requires a minimum of 300 hours of supervised practicum prior to the awarding to a Bachelor's degree. The practicum may be taken on a full time basis during an 8 week Block, half-time during a 16 week Trimester, or part-time over a longer period to meet the 300 hours requirement. Total credit for the practicum will be 8 units.

Social Work Competencies

These competencies provide the general framework to social work practice in all settings.

Undergraduate The student will be able to:

1. Analyze the social work practice areas of casework, group work, community organization, social policy and planning, research supervision, administration. *(Fields of Welfare Services; Community Organization; Group Process)*
2. Evaluate and improve Social Work Systems using system theory. *(Human Service Delivery Teams; Community Organization; Human Service Systems)*
3. Analyze the philosophical issues affecting the development, organization, and delivery of social work services. *(Social Work with Devalued Populations; Social Services to Children; Racism: Individual & Institutional)*
4. Analyze the various social, legal, and ethical issues related to social work practice. *(Fields, Social Services to Children; Ethics and Issues in Human Services; Administration and Supervision in Human Services)*
5. Analyze and describe how existing Human Service systems can be changed so that consumers of human services receive maximum benefit. *(Social Policy;*

Quality of Life Human Service Theories; Social Policy and Urban Planning)

6. Describe concepts of human development, individual variance, and psychological and sociological functioning. *(Abnormal Psychology; Early Childhood Assessment; Theories of Counseling and Psychotherapy; Racism: Individual and Institutional)*
7. Use effective personal, interpersonal and group relationship and communication skills with consumers of social work services and professionals. *(Black/White Society and Human Service Delivery Teams; Communication Sensitivity)*
8. Design intervention strategies for consumers of social work services. *(Human Service Delivery Teams; Theories of Counseling and Psychotherapy; Family Counseling; Social Service to Individuals)*
9. Design a model human service program. *(Ideology and Evaluation in Human Services; Program Design and Change in Human Services; Social Policy and Urban Planning)*
10. Design administration and supervision strategies for social work systems. *(Administration and Supervision in Human Services)*

Area of Emphasis: Special Education

This Area of Emphasis provides the learner with an opportunity to focus on theoretical knowledge and practical skills for delivery of intellectual, physical, psychological, or sociological services to individuals with special needs including mental retardation and related dysfunctions. These special needs apply to infants, children, adolescents, adults and the elderly.

This area has been designed to offer a B.A. degree in Human Services with a specialization in life-span management including special educational programming for children and adults with moderate to severe mental retardation. Emphasis is on the development of philosophical assumptions, theoretical positions, and practical skills to prepare students to clearly articulate and apply the principles of normalization and comprehensive approaches to life-span management with development of high ethical standards in dealing with human vicissitudes.

The Bachelor of Arts degree program in Human Services with an Emphasis in Special Education prepares students for employment and/or continuation of professional training in the educational, mental health, or vocational settings and related community systems.

Special Education Competencies

Undergraduate The student will be able to:

1. Analyze specific human service programs which provide services for the needs of exceptional children, adolescents, and adults in educational, residential, vocational, and community settings. *(Generic Human Services; Human Service Systems)*

2. Describe historical and contemporary philosophical, legal and ethical issues dealing with the delivery of human services to exceptional individuals. *(Normalization Ideology & Evaluation in Human Services; Public Policy and Education of Exceptional Children)*

3. Analyze the characteristics, forces, and institutions in the community affecting the delivery of human services to individuals with special needs. *(Residential Alternative in Human Services; Advocacy in Human Services)*

4. Describe concepts of human development. Individual variance, and physiological, psychological and sociological functioning. *(Early Childhood Development Disabilities — Birth Through Age 3)*

5. Describe and analyze theoretical explanations of mental retardation and relate to such issues as causation, intervention, and prevention. *(Survey of Exceptional Children & Programs; Psychology of Mental Retardation)*

6. Use individual and group appraisal techniques for non-normative evaluation and apply to education programs for individuals with special needs. *(Assessment of Individuals with Special Needs)*

7. Design humanistic intervention strategies in individualized programs for exceptional individuals which will maximize human growth and independence. *(Fields of Behavior Modification Therapy; Principle of Behavior Therapy & Change; Behavior Problems)*

8. Design competency based instructional strategies which will maximize self-determination and self-sufficiency of the exceptional individual. *(Instructional Procedure II, Survey of Methodology in Special Education)*

9. Design individualized life plan management programs to maximize the exceptional individuals' potential, normative development and integration to the community. *(Childhood and/or Adulthood; Life Plan Management in Human Service)*

Urban Teacher Education Program (Major)

Area of Emphasis (Option)

Elementary Urban Teacher Education **(U, G)**
Bilingual/Bicultural Education**(U)**

Urban Teacher Education Program serves the urban and suburban schools and school districts within the GSU area. The Urban Teacher Education program prepares elementary teachers for existing and changing conditions of all schools. Special focus is given to the impact of discrimination, unemployment, poverty, and other negative forces affecting the lives of children. The underlying philosophy of the program is humanistic, individualized teaching and learning.

Undergraduate

The undergraduate program is approved by the State of Illinois to recommend awarding the K-9 elementary teaching certificate and the BA degree to students who achieve program competencies. The competencies cover both knowledge and performance skills in professional education and in subject-matter fields: aesthetic inquiry; reading; mathematics; science; social studies; health and physical education; humanistic classroom teaching and administration; education in society, community, and school.

Modules are designed to facilitate the integration of content and teaching skills in a field-centered context: children, the school and the community became integral parts of the educational process. The culminating experience for each student is the practicum in classroom teaching.

Graduate

The graduate program is for the student who wishes to improve his/her teaching skills.

The program contains six core-competency areas and an area of concentration. Core areas are competency-based teaching, urban teaching-learning environments, advanced psychology/learning theories, communications/human relations, curriculum, and urban studies. Specific competencies are identified which all students must demonstrate in the first two core areas; in all other areas, students are required to develop their own competency objectives.

Concentrations include language and reading, science education, special education, library science, minorities/social studies, mathematics education, early childhood education, educational technology, and bilingual-bicultural education. The student will write individualized competency objectives for the selected concentration.

Graduate students who are not employed in a classroom situation must arrange observation and participation opportunities to develop and demonstrate necessary classroom skills and knowledge.

The required competencies, together with those developed by the individual student and advisor, become the Student Study Plan. This will include intended learning modules for achievement of the student's objectives.

Urban Teacher Education Program Competencies

Undergraduate The student will be able to:

1. Recognize, describe and utilize characteristic ways in which children develop art and music concepts at different age and grade levels. *(Teaching Elementary Music; Aesthetic Education; Psychology of Art in Education)*

2. Select and use appropriate materials and techniques to develop a problem-solving approach to creative expression in children. *(Aesthetic Education; Psychology of Art in Education)*

3. Use speaking and writing skills, including the use of standard English, in order to serve as a model for children. *(Language Concerns of Classroom Teachers)*

4. Plan and implement reading instruction using basal reader, language experience, and individualized organizational strategies. *(Language Concerns of Classroom Teachers; Reading Instruction in School Settings)*

5. Identify and utilize appropriate instruments to implement diagnostic-prescriptive procedures in reading instruction. *(Reading Instruction in School Settings)*

6. Perform basic mathematical operations in integer and rational number systems. Use concrete, manipulative teaching aids as embodiments of all the major concepts and processes in the elementary mathematics curriculum. *(Math in the Elementary School)*

7. Identify and select conceptual frameworks and topics for investigations appropriate to the experience, development, and immediate environment of urban elementary school children. *(Teaching Elementary School Sciences)*

8. Identify and describe the general objectives for elementary social studies developed by the National Council for the Social Studies. Select, evaluate, and implement strategies for teaching social studies in the urban elementary school. *(Social Studies Strategies)*

9. Design experiences to familiarize children with principles of nutrition; safety and health education; life processes, including reproduction, birth, maturation, and death; and the use of drugs and other depressants and stimulants. *(Health Concerns of Classroom Teachers)*

10. Develop a plan of recreational activities which assist children in establishing a problem-solving approach to the concepts of body use, space, and quality of movement as related to predetermined individual

goals. *(Physical and Recreational Activities for Elementary Schools)*

11. Construct competency-based units of instruction within a content area. *(Module Development for Competency-Based Teaching)*

12. Design and conduct humanistic training events for use in schools for teaching children self-awareness and interpersonal skills. *(Humanistic Teaching Skills Lab)*

13. Analyze and evaluate alternative organizational and curricular systems and alternative procedures and practices. Apply a variety of teaching strategies to individualize instruction in different subject-matter areas for children with varied learning and life styles. *(Individualization, Practicum in Classroom Teaching)*

14. Develop a plan for alternative methods of organizing classrooms. *(Urban Elementary School: Structure and Context)*

15. Analyze human growth and development, including the effects of pre-natal health and other bio-cultural factors which influence the early development of children in cognitive, affective, and psychomotor domains. *(Learning Processes: Children and Adolescences)*

