



Governors State University '77 Catalog

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**Governors
State
University
1977
Catalog**

Academic Calendar 1977

Winter Trimester 1977

Deadline for Advance Registration.....	M, November 1
Admission Application, Credential Deadline.....	W, November 24
REGISTRATION (ALL BLOCKS).....	TW, December 7 & 8
CLEAN-UP REGISTRATION.....	F, December 17
Classes Begin — Block 1 and 2 (Jan-Apr & Jan-Feb).....	W, January 5
Schedule Changes — Add/Drop (All Blocks).....	W-Th, January 5-13
HOLIDAY — Martin Luther King's Birthday observed.....	F, January 14
HOLIDAY — Lincoln's Birthday Observed.....	F, February 11
Instruction Ends — Block 2 (Jan-Feb).....	Sa, February 26
Evaluation Period — Block 2 (Jan-Feb).....	M-W, February 28-March 2
Classes Begin — Block 3 (Mar-Apr).....	Th, March 3
Schedule Changes — Add/Drop (Mar-Apr).....	Th-Th, March 3-10
Achievement Forms (Block 2) due in A & R.....	F, March 18
Instruction Ends — Block 1 and 3 (Jan-Apr & Mar-Apr).....	W, April 20
Evaluation Period — Block 1 and 3 (Jan-Apr & Mar-Apr).....	Th-W, April 21-27
Trimester Ends.....	W, April 27
Achievement Forms (Block 1 and 3) due in A & R.....	F, May 13

Spring/Summer Trimester, 1977

Advance Registration.....	T, March 15-April 15
Admission Application and Credential Deadline.....	F, April 8
Spring/Summer Trimester begins. Registration and fee payment for Advance Registrants only.....	M, May 2

Registration and fee payment.....	T, May 3
Classes Begin (Blocks 1 and 2).....	Th, May 5
Add/Drop and Late Registration.....	Th-Th May 5-12
Refund Deadline (Blocks 1 and 2).....	M, May 16
Memorial Day — HOLIDAY.....	M, May 30
Commencement.....	Sa, Su, June 4-5
Block 2 ends.....	W, June 29
Registration for Block 3.....	Th, June 30
Independence Day — HOLIDAY.....	M, July 4
Block 3 classes begin.....	T, July 5
Block 3 Add/Drop and Late Registration.....	T-T, July 5-12
Block 3 refund deadline.....	F, July 15
Trimester Ends.....	Sa, August 27

Fall Trimester, 1977

Advance Registration.....	F-M, July 15-August 15
Admissions Application and Credential Deadline.....	W, August 10
Fall 1977 Trimester begins. Registration and fee payment for Advance Registrants only.....	T, August 30
Registration and fee payment.....	W, August 31
Labor Day — HOLIDAY.....	M, September 5
Classes Begin (Blocks 1 and 2).....	T, September 6
Add/Drop and Late Registration.....	T-T, September 6-13
Refund deadline (Blocks 1 and 2).....	F, September 16
Block 2 ends.....	M, October 24
Block 3 Classes Begin.....	T, October 25
Block 3 Add/Drop.....	T-T, October 25-November 1
Block 3 Refund Deadline.....	F, November 4
Thanksgiving and Day After — HOLIDAYS.....	Th-F, November 24-25
Trimester Ends.....	W, December 21