16. Analyze the impact of European influences on the growth and development of American public schools. Describe and discuss trends in teaching in pre-twentieth and contemporary urban public schools. Analyze theories and philosophies of education and to formulate a personal philosophy of education. Explain the implications of different philosophies for teaching children in urban schools. *(Social Foundations of Urban Education)*

17. Collect and evaluate family and community survey data and participate in community groups or agencies to aid in planning and delivering appropriate resources and services to young children and their families. *(Teacher-Community Relations; School-Community Relations)*

Graduate The student will be able to:

1. Write performance objectives, student contracts, and instructional modules for classroom teaching. *(Continuous Progress; Instructional Development: Design; Module Development for Competency-Based Teaching)*

2. Complete a study of a classroom problem, including specification of problem, study design, data, instrumentation, and results. *(Research Methodology in HLD: Interdisciplinary Research Methods; Research Methodology: Emphasis in Elementary Education; Research: Theory, Design and Implementation)*

3. Identify and describe in a school community: housing conditions, public aid, law enforcement, recreation facilities, and family structure, and their relation to classroom problems. *(Life Style in Urban Communities; Urban Dynamics; School-Community Relations)*

4. Identify and describe in an urban school: curricula, staffing, physical facilities, grade-level organization, and their relation to classroom problems. *(Alternative Learning Environments; Differentiated Staffing Plans and Team Teaching; Prekindergarten Curriculum and Instruction in Content Areas; Survey of Early Childhood Education Programs; Continuous Progress)*

Students will write competencies which they will achieve for the following four core areas:

a) learning theory, personality, perception, cognition, or experimental psychology;

b) intergroup, interpersonal, or intercultural relations;

c) development of subject-matter curricula for classroom or school, curriculum theory, or instructional theory/technology; and

d) community agencies, urban development, social institutions, or teacher-community relations. (Modules are selected to meet individualized competencies).

In the selected concentration, all students are expected to demonstrate general competencies: use pertinent concepts and technical vocabulary; discuss historical trends and/or current issues; utilize theoretical and research writings; develop, implement, and/or evaluate pertinent instructional or curricular materials.

Area of Emphasis: Bilingual-Bicultural Education

The Bilingual-Bicultural Education Area of Emphasis is designed for bilingual students who have completed two years of undergraduate work and wish to teach in an elementary bilingual program. Students are prepared in learning methods and techniques for non-English speaking and culturally different children. The culminating activity is student teaching in a bilingual classroom. Competencies and module offerings are designed as follows:

1. Undergraduate UTE Program competencies 1 to 17. as outlined above, with the substitution of some Learning Modules with a bilingual section.

2. Bilingual-Bicultural Education Area of Emphasis competencies as outlined below.

Upon successful achievement of Program and Area of Emphasis competencies, the students will be awarded a BA degree and a State K-9 elementary teaching certificate and will be qualified to teach either in a bilingual program or in a traditional monolingual program.

Bilingual-Bicultural Education Competencies

Undergraduate The student will be able to:

1. Analyze concepts and current issues that are related to bilingual-bicultural education in the areas of philosophy, history, psychology and cultural anthropology. *(Current Issues in Bilingual-Bicultural Education)*

2. Analyze, discuss and apply techniques and interpretation of second language acquisition and assessment. *(The Teaching of English as a Second Language)*

3. Develop the Spanish language skills of listening, speaking, reading, and writing for Spanish speaking children. Diagnose and remediate language interference in the first and second language. *(Spanish Language Arts Instruction)*

4. Plan and implement the use of reading activities and learning centers for a bilingual-bicultural classroom. *(Reading Strategies in the Bilingual Classroom)*

5. Identify the principles and objectives and demonstrate teaching of Social Studies, Science, and Math in a bilingual-bicultural classroom. Analyze, adapt, and apply methods, techniques; and culturally relevant materials. *(Teaching Social Studies, Science, and Math to Non-English Speaking Children; Social Studies Strategies Bilingual Section)*

Educational Administration and Supervision Program (Major)

Chicago State University, Governors State University and Northeastern Illinois University cooperatively offer a Master of Arts Degree program with a major in Educational Administration and Supervision. This program prepares students for positions as educational administrators and supervisors including school business officials.

The Administration and Supervision Preparation Program is designed to offer basic preparation for students interested in obtaining middle management level administrative and supervisory positions and to upgrade skills of people presently at work in such positions. The program will qualify students for such positions as chief school business official, elementary, middle school and secondary principal, assistant principal, curriculum coordinator, supervisor of instruction, director of special programs, department chairperson and others. Included are courses for upgrading the skills of practicing administrators and supervisors.

The program is designed to meet the needs of students already possessing a masters degree and for those who wish to acquire it. Individual programming will permit candidates to qualify in the State of Illinois for either the General Administrative endorsement, the General Supervisory endorsement or endorsement for Chief School Business Official. The program also meets the Chicago Board of Education course requirements for its administrative or supervisory positions and is particularly designed to prepare a person for the Principal's Examination, which is a requirement for the Principal's Certificate in the City of Chicago.

Master of Arts Degree Program

When a candidate has been admitted to the Master of Arts degree program he/she must elect one of the following three options: administration, supervision or school business official. Upon satisfactory completion of the degree program, the student will have met the requirements for obtaining the Illinois State certificate in his/her area of specialization as well as the Masters degree.

The program requires the completion of thirty-three (33) semester hours/units. The candidate must obtain at least three semester hours/units in each of five core areas to acquire fifteen of these semester hours/units. The core areas are: (1) administrative and organizational theory; (2) supervision of instruction; (3) human relations skills; (4) life styles and learning; and (5) school-community relations. Other requirements include competency in the area of educational research, 3-6 hours/units in a cognate area, 6 hours/units of practicum and the remainder in selected electives.

To assure the opportunity for students to take advantage of a variety of resources available at the three universities, one must complete at least 15 semester hours (but no more than 18) of work at Chicago State University, and the remaining 15-18 semester hours/units can be taken either at Governors State University or at Northeastern Illinois University or both. The required and elective courses will be offered at the different campuses to provide for student convenience. The degree will be issued by Chicago State University.

Eligibility and Admission

Requirements for eligibility for the Master of Arts Degree Program:

1. Bachelor degree from an accredited institution of higher learning.

2. Two years of verified full-time teaching experience in schools recognized by the Illinois Office of Education for admission to the Administration or Supervision concentrations and two years of verified school business management experience for the Chief School Business Official concentration.

3. G.P.A. of 3.0 (on a 4.0 scale) in the final 60 semester hours/units of undergraduate study. Students with a lower G.P.A. may be accepted conditionally. Students who have graduated from an undergraduate institution which does not give grades will be accepted unconditionally.

4. Written recommendations from two school officials. As much as nine semester hours/units of acceptable graduate credit may be transferred into this program.

Educational Administration and Supervision Competencies

Graduate The student will be able to:

Administrative and Organizational Theory for Educators.

1. Apply concepts and theories pertinent to individual, group, organizational, and community decision-making, and the relationship of such matters as basic research, action research, and technology to decision-making.

2. Use theories of one-way, two-person, small group, and organizational *communication*.

3. Apply theories of the dynamics of change to school settings and communities.

4. Analyze the bases of personnel satisfaction in an educational setting.

5. Describe organizational, financial, and legal bases of educational at local, state and federal levels.

Supervision of Instructional Systems

1. Develop curriculum.

2. Describe and apply techniques of supervision which lead to improved instruction.

3. Assess teacher effectiveness and evaluate instruction.

4. Apply relevant legal and ethical principles pertaining to the rights of students and the rights and responsibilities of teachers in school settings.

5. Prepare and administer an operating budget.

6. Describe the process of collective negotiations and labor relations and the effect upon personnel.

Human Relations Skills

1. Describe in a given setting the effects of interactive behavior among individuals and groups.

2. Give and receive feedback.

3. Try a new behavior.

4. Take a risk.

5. Make a process observation.

6. Venture a self-disclosure.

7. Express here-and-now feelings.

8. Learn to avoid mind reading.

9. Act in a group setting as leader, facilitator, initiator, evaluator, and inhibitor.

Life Styles and Learning

1. Identify relationships among life styles, learning processes, and teaching processes.

2. Utilize these to develop a responsible educational organization.

School-Community Relations

1. Analyze an existing school-community relationship.

2. Locate and utilize demographic information in relation to a specific community.

3. Describe changing patterns of school-community relationships such as community control, decentralization, and alternative schools.

4. Identify vested interest groups or individuals within a given community that appear to represent that community.

5. Describe the relationship of the school-community unit to the broader society.

Certification Only Program

For those candidates who already possess a Masters degree and are interested in certification only, the following minimal programs are provided for each of the three State Certificates.

1. General Administrative Program for Candidates Who Possess Masters Degrees

The candidate must complete 21 semester hours/units of graduate level course work as follows:

a) Either C&I 481-Foundations of School Administration at Chicago State University or EDFN 421-Administration and Organization of Public Education at Northeastern Illinois University.

b) Either C&I 482-Public School Supervision at Chicago State University, HLD 954-Supervision of Classroom Teaching at Governors State University or EDFN 424-Problems in School Supervision at Northeastern Illinois University.

c) Either C&I 484-Elementary School Administration or C&I 485-Secondary School Administration at Chicago State University or FDFN 422-Administration and Supervision of the Elementary School or EDFN 423-Administration and Supervision of the Secondary School at Northeastern Illinois University.

d) Six semester hours/units of field practicum. The course number is C&I 467 at Chicago State University, HLD 9911 at Governors State University, and EDFN 434 and 435 at Northeastern Illinois University.

e) Six semester hours/units of electives to be selected by the student with the consent of the advisor.

2) General Supervisory Program for Candidates Who Possess Masters Degrees

The candidate must complete 18 semester hours/units of graduate level course work as follows:

a) Either C&I 481-Foundations of Educational Administration at Chicago State University or EDFN 421-Administration and Organization of Public Educational at Northeastern Illinois University.

b.) Either C&I 482-Public School Supervision at Chicago State University, or HLD 954-Supervision of Classroom Teaching at Governors State University or EDFN 424-Problems in School Supervision at Northeastern Illinois University.

c) Either C&I 352-Principles of Curriculum Construction at Chicago State University, or EAS 574-Curriculum Development at Governors State University or EDFN 414-Principles of Curriculum Development at Northeastern Illinois University.

d) Either C&I 397-Research Methods in Education at Chicago State University, or HLD 540-Research Methodology at Governors State University or EDFN 429-Research Seminar in Educational Administration at Northeastern Illinois University.

e) Six semester hours/units of field practicum. The course number at Chicago State University is C&I 467, at Governors State University, HLD 9911 and at Northeastern Illinois University, EDFN 434 and 435.

3) Chief School Business Official Program for Candidates Who Possess a Masters Degree

The candidate must complete 21 semester hours/units of graduate level work as follows:

a) Either C&I 382-Public School Finance at Chicago State University or EDFN 432-School Business and Finance at Northeastern Illinois University.

b) Either C&I 384-Collective Negotiations at Chicago State University or BPS 927-Collective Bargaining at Governors State University.

c) Either C&I 481-Foundations of School Administration at Chicago State University or EDFN 421-Administration and Organization of Public Education at Northeastern Illinois University.

d) Six semester hours/units of field practicum. The course number at Chicago State University is C&I 457, at Governors State University, HLD 9911 and at Northeastern Illinois University, EDFN 434 and 435.

e) Six semester hours/units of approved electives in business management.

Requirements for Eligibility for the Certification Only Program.

1. A Masters degree from an accredited institution of higher learning.

2. Two years of verified full-time teaching experience in schools recognized by the Illinois Office of Education for admission to the program in Administration or Supervision and two years of verified school business management experience for the Chief School Business Official program.

3. Written recommendations from two school officials.

4. Student must provide evidence of successful completion of Illinois and United States Constitution examinations.

College of Human Learning and Development Learning Module Descriptions

Key To Learning Module Descriptions

these catalog numbers indicate:

undergraduate level only 3000-4999
undergraduate & graduate level 5000-7999
graduate level only 8000-9999
arr.-meeting time to be arranged
Permission - permission of coordinator required
Winter Trimester - January, February, March, April
Spring/Summer Trimester - May, June, July, August
Spring - May, June
Summer - July, August
Fall Trimester - September, October, November, December

HLD3010   Lab in Humanistic Teaching Skills (1-2) Master major concepts of Humanistic Psychology, Democracy, Sanity and Personal Growth. Informed by books, awareness experiences and feedback in the Lab, begin one's own personal growth and to plan and use humanistic teaching skills for teaching children or youth. **Spring/Summer, Fall.** *Crispin*

HLD3810   Practicum in Social Work (8) Students are required to receive at least 300 hours of supervised practice experience. Students may not be involved in supervised practicum less than 8 hours a week. Three hundred hours is the maximum amount of time for which credit will be granted. Permission. **Fall, Winter, Spring/Summer.** *Staff*

HLD4610   Practicum in Classroom Teaching (5-8) Students use appropriate teaching techniques under supervision in a school setting. Prereq: Permission. **Winter, Fall.** *Staff*

HLD4611   Reading Problems: Diagnosing and Remediating (3) Introduces undergraduate students to techniques for diagnosing and remediating classroom reading problems. **Fall.** *Williams*

HLD4620   Reading Instruction in School Settings (3) Students become familiar with the principles underlying five approaches to reading instruction, observe and write reports of reading instruction in school settings, plan and implement reading instruction for divergent speakers of English. **Winter, Fall.** *Conley*

HLD4630   Urban Elementary School: Structure and Context (1-4) Identifies and describes classroom and school procedures, teacher roles, and curriculum systems in urban elementary schools. **Fall.** *Brottman*

HLD4640   Mathematics in the Elementary School (5) Describes the content of the elementary mathematics curriculum and uses a variety of concrete, manipulative materials to teach all of the basic elements of arithmetic. **Winter, Fall.** *Crown*

HLD4660   Language Concerns of Classroom Teachers (3) Provides service teachers with a background in the acquisition of language and investigates a variety of methods for involving children in the exploration of their language. **Winter, Spring, Fall** *Eagleton/ Conley*

HLD4670   Reporting Student Progress (3) Prepares undergraduates to provide written information and to conduct conferences for parents concerning the academic progress of elementary school students. **Winter, Summer, Fall.** *Staff*

HLD5030   Abnormal Psychology (1-5) The study of abnormal behavior is meaningful in understanding how behavior is perceived by others both within and outside of a culture. Appreciation of how these perceptions change over time can be helpful in grasping how the behavior is handled within a society. Ultimately, understanding the origins of behavior that are defined as "abnormal" can lead to better comprehension of how to prevent this behavior. **Spring/Summer, Winter, Fall.** *Gale*

HLD5060   Advanced Experimental Psychology (3-4) Students examine at least five research designs, applying appropriate statistical procedures in conjunction with those designs. **Winter.** *Woodward*

HLD5070   Advanced General Psychology (4) Studies the basic concepts in various context areas of psychology: developmental psychology, learning, memory, language, sensation and perception, motivation, personality, social psychology, group dynamics, physiological, etc. **Winter, Fall.** *Woodward*

HLD5100   Laboratory In: Authentic Woman/Man Relationships (2) Participate in an encounter group and identify sex roles, stereotypes, injunctions and mystifications and describe the effect upon behavior, feelings, expectations, beliefs and self-concept. Identify an issue for personal growth and report progress. See cautions. **Winter.** *Jenkins/Crispin*

HLD5110   Laboratory in Basic Human Relations (1-2) Focuses on the interaction of people in a group setting. Particular attention is paid to the feelings that influence the interaction of people. The goal of the lab is to help people become more aware of their behavior, particularly while interacting with people, how it affects others, and the underlying feelings involved. The lab is an opportunity for students to become aware of their behavior and feelings, and to develop more effective ways of expressing those feelings authentically. **Winter, Spring/Summer, Fall.** *Gale*

HLD5120   Child Development (2-4) Study of theories and language of human development, prenatal issues, availability of children's resources in the community, knowledge of children's behavior repertoire, cognitive, emotional and physical growth. **Fall.** *Prescott*

HLD5130   Psychotherapy (Child): Theories and Treatment I (4) Role play children with emotional difficulties and therapist/helper, apply theories in analysis of interaction, make a naturalistic

observation of a child, describe characteristic classroom and home behaviors of some children. Encounter group format. See cautions. Prereq: HLD5200. **Spring/Summer.** *Jenkins*

HLD5140   Psychotherapy (Child): Theories & Treatment II (4) Participate in role playing, in an encounter/training group, in consultation, and analyze therapy transcripts inferring thoughts, feelings, expectations motivating behavior and identifying destructive and therapeutic aspects of communication with children. See cautions. Prereq: HLD5130 and HLD5200. **Fall.** *Jenkins*

HLD5150   Cognitive Psychology Applied to Instruction I (3-4) Read, participate in classroom demonstrations, and do self-instructional activities concerning motivation, moral development, and emotional development. **Spring/Summer, Winter.** *Wilson*

HLD5170   Concept Acquisition (3-4) Read, participate in classroom demonstrations, and do self-instructional activities relating to feature theories of concepts and generative theories of concepts and the relation of these theories to perception and cognition. *Wilson*

HLD5190   Ethics and Issues in Human Services (SIM) (6) Determine whether or not a teacher's rights to: academic freedom, freedom of speech, are being violated by state or school officials; identify the requirements for procedural due process for teachers with grievances against the state or school. Recognize the rights of teachers to be involved in: controversial organizations, political activity. Evaluated by means of objective questions with 85% (graduate) or 75% (under-graduate) accuracy. **Winter, Spring/ Summer, Fall.** *Jenkins*