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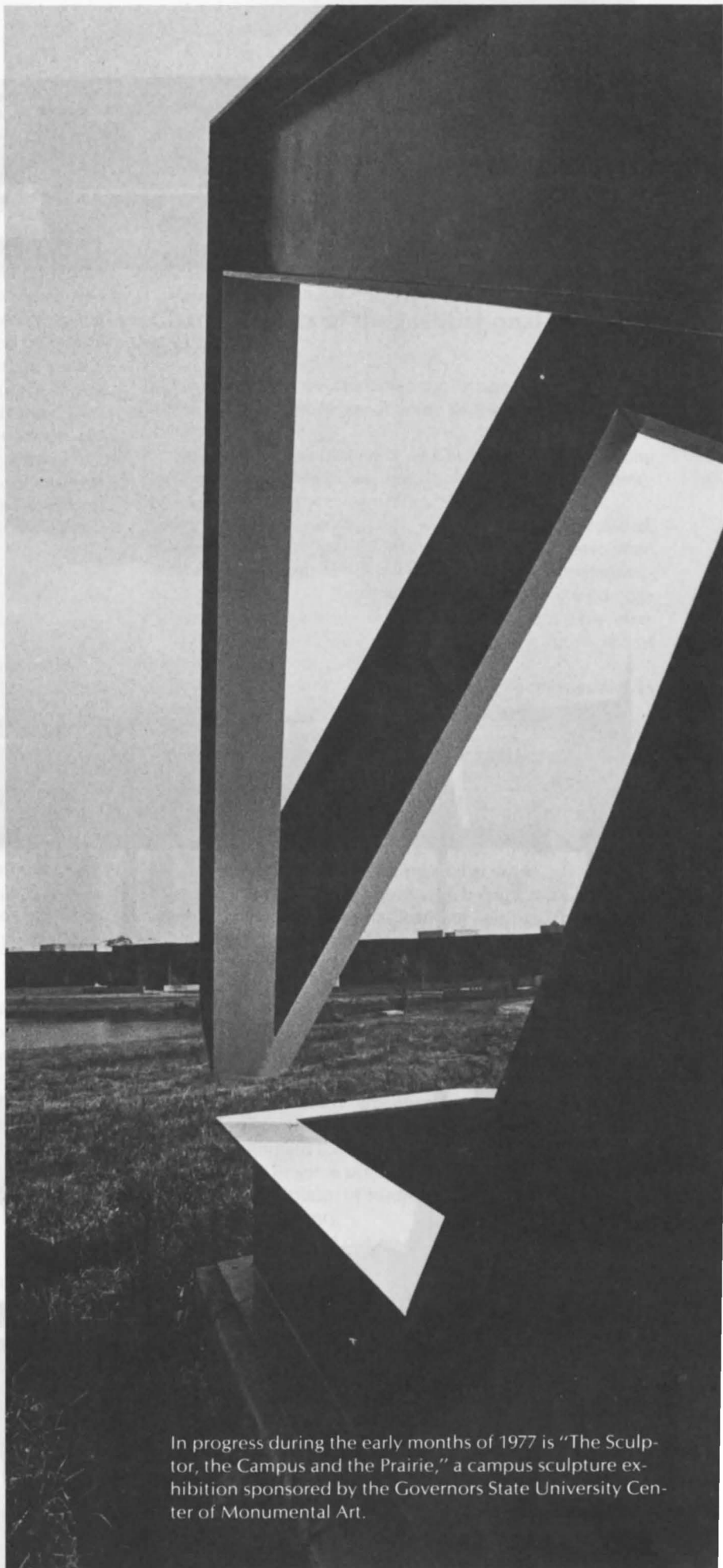
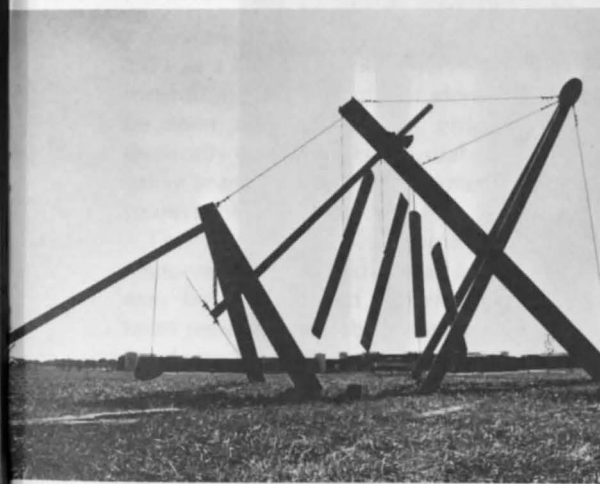
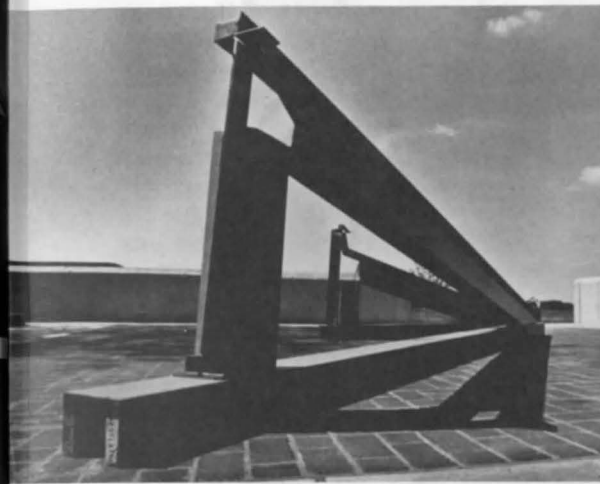
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The right is reserved to change tuition and fees, to add or delete courses, to revise instructional assignments, or to change regulations, requirements, or procedures where such changes are thought to be in the best interests of the University.