HLD5200   Theories of the Origin and Treatment of Emotional Disturbance I (4) Participate in encounter/training group, apply the theories of Rogers, Ellis, Perls, Janov, Fromm-Reichman, Laing, Haley, Schatzman; analyze an episode when feelings were concealed; analyze a person in the readings. See cautions. **Fall.** *Jenkins*

HLD5202   Biofeedback and Self Regulation (4) Students learn to identify and describe different systems of biofeedback and self-regulation, their empirical and theoretical bases, and their clinical applications. **Winter.** *Nicassio*

HLD5210   Theories of the Origin and Treatment of Emotional Disturbance in Adults II (4) Participate in role playing, in an encounter/training group, in peer counseling, and analyze therapy transcripts inferring thoughts, feelings, expectations motivating behavior and identifying destructive and therapeutic aspects of communication. See caution. Prereq: HLD5200. **Spring/Summer.** *Jenkins*

HLD5230   Family Counseling (1-4) Traditional ways of viewing behavior, particularly mal-adaptive behavior, having been in terms of intra-psychic balance. Only in recent years have there been attempts to focus on the function an individual has within a system. The impact of the family system on the individual and his effect on it provides a different perspective from which to view behavior. **Spring/Summer.** *Gale*

HLD5250   Human Memory (3-4) Summarize, analyze, synthesize and evaluate research in human memory. In addition, the student will either complete a research project or demonstrate the development of one or more memonic systems. **Fall.** *Woodward*

HLD5280   Collective Bargaining in Higher Education: A Workshop (1) The study of issues related to collective bargaining in higher education and the potential ways in which collective bargaining can have impact on institutions of higher education. **Winter, Fall.** *Prescott*

HLD5310   Learning Cognition I (3-4) Read, participate in classroom demonstrations, and do self-instructional activities in the following areas: limitations of short-term memory, transfer of information to long-term memory, organization of knowledge, the nature of cognitive processes. **Winter.** *Wilson*

HLD5320   Learning Cognition II (3-4) Read, participate in classroom demonstrations, and do self-instructional activities in following areas: modes of representation, relation of language and thought, comprehension, and meaning. **Spring/Summer.** *Wilson*

HLD5360   Psychology of Women (2-4) The student will identify and describe the effect of physiological variables (dependence, passivity, aggression, self-esteem, motive to achieve, etc.), concepts of mental health, social influences and contemporary issues. Graduate students will write a scholarly paper on women's studies. Students taking class for 4 units will do a research project. **Spring.** *Whitaker*

HLD5370   Psychosocial Aspects of Aging (3) Study of basic concepts and theories of aging; evaluation of the impact of social, biological and psychological variables on aging adults, analyze aspects of older adults, life style, and examine community resources for the aged. **Fall.** *Prescott*

HLD5390   Handling Hypertension (1-3) Students learn about the various sociological, psychological, and physical causes of hypertension, the current treatment modalities for this disorder and ways to identify stress and tension in their own lives. **Winter.** *Prescott/Nicassio*

HLD5400   Research Methodology in HLD-SIM (3-4) Identification of the steps in the research process and application of each step to a researchable problem of student's choice. **Winter, Fall.** *Woodward*

HLD5410   Research Methodology in Human Learning and Development: Emphasis in Social Psychology (6) Student will utilize interviewing techniques, observational methods, experimental design, concepts of external validity, experimental expectancy, experimental demand; do content analysis, construct attitude scales and the assessment of inter-personal perception, identify and describe ethical issues in social-psychological research. Graduate students will also describe the concepts of regression and change. All students will do a research project. Minimal knowledge of statistics helpful. **Winter.** *Whitaker*

HLD5411   Statistics (2-3) Designed to provide students with skills in applying statistics for use in psychology or education. **Winter.** *Woodward*

HLD5430   Interdisciplinary Research Methods (2-4) Students gain competencies in the theory and application of the scientific method and participate in a group research project. **Winter.** *Prescott*

HLD5440   Social Psychology (4 or 6) Evaluation of methods of inquiry and identification of levels of analysis as applied to problems of thought and behavior in American society. Students identify variables and evaluate processes of interpersonal relations and communications, social power, persuasion, decision making, attitude change, group membership, etc. Graduate students will also identify and describe community applications of social psychology. *Whitaker*

HLD5450   Special Fields of Behavior Modification and Therapy (3-4) Review and evaluate clinical literature on the use of behavior therapy techniques as applied to psychotic behavior, fears and phobias, sexual deviance, alcoholism and obesity. Prereq: Knowledge of how to apply basic principles of instrumental and classical

learning, and ability to identify classes of neurotic and psychotic behavior. **Winter, Fall.** *Nicassio*

HLD5460   Lab in Transactional Analysis in the Classroom (2) Students will learn the basic theory and concepts of TA, apply these to their own behaviors, and learn a system for recognizing the behaviors and the games of their students — toward more effective classroom management. **Winter.** *Crispin*

HLD5480   Principles of Behavior Change (2-4) Study of the theory of behavior modification and procedures to observe and record behavior, to accelerate and decelerate behavior, and to teach new behavior. Prereq: Knowledge of basic psychological concepts. **Spring/Summer, Fall.** *Nicassio*

HLD5490   Laboratory in Assertiveness Training (3) Participate in an encounter group, distinguish between assertion and aggression, critique the literature on assertiveness, describe and analyze violations of student's human rights. Demonstrate skill in utilizing assertiveness techniques. See cautions. **Winter, Spring.** *Whitaker*

HLD5510   Introduction to Sociometry and Psychodrama (2-3) Theory of Sociometry and Psychodrama as used by educators, mental health practitioners, nurses, and consultants in business through direct experience in class. Students design, administer, and evaluate a sociometric test; participate in psychodrama warm-ups and critique psychodramatic demonstrations. Experienced students may be selected to demonstrate selected psychodramatic techniques. Prereq: 2 Human Relations Labs or equivalent competencies and Permission. **Spring, Fall.** *Winer*

HLD5520   Access to Information in HLD (3) Synthesize data to meet information needs using sources on module bibliography; develop information sources on topic of individual interest; formulate a bibliography with annotations. **Fall; Winter; Spring; SIM, Orientation meeting 1st Wed. of Block, 4:30-7:20 P.M.** *Troy.*

HLD5540   Fundamentals of Game Theory and Communication Behavior (3) Examine models for games of strategy, for various zero-sum and non-zero-sum games; apply the basic algorithms of Game Theory to strategies in communication interactions involved in the resolution of social, economic, military and other problems. **Fall.** *Ostermann*

HLD5550   Administration of Services in Libraries (3) Apply administrative principles and functions to types of libraries, including the academic and public areas. Recommend scope of services in school media centers. Analyze library administrative case studies. **Fall.** *Staff*

HLD5570   Classroom Use of Instructional Materials (3) Follow proper procedure in designing lessons and implementing instruction using materials; operate equipment; produce simple types of materials. (Grad.) Set up individualized learning station using materials. Materials: film, TV & videotape, filmstrip, slides, audiotape/records, overhead trans., combinations. **Fall.** *Stelnicki/Silber*

HLD5620   Film and TV Documentary (3) Describe style and influence of key film makers in evaluation of documentary. Identify film making techniques used to document events and analyze issues. Describe effects documenting film has on perception of events and issues. Grad — identify/analyze a specific area in documenting film. **Fall.** *Stelnicki*

HLD5630   Alternative Learning Environments (2-4) Analyze alternate educational institutions in a module using a deschooling approach to learning: serve as both learner and resource; select an ALE to learn about; select what you want to learn about the ALE (need, history, definition, theory, operation, effects evaluation, comparison, work in it, etc.) produce a product. (Grad.) evaluate deschooling. **Not offered in 1978.** *Silber*

HLD5650   Audio-visual Materials in Libraries (3) Identify types of materials; recommend size of an audio-visual collection for a given school and work areas for production; select A-V materials for purchase; provide consultant service to maximize use of A-V resources. **Summer.** *Peterson*

HLD5670   Information Sources (3) Apply information from Biblio. encyc., indexes, abstracts, biographies, etc.; evaluate reference books on purpose, authority, scope, audience, format; use information from directories, geographical services, nonbook materials; conduct/analyze reference interview; identify and locate reference services in public, school, university libraries; identify and use automated reference resources; prepare report on a specific library service. **Winter.** *Meredith*

HLD5700   Communication Sensitivity (3) Examination of types of communication behavior, processes of sensitivity to various communications; feedback, empathy, levels of interdependence, perception, inference, observation, selectivity processes, relative effectiveness of different channels, rumor transmission. **Spring/Summer.** *Kong*

HLD5710   Community Communication Systems (2-4) Study of the communication networks and power structure of a real community, and the assumptions needed to understand the relationship between public and interpersonal messages in the community. Prereq: HLD579 or equiv. Each meeting consists of a seminar report by students after they have completed 30 hours of SIM + field survey work. **Spring/Summer.** *Smith*

HLD5730   Culture and Communication Process (3) Examine different cultures of the world; customs, philosophy and religion, social institutions, language, values and attitudes. Relate culture to personality, verbal/nonverbal communication behaviors, and the perception and use of time and space. Explore the process and effects of culture-contact and present a synthesized view on the future of intercultural communication. **Spring/Summer, Fall.** *Kim*

HLD5740   Culture and Message Development (SIM) (6) Utilize theories of intercultural communication in designing messages for audience of same culture and of different cultures. Develop messages for informative communication and persuasive communication in interpersonal, small-group, and mass communication situations. Test effectiveness of the messages in real settings. Prereq: HLD6270, HLD5730, or HLD5790. **Spring/Summer.** *Kim*

HLD5760   Technology and World Communication (3) Explore current state of technology in international communication system including satellite, transportation and mass media. Analyze impacts of technology/communication on traditional and national cultures and personality. Examine implications for future directions of international communication. **Winter.** *Ostermann/Kim*

HLD5780   Complex Organizations (2) Examine communication relationships among task, person, maintenance and status networks and develop information processing strategy to enhance the accomplishment of at least 2 of the organizational goals. SIM on computer required before SIMS are designed by students in meetings. Prereq: HLD5790 or equivalent. **Winter, Summer.** *Smith*

HLD5790   Fundamental Concepts in Human Communication — SIM (3) The communication process on the basic levels and contexts of communication is examined. Theories and research techniques in Communication Science are analyzed. Verbal, nonverbal, and intercultural communication behaviors are examined. The vital electronic and mass communication processes are analyzed in light of their significant broad ramifications. A research project concerning a communication transaction selected by the student is carried out. **Winter, Spring/Summer, Fall.** *Ostermann*

HLD5800   Cybernetics — Information Science and Applications (4) Study cybernetics, general and information systems and associated communication processes; examine communication and information transmission and processing in systems configurations; investigate biological, physical, social, and other phenomena in terms of interacting systems. Prereq: Algebra. **Winter.** *Ostermann*

HLD5827   Reading & Discussions in Human Development (2) Examines developmental issues through the life cycle with special attention to current important advanced level topics (e.g. Family violence, motherhood, etc.). **Summer.** *Prescott*

HLD5860   Impact of Cybernation (3) Explore the sociopsychological impact of the cybernated communication environment and examine efforts to control and execute complex operations by use of computers coupled with automatic machinery; assesses the many advantages and benefits but also major diverse problems which this impact generates, and proposed solutions of the growing problems. **Winter.** *Ostermann*

HLD5910   Instructional Development: Design (5) Develop design specifications for an instructional system including: needs assessment, learner and setting analysis, task/content analysis, behavioral objectives, evaluation instruments, learning hierarchies, instructional strategy, instructional events, media selection, prescriptions for media, plan for system operation; (Grad.) ID theory. **Spring/Summer, Fall.** *Silber*

HLD5920   Management of Instructional Development (3-4) Analyze in learner's own institution management factors affecting successful ID, including: role of developer, organization and personnel management structures, change strategies, ID orientation and training programs, interpersonal skills in working with others in ID, and time, costs, cost-effectiveness, and budgeting for ID projects.**Not offered in 1978.** *Silber*

HLD5930   Production, Implementation, Evaluation in Instructional Development (SIM) (1-2) Perform second half of ID process; production. (1 unit) — selection, steps, time, costs, responsibilities, treatments/story boards in media production; implementation and evaluation (1 unit) plans for operation and management of individualized system; plans for formative and summative evaluation of system. Prereq: HLD5910 or Permission. **Spring/Summer.** *Silber*

HLD5980   Literature for Children (3) Identify and use selection sources; formula criteria for selection; examine and evaluate materials; analyze elementary and secondary books in light of current social issues; develop a literature module for elementary and secondary level students. **Winter.** *Kaplan*

HLD6010   Intercultural Variables in Communication Research (4-6) Examine various research methods for studies of intercultural communication; survey, intensive interviewing, participant observation, field experiment, laboratory experiment, and content analysis. Explain theory, hypothesis, experimental/empirical design, sampling and measurement, statistical analysis, tests of significance, and interpretation of findings. Design and/or implement own research in the area of interest. Prerequisite: 4th year or graduate status. **Spring/Summer, Fall, Winter.** *Kim*

HLD6030   Organization of Library Materials (3) Apply principles of descriptive cataloging, classifying, subject analysis, and filing. Demonstrate understanding of: headings for persons, use of bibliographical material, ALA entry rules, rules for descriptive cataloging, Dewey classification system, cuttering, media cataloging, serials cataloging, filing, and notes. **Fall.** *Staff*

HLD6070   Educational Technology Administration Workshop (3) Identify media center organizational patterns, assess center effectiveness, evaluate media delivery systems, analyze problems in media center operations; define scope of media operations, design a media center system for a specific educational institutional or industrial setting. **Spring/Summer.** *Stelnicki*

HLD6080   Programmed Instructional Materials (3-4) Design, write, test and revise PI materials, including: define PI, select topic, analyze task/concept, analyze learner, write behavioral objectives and pre- and post-tests, select programming paradigm and media, order content, write frames/items, edit programs, developmental and validation test program, write instructor's manual. Grad. analyze PI theories and PI effects. **Spring/Summer.** *Silber*

HLD6081   Producing Instructional Multi-Image Presentations (3) Perform design functions, develop storyboard, select visual materials, produce slides/film. Record and mix narration, music, sound effects. Utilize multi-image format in laying out slides/films, synchronize visuals/audio, utilize equipment for presentation. (Grad.) Evaluate presentation and revise. **Spring/Summer.** *Silber*

HLD6090   Laboratory in Personal Growth (2) Identification of personal growth issues in terms of life goals and priorities, and intrapersonal communication processes through which meanings and values are assigned to various objects or events in student's life. **Winter, Fall.** *Crispin*

HLD6100   Psychocybernetics (4) Examine structure and functions of human brain, associated intrapersonal communication, and mental processes of the cybernetic success and failure mechanism; investigate, distinguish and assess levels and altered states of consciousness and their psychophysiological basis. **Spring/Summer.** *Ostermann*

HLD6140   Selection of Library Materials (3) Define collection building concept; demonstrate applications of selection variables; list resources, characteristics of library reviews; produce/evaluate library reviews, demonstrate awareness of aids, objective criteria; list major bibliographic sources; formulate search strategy; demonstrate knowledge of book trade, terminology. **Winter.** *Troy*

HLD6150   Semantics and Communication (3) Describe language as map of referent phenomena and objects, and levels of abstraction as related to thought, experience, and behavior; examine and assess the impact of verbal and nonverbal communication behavior; indicate and develop clear and effective communication in terms of articulate patterns of speech and language usage. **Winter.** *Ostermann*

HLD6180   Evaluation of Media for the Classroom (3) Analyze media content for goal validity, presentation, fairness, level of sophistication and evaluate validation procedures used in testing materials. Design a learner needs assessment, evaluate hardware, develop guidelines for materials assessment, and apply formative/summative evaluation. **Winter.** *Stelnicki*

HLD6190   TV and Its Use in the Community (2) Identify existing and/or potential areas in the community where TV is/could be used as a change or documentation agent. Operate low-cost video equipment, produce one TV program for a specific community situation or documentation area, and evaluate effectiveness of TV materials in a specific videotape situation. **Spring.** *Stelnicki*

HLD6200   TV for Teachers (2) Determine appropriate uses for TV in a learning situation in the classroom. Demonstrate knowledge in low-level technical problems and their solutions; operate low cost video equipment. Produce one TV program for a specific content area appropriate to a classroom setting. **Winter, Fall.** *Stelnicki*

HLD6210   Theory and Analysis of Communication Content (6) Students analyze framework for study of symbolic behavior, acquisition production and comprehension of language. Includes the-

ory of message analysis, qualitative and quantitative methods, survey methods of content analysis, technical problems, problems of inference, reliability, validity. Students write and implement research proposal. **Fall.** *Kong*

HLD6220 Theories of Educational Technology (3-4) Explores the real world implications of these definitions/theories of educational technology: "AV" education, early systems approaches, Finn's instructional technology, Commission on IT, instructional science process/systems, DIT model. Analyze philosophical issues in Ed. Tech., certification guidelines in Ed. Tech. Grad. — compare, contrast and apply theories of Ed. Tech. **Winter.** *Silber*

HLD6230 Toward Quality Group Decisions (2-4) Study the effects of feedback through three channels in task-oriented groups and create at least three patterns of influence used in simulated or real decision-making groups. The dynamic effects of risk and feedback techniques on the development of group decision will be applied in groups solving directly related to the student's Area of Emphasis. **Spring/Summer.** *Smith*

HLD6270 Introduction to Intercultural Communication (3) Overview of communication transactions between members of differing cultures: definitions, models, values, beliefs, customs and attitudes which affect intercultural communication. Relate culture to social perception and communication patterns. Examine culture — specific as well as universal modes of communication. Identify factors that impede effective intercultural understanding. **Fall, Spring/Summer.** *Kim*

HLD6280 Communication Research (6) Students define areas of communication research, basic concepts, terms procedures and identify and discuss methods and instruments, their strengths, weaknesses, and applications. Write research proposal, implement design and analyze another learner's work. **Winter, Fall.** *Kong*

HLD6310 Behavior Problems (3) Students learn to classify, analyze, and remediate the typical behavior problems experienced in the home and classroom, and assist teachers in carrying out this procedure. **Fall, Winter.** *Pappas/Nikolas, Wieg*

HLD6311 Research in Adolescence (4-6) Students review and critique current literature on adolescent development and sex-role learning as it relates to identity formation and intimacy issues. Careful interpretation of research is stressed. Implications for the student and for the counseling professions are discussed. **Fall.** *Matteson*

HLD6330 Career Development, Theory and Practice (3) Covers collection, organization and interpretation and educational and occupational data for personal career development, as well as helping pupils and identifying current theories of career development. **Winter, Spring/Summer, Fall.** *Bank*

HLD6340 Evaluation of Human Services (3) Study of strategies to gain entrance into human service systems and to implement evaluation programs. **Winter, Fall.** *Staff*

HLD6370 Cooperative Education In (1-8) An individualized course of instruction outside the university classroom to gain practical career experience in the student's chosen area of interest. The Co-op term may be arranged in a new job, as an interval in a regular job, as a project, internship or residency. **Winter, Spring/Summer, Fall.** *Talbott*

HLD6390 Field Placement: HRS (3) Participation in (120 hours under supervision) a field placement as a human services helper. Prereq: HLD6580, HLD8540. **Winter, Spring/Summer, Fall.** *Matteson, Pappas/Nikolas*

HLD6430 Human Appraisal (3) Selection and administration of evaluation devices and techniques including standardized group measures of intelligence, aptitude and achievement; interpretation and application of the results. **Spring/Summer, Fall.** *Hughes, Rogge, Talbott*

HLD6440 Human Service Systems (3) Examines the organizational and administrative process, development of short and long range programs, and differentiates positive and negative effects of human service systems. **Spring/Summer, Fall.** *Hill, Kennedy, Matteson, Pappas/Nikolas*

HLD6450 Human Systems Change (3) Covers philosophy and history of human systems change. Students present a written strategy for change and diagnosis of a system. **Winter, Spring/Summer, Fall.** *Matteson*

HLD6580 Theories of Counseling and Psychotherapy (3) Covers basic counseling theories, with in-depth examination of one major counseling theory. Students develop own personal counseling theory. **Fall, Winter, Spring/Summer.** *Rogge*

HLD6711 Experiential Learning Assessment (1) Required for HLD Students seeking competencies for learning in non-academic settings. Students articulate, identify, devise and obtain effective documentation for prior learning. Student activities culminate in the production of a portfolio which begins the Collegial and University assessment process. **Fall, Winter.** *Davis*

HLD6740 Instructional Procedures for Mildly Mentally Retarded Children and Adolescents. (3) Design, implement and evaluate individualized instructional programs for children with special learning requirements. Prereq: HLD6820, HLD6870. Also knowledge of competency-based systems and methods for teaching basic academic skills; field work required. **Winter, Fall.** *Staff*

HLD6760 Assessment of Individuals with Special Needs (ability assessment) (3) Examines basic assumptions, assessment procedures, techniques, and instruments in the evaluation of individuals with special needs emphasizing psycho-educational individualized instruction. Designed for the human service worker and special education teacher. Required for certification. **Fall, Spring/Summer.** *Rebeck*

HLD6800 Human Service Delivery Teams (3) Describes and analyzes human service teams and identifies the settings in which they appropriately function. Prereq: Student must be able to describe typical human services in the United States. **Fall.** *Monroe-Clay*

HLD6820 Survey of Exceptional Children and Programs (3) Studies how the social construct of deviancy has affected society's attitudes and treatment of children and adolescents exhibiting a range of non-formative learning and social behaviors. Field observations required. **Spring/Summer, Fall.** *Sherick*

HLD6840 Instructional Procedures for Moderately to Severely Retarded Children and Adolescents (3) Students design, implement and evaluate individualized instructional programs for children with special living and learning requirements. Prereq: HLD6820, HLD6870, also knowledge of competency-based systems and methods of teaching basic academic skills; field work required. **Fall, Spring/Summer.** *Sherick*

HLD6850 Normalization Ideology and Evaluation in Human Services (3 or 5) Defines and applies principles of normalization ideology to special service systems designed for persons with unique learning, domiciliary, vocational and/or social needs. Field work required for 2 units, 3-day evaluation required for 3 units. **Fall.** *Rebeck/Sherick*

HLD6870 Psychology of Mental Retardation (3) Describes and evaluates alternative disciplinary explanations and applications of the construct of mental retardation to specific individuals, attending to the radial effects upon families, communities and public policies. **Fall, Winter.** *Rebeck/Sherick*

HLD6910 Social Change and Minority Groups (3) Describes and analyzes significant social change approaches by minority groups. **Winter.** *Monroe-Clay*

HLD6930 Social Services to Children (3) Familiarizes the student with the broad organization of child welfare programs and the existing set of Social Services designed to help the child and his family. **Winter.** *Monroe-Clay*

HLD7000 Life Plan Management in Human Services (3) Examines the ranges of human services necessary to support the maximization of human potential for individuals with special needs from infancy through old age within the least restrictive living and learning settings. Prereq: Normalization Ideology and Evaluation (HLD6850) or permission. **Winter.** *Rebeck*

HLD7010 Advocacy in Human Services (2) Examines advocacy schemes and change models and how they affect the delivery of services and quality of life for human service professionals and human service consumers with perceived handicaps and/or unique social needs. **Winter.** *Goldenstein/Sherick/Rebeck*

HLD7140 Residential Alternatives in Human Services (3) Identify and evaluate current residential models and practices offered to individuals and groups with special domiciliary needs including the areas of developmental disabilities, mental health, aging and drug abuse. Assess, develop, implement, evaluate and/or modify programs in residential settings designed to encourage living skills which are as normative as possible for individuals with perceived handicaps. Prereq: HLD6850 recommended. **Fall.** *Rebeck*

HLD7150 Early Childhood Developmental Disabilities: Birth through Age Three (3) Examines the diversity and quality of direct and/or supportive human services extended to infants and young children with mild to severe disabilities; assesses and designs intervention strategies in child care facilities. Prereq: Knowledge of human learning processes and child development. Field work is required. **Winter.** *Sherick/Rebeck*

HLD7191 Social Planning (3) Focuses primarily on the legal basis for social policy in the United States. Detailed analysis will be made of this legislation. Historical and philosophical antecedents will be examined. Current issues regarding an updated, well formulated social policy that will meet the current needs of the immediate future for social provision will be discussed, as well as targets and techniques in social policy change. **Winter.** *Monroe-Clay*

HLD7193 Survey of Methodology in Special Education (3) Analyze special instructional technologies in Special Education in relationship to inherent principles and practices. Relate how the principles and practices of operant behaviorism facilitate instructional planning and delivery. GRADUATE: Design, coordinate and execute classroom instructional research. **Winter.** *Sherick*

HLD7194 Public Policy and Education of Exceptional Children (3) Explores the impact of "desegregating" Special Education on the entire public school community; examines and evaluates supportive instructional models. **Winter.** *Sherick*

HLD7260 Physical and Recreational Activities for Elementary Schools (2) Satisfies certification requirements for Urban Teacher Education. Teaching skills in the gymnasium are acquired with a sensitivity for creative use of lesson time and planning. **Winter, Spring/Summer, Fall.** *Lowe*

HLD7350 Work and Leisure (3) Examines various aspects of work recognizing elements leading to stress or anxiety, determines elements of stress in leisure, analyzes the work-leisure dichotomy, and reports on a major text dealing with the work-leisure dichotomy. **Spring/Summer.** *Lowe*

HLD7380 Culture and Stress (6) A travel seminar abroad examines concepts of culture change, adapts personal behavior to values held by foreign cultures (cross-cultural analysis), identifies and explains cultural historical accommodation to stress and disaster. **Spring/Summer.** *Lowe*

HLD7390 Interpersonal Stress and Physical Performance (3) Identifies and defines the concept of stress (physical, psychological and social), applies social system theory to social stress, explains the effects of social stress on physical performance through group dynamics. **Winter.** *Lowe*

HLD7460 Cognitive Explanations of Emotional Disturbance (2-4). Examines the mystification process as applied to student's own experience, concepts found in a book are synthesized to the mystifications experienced by the student. Graduate students develop and execute a project illustrating the mystification process. **Spring/Summer.** *Jenkins*

HLD7560 Computers in Education (3) Introduces the student to the uses of the computer in managing and supporting educational programs. Students will describe the components of a computer system, demonstrate familiarity with computer terminology, construct flowcharts, produce computer programs, describe the development of CAI systems, and design an instructional package. **Fall.** *Newman*

HLD7620 Black Values and Urban Teacher Education (2-4) Students will learn about the sociological, psychological and philosophical bases of Black children and urban elementary schools. **Winter, Fall.** *Staff*

HLD7640 Differentiated Staffing Plans & Team Teaching (3) Examines individualized instructional programs developed by various differentiated teaching staffs/teams. **Winter, Spring/Summer, Fall.** *Staff*

HLD7650 Educational Implications of Black History and Culture (3-4) Past and present roles played by Black people in America are analyzed. Noteworthy contributions to America's culture by Black people are examined. Effects and implications of educational and other institutions' treatment of Black people in America are explored. **Winter, Fall.** *McLemore*

HLD7670 Issues in Social Studies Education (3) Covers recent trends and issues in social studies education, development in social studies curricula. **Spring/Summer.** *McLemore*

HLD7730 Organization of Day Care Centers — SIM (3-5) Organization plans for the development and implementation of quality child care services. **Winter, Spring/Summer.** *Staff*

HLD7760 Pre-kindergarten Curriculum and Instruction in Content Areas (2 or 4) Students will identify basic competencies expected of pre-kindergarten-aged children in each content area, will analyze curricular materials and instructional techniques, and will design activities and materials for each content area. Prereq: One module in early childhood education *and* one module in either competency-based teaching or competency-based module development; *or* permission. **Spring/Summer.** *Bear*

HLD7770 Social Foundations of Urban Education — SIM (3) Studies past and contemporary influences on the development of public schools in America, philosophic bases of American education and explain traditional, progressive, and existentalist philosophies

and their implications for teaching children in urban schools. **Winter, Spring/Summer, Fall.** *McLemore*

HLD7780   Social Studies Strategies (3) Examines social science education concepts to teach children, demonstrates strategies and skills in teaching problem-solving and case analysis. Demonstrates and implements strategies of simulation, games, discussions, research, socio-drama, formal and informal evaluative techniques with children. **Winter, Fall.** *McLemore*

HLD7781   Social Studies Strategies — Bilingual (2-3) Students develop skills used in teaching social studies to primary school children. Emphasis is on the development of children's self-concept through an understanding of their cultural background. **Winter.** *Duron*

HLD7800   Teacher/Community Relations (2-3) Analyzes forces of community that play upon the educational development of their learners. **Winter, Spring/Summer, Fall.** *Staff*

HLD7810   Topics in Math Education (3) Student develops an independent study in depth on a math topic and proposes strategies for innovation. **Fall.** *Bowers*

HLD7840   Educational and Psychological Implications of Bilingual-Bicultural Education (3) Identifies factors, problems, materials and instructional strategies appropriate to the education of bilingual-bicultural children. **Winter.** *Staff*

HLD7850   Survey of Early Childhood Education Programs (3) Students will observe and analyze different facilities for children 0-6 years. Small groups will identify the needs of very young children. Written and oral student reports on site visits will provide the basis for student assessment of how young children's needs are being met. 15 hours of scheduled class time is released for field work. **Winter, Fall.** *Bear*

HLD7880   Teaching Social Studies, Science, and Mathematics to Non-English Speaking (3-5) Will study the cultural variations in the elementary school curriculum for social studies, science, and mathematics. **Winter, Spring/Summer, Fall.** *Reyes*

HLD7890   Current Issues in Bilingual-Bicultural Education (3-4) Identifies the philosophical, psychological, historical and cultural aspects as well as their practical implications in bilingual-bicultural education. **Winter.** *Reyes*

HLD7940   Early Childhood Education (3) Analyze twentieth century theories of early child development and learning. These theories are conjoined with classroom observations and reports of children's development of physical, cognitive and socio-emotional skills. **Spring/Summer.** *Staff*

HLD7950   Module Development for Competency-based Teaching — SIM (2-3) Defines and constructs all elements of a competency-based module in a professional or (K-8) content area. **Winter, Summer.** *Bowers*

HLD7970   Ethnic Minorities in the United States (3) Presents an overview of ethnic minority groups in the United States with a multi-ethnic approach to curriculum. It deals with concepts, methods, techniques, materials, and resources about Native Americans, European Americans, Afro-Americans, Asian Americans, Chicanos, Puerto Ricans, and Cubans. **Fall.** *Reyes*

HLD7980   Psychology of Art in Education (3) Prepares teachers to recognize and interpret normative and idiosyncratic elements in the art of preschool, primary, and elementary school-age children. The module also provides practical experience in designing, implementing, and evaluating meaningful art experiences to provide creative, self-directed problem-solving activities for young children. For graduate credit, students collect and interpret the art work of an individual child. Note: Undergraduate students register for 3 units, graduate for 4. **Fall.** *Bear*

HLD8020   Media in Organizations (2) Workshop to design an instructional program using speech, videotape, film, audio, photography in a team. Produce and utilize videotape, film, audio, or slidetape, mediated programs for organizational development. Describe and implement at least two competencies related to the students' specific career goal. **Spring/Summer.** *Smith*

HLD8030   Organizational Public Communication (2—4) Describe the six basic features of PR and contrast Public Communicator Skills by a case presentation of the messages and media used between two or more organizations; apply PERT to the design of a campaign to improve perception of an organization by its publics. Prereq: HLD560 or equiv. **Winter.** *Smith*

HLD8050   Therapeutic Communication (3) Define psycho pathology in terms of interpersonal and intrapersonal communication disturbances; identify therapeutic interventions that improve the quality of interpersonal transactions; distinguish between defensive and facilitative communication. **Winter, Fall.** *Staff*

HLD8090   Practicum in Educational Technology (2-8) Design and implement a project in a real world institution, including developmental proposal, perform ed tech competencies successfully, accept high level of responsibility for project, interact with other people in facilitative manner, use appropriate management strategies. Prereq: Ed Tech contract and approved proposal. **Winter, Spring/Summer, Fall.** *Silber/Stelnicki*

HLD8120   Culture/Communication and the Classroom Teachers (6) Apply theories and concepts of intercultural communication to urban school settings. Examine relationship between culture, socialization, and education. Identify cultural elements and verbal/nonverbal communication behaviors that impede understanding among teachers/students. Develop specific methods to improve communication effectiveness in the classroom. Prereq: HLD6270 or 5730 or 5790. **Spring/Summer.** *Kim*

HLD8130   Communication and Human Sexuality (3) Examine sexual dysfunctions in terms of interpersonal and intrapersonal communication disturbances; personal, social and cultural norms and values in the area of interpersonal sexuality. **Spring/Summer.** *Staff*

HLD8200   Communication of Innovations (4-6) Survey social/psychological theories and practices of innovations. Analyze methods and processes of communication in the diffusion process in education, agriculture, industry, social programs, business, and science. Explore social/cultural/ethical implications of innovations. Design a comprehensive communication program for introducing an innovation in a real community or an organization. Prereq: HLD 5790, 5730 or 6270. **Fall, Winter.** *Kim*

HLD8210   Cultural Aspects of Mental Health (3) Studies "mental health" as a culture-bound concept, compares and contrasts American cultural assumptions about mental health with those from at least one other culture. **Not offered '78.**

HLD8240   Practicum in Therapeutic Communication (4-8) Grad .. design and implement an advanced project in therapeutic communication; assess the effectiveness of the project in terms of interpersonal and intrapersonal awareness of those involved in the communication interaction. Prereq: Approved proposal. **Winter, Spring/Summer, Fall.** *Staff*

HLD8510   Change Through Consulting (3) Examines theories, functions and skills required of consultants in schools and other settings, application of counseling skills in a field setting. Prereq: HLD6580, HLD8540. **Fall.** *Bank*

HLD8520   Community College Counseling I (3) Designed to acquaint the student with the services available to the students of the community college. **Spring/Summer.** *Staff*

HLD8540   Counseling Process (3) Develops skill in the counseling process, analyzing the process and bringing about desired and effective change in the behavior and attitudes of clientele in the counseling process. Prereq: HLD6580. **Winter, Spring/Summer, Fall.** *Bank, Kennedy, Matteson, Pappas/Nikolas, Rogge, Wieg*

HLD8550   Diagnostic Techniques in School Psychology (3) Introduces the field of individual assessment and techniques of diagnosis; provides a background in theories of development of intelligence, organicity, learning and behavioral dysfunctions and personality. Required for state certification. Prereq: Statistics and HLD6430. **Fall.** *Hughes*

HLD8560   Family and Child (3) Students conduct a mini-family counseling session and case study, identifying the constellation of family interaction. Prereq: HLD6310. **Winter, Fall.** *Pappas/Nikolas, Wieg*

HLD8570   Group Counseling (3) Studies the major group counseling theories and approaches, major authors in the field, specific group counseling techniques. Students analyze their participation in two group counseling experiences, and critique and analyze an on-going group in which the learner participates. Prereq: HLD6580 and HLD8540. **Winter, Spring/Summer, Fall.** *Bank, Kennedy, Matteson, Pappas/Nikolas*

HLD8580   Group Dynamics (3) Application of basic knowledge of the roles, functions and dynamics among group leaders and group participants; covers Group Process Theory, and the research pertaining to group process; students analyze the interaction within a live group using a valid instrument to objectively assess the dynamics of a group. **Winter, Spring/Summer, Fall.** *Matteson*

HLD8590   Human Neuropsychology I: Brain Function (2) Explores the theories and analysis of brain function, structure and brain behavior in relationships. Prereq: HLD6430. **Winter, Fall.** *Hughes*

HLD8600   Human Neuropsychology II: Clinical Techniques in Assessment of Brain Function (3) Students learn to administer, score and interpret standardized procedures in diagnosis of brain damage and integrate findings with other measures of personality. Prereq: HLD8590, HLD8610. **Winter.** *Hughes*

HLD8610   Practicum in Individual Assessment I: Intelligence (4) An intensive, culminating training in individual assessment including necessary skills and knowledge to conduct a complete case study of problems typically referred to the school psychologist, appropriate recommendations for treatment or remediation. Prereq: HLD8550. **Fall.** *Hughes*

HLD8620   Principles, Techniques and Administration of Pupil Personnel Services (3) Students synthesize, concurrently with the counseling practicum, basic problems of developing a rationale and program for guidance services, analysis and evaluation of methodology; integrate administration practices and theory, analyze changing patterns of school organization. Prereq: Concurrent with Counseling Practicum. **Winter, Spring/Summer.** *Hill*

HLD8630   Early Childhood Assessment Explores various techniques and materials to collect data about young children and preparation of two case studies on individual children. **Winter.** *Staff*

HLD8640   Supervised Practicum in Elementary School Counseling and Guidance (5) Apply and interpret consulting and counseling skills and theory in a supervised off-campus setting. Prereq: Pre-

registration, within 6 credits of completion of all degree requirements. **Winter.** *Bank, Kennedy, Rogge*

HLD8650   Life Style Analysis Practicum (3) Covers analysis of life style data of self and clients, preparation of case study report on the life style diagnosis of practicum clients. Prereq: HLD6310, HLD8560, HLD8670 and permission. **Spring/Summer.** *Wieg*

HLD8670   Practicum in Parent Study Group Leadership (3) Student initiates, develops, conducts, and maintains a successful ten-week parent study group, using objective materials, training parents to identify problems in the home and provide elementary reorientation bringing about change in their behavior and the behavior of their children. Prereq: HLD6310, HLD8560. **Winter, Fall.** *Wieg*

HLD8680   Personality and Vocational Assessment Instruments (3) Covers selection, administration, and interpretation of measures of intelligence, aptitude, vocational and educational choice used by community college counselors. **Spring/Summer.** *Wieg*

HLD8690   Practicum in Individual Assessment II: Personality (4) An intensive, culminating training in individual assessment including necessary skills and knowledge to conduct a complete case study of problems typically referred to the school psychologist, appropriate recommendations for treatment and remediation. Prereq: HLD8550. **Fall.** *Hughes*

HLD8700   Applied Research I (3) Student carries out a comprehensive research study. Prereq: HLD8500. **Fall.** *Suddick*

HLD8720   Proseminar in HRS I (6-8) A required module for all incoming HRS students fulfilling the Human Relations Lab requirements and beginning Counseling Process. In addition, students will develop their learning contracts and assess personal reasons for entering the program. Prereq: permission; for HRS students only. **Fall, Winter.** *Hughes, Kennedy, Matteson, Pappas/Nikolas, Rogge.*

HLD8740   Supervised Practicum in Clinical Assessment of Children (6) Students apply core competencies in a school setting: (a) diagnosis of psychological, social, learning problems; (b) prescriptions for team actions; (c) consultations with adults; (d) counseling sessions; (e) guidance activities. Demonstrate competencies in individual and group diagnostics and provide appropriate referral of students with learning problems. **Winter.** *Hughes*

HLD8760   Statistics in Behavioral Studies (3) Examines the normal distribution, the standard normal distribution and application of these distributions to behavioral science problems; test of hypotheses using the following parametric tests: T-Test, Analysis of variance. **Fall.** *Keith*

HLD9000   Communicating Aesthetic Values Through Sport (3) Introduces students to alternative values associated with sport through the analysis of sport documentary films and related texts; tests awareness of concepts attached to the beauty of sport; differentiates between "subjective" and "objective" aesthetics; constructs a model based on the aesthetic components of sport. **Winter, Fall.** *Lowe*

HLD9010   Sociology of Tourism and Leisure (3-6) Presents theoretical and practical functions of tourism identified and defined as a communications leisure system, recognizes and describes different modes of tourism as they account for stress and counter-stress alternatives in leisure, designs a model for analysis of tourism as a functional leisure system. Variable credit course; the practicum feature can be satisfied in alternative ways. **Fall, Winter, Spring/Summer.** *Lowe*

HLD9030   Counter-stress Alternatives for Adults (3) Examines the effects of social stress in urban society, defines counter-stress alternatives in play for adults, identifies and analyzes psychological variable and theories supportive of counter-stress alternatives in play, and structures a model for the psychology of play and humor. **Fall.** *Lowe*

HLD9040   Interpersonal Athletics Communication Theory (3) Identifies psychological variables specific to sport, defines the nature of sport as a natural laboratory for psychological investigation, constructs a model of sport psychology, and demonstrates research techniques to test the model of sport psychology. **Winter.** *Lowe*

HLD9060   Lab in Transactional Analysis (2) The student will learn the major theory and concepts of transactional analysis, apply these to his/her own personal life, and apply them to his/her teaching behavior in the classroom. **Winter.** *Crispin*

HLD9500   Continuous Progress-Mastery Learning (3-5) Students construct a rationale and develop plans for implementation of an individualized continuous progress learning program for urban children. Prereq: Ability to write well-stated behavioral objectives and construct a module for competency-based teaching. **Winter, Spring, Fall.** *Staff*

HLD9510   Current Topics in Reading (3) Describes resources available to educators interested in keeping abreast of current topics in reading; teaches ability to do research on a current topic in reading, determine the effect of research findings on the development of instructional methods and reading programs. **Summer, Fall.** *Conley*

HLD9530   Reading Diagnosis (3) Identifies factors which inhibit success in reading and analyzes resultant reading difficulties. Strengthens skills in implementing diagnostic procedures in classroom settings. **Winter, Spring.** *Conley*

HLD9540   Supervision of Classroom Teachers (2) Describes major elements of a supervisory relationship and develops ability to facilitate learning between adults. **Spring.** *Brottman*

HLD9550   Teaching Basic Arithmetic (3) Covers appropriate techniques for teaching basic arithmetic concepts to children using a variety of concrete manipulative materials; reviews standard textbook series; students perform an individual diagnostic interview. **Summer, Fall.** *Crown*

HLD9560   Teaching Enrichment Mathematics in Elementary School (3) Covers teaching strategies for non-arithmetic elements of mathematics including geometry, graphing, directed numbers, algebra, probability and metric measurement. **Summer, Fall.** *Crown*

HLD9590   Curriculum in Urban Schools (2) Examines a curriculum system in current use; students devise modifications appropriate to specified group of children. **Spring/Summer.** *Brottman*

HLD9610   Research Methodology in Human Learning and Development: Emphasis in Elementary Education (4) Identify classroom problems, design remediation strategy, implement design, write report. **Winter, Spring/Summer, Fall.** *Brottman, Katz*

HLD9630   Reading Strategies for Individualizing Instruction (4-5) Reviews literature on individualization and the language-reading process, studies pupil variability, develops a management system to facilitate personalized diagnostic instruction in a specified learning environment. Prereq: HLD9510, HLD9530. **Spring/Summer, Fall.** *Conley*

HLD9640   Reading Remediation in the Classroom (4) Extends skills in the use of diagnostic information for purposes of planning and implementing a program for remediating reading difficulties which occur in the classroom. **Fall.** *Williams*

HLD9650   Teaching Reading in the Content Areas (3-4) Develops "direct content area" reading lessons, reviews literature on content area reading instruction, constructs mini-task centers for diagnostic and personalized reading in the content areas. Prereq: HLD9510 & HLD9530. **Winter.** *Conley*

HLD9690   Life Styles in Urban Communities (3) Students will learn about various learning theories and learning environments and the role of citizen, teacher and child in the socialization process. **Winter, Spring/Summer.** *Staff*

HLD9810   Current Issues in Early Childhood Education (3) Students will document differing viewpoints on several current issues; will examine the decision-making process and current status of issues; and will take a public stand on one issue, attempting to influence those responsible for determining its outcome. **Fall, Spring/Summer.** *Bear*

HLD9830   The Community College (3) A study of the community college as a unique type of educational institution in the United States. Surveys the historical development, philosophical bases, administration and control, curriculum, and students found in community colleges. Attention is given to the Illinois community college system. **Winter, Fall.** *Staff*

College of Human Learning and Development Learning Module Index

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