In progress during the early months of 1977 is "The Sculptor, the Campus and the Prairie," a campus sculpture exhibition sponsored by the Governors State University Center of Monumental Art.



The University

Governors State is Illinois' response to the recent dramatic growth of the State community college system in the Chicago area. Community college students are commuters. State studies of community college graduates revealed that south Chicagoland needed a specially planned commuter university if great numbers of area community college graduates were to be able conveniently to 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.

Thus it was that 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. Since then enrollment has swelled to nearly 4000 and the entire Governors State community has moved to its permanent location, a remarkable educational facility not far from I-57 in Park Forest South, Illinois.

Mission

Governors State University (GSU) opened in September 1971 as 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 expectations 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.
- Often work will be guided by a Student Study Plan that may be negotiated before embarking on the work and in some cases altered after starting it; 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 interest.

Accreditation

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

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

A unicameral governance body, the University Assembly, makes policy recommendations for action by the President. It can challenge the President's veto, and with a sufficiently strong vote may go over the President's Office to the Board of Governors for a ruling. The University Assembly represents all components of GSU's population, including 8 faculty, 8 students, 4 support staff, and 4 civil service staff, all elected by their respective constituencies, and the President and 8 presidential appointees, of whom at least 2 are community representatives. The Assembly's standing committees are: Executive, Educational Programs and Policies, Human Services, Fiscal Resources, Physical Resources, Governance, and Future.

Collegial Governance System

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.

University Advocate

The University Advocate is an independent agent with investigatory and recommending powers. Pleading, arguing, defending or supporting the cause of the grievant, the Advocate may recommend adjudicatory action or policy changes. But making, overruling, or controlling GSU policy and actions are not within the Advocate's province. Briefly, the Advocate's basic functions are to:

1. advocate the causes of individuals;

2. promote GSU and its mandates and objectives;
3. facilitate communication;
4. accept and handle proper and justifiable cases;
5. conduct appropriate and discreet investigation.

When GSUers use the University Advocate Program to help them solve problems, the following procedures are generally followed:

1. the grievant fills out an uncomplicated standardized form in order to register the complaint;
2. when other appropriate University avenues and units have not already been contacted, the individual is referred to them for satisfaction;
3. if not yet satisfied, the individual may return to the University Advocate for assistance.

The University Advocate's office maintains an up-to-date listing of legal resources and community agencies as a referral service for students and other members of the University community.

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.

In its communications-public relations function, University Relations provides wide-ranging information services to individuals, groups, and media both inside and outside the University. As a University support system, the Office has a responsibility to the entire University community to provide professional communications counsel and to instruct by providing an operations setting in which communications students may work and learn. Part of the mission of the Office is to provide coordination of visitations to the campus. All University news releases and non-instructional publications are coordinated by University Relations.

In its private fund raising function, the Office acts as the administrative arm of the Governors State University Foundation and coordinates all University efforts to solicit funds from private donors, be they individuals, community groups, corporations or foundations.

In its Alumni Association liaison function, University Relations serves as the administrative agent of the Board of Directors of the Governors State University Alumni Association. All alumni lists, mailings, programs, funding campaigns, elections and relations with the University community are coordinated and administered by the Office.

Four Wings

Each of the four wings of the University is administered by a University Vice President who reports to the President and the Executive Associate.

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.

The Community Service Wing

The general objective of the Community Service wing of Governors State is to make this University and its resources accessible to the surrounding communities so that mutual actions can be undertaken in problem solving. This objective assumes the establishment of harmonious relationships with all parts of the community.

Specifically the mission entails:

1. involving the University and community in the process of identifying and developing solutions to significant educational, social, economic, political and environmental problems;
2. increasing University-community cooperation in planning and operating continuing education programs directed towards specific community needs;
3. identifying and developing new and improved educational approaches to the solution of community problems through demonstrations and research;
4. extending and enlarging the opportunities for individuals and groups to acquire new knowledge and skills at more convenient times and places. This means the development of outposts which will shift the ecology of learning to problem areas, enabling interdisciplinary and neighborhood task forces to work on projects.

The University has a well defined set of social objectives that are consistent with its educational mission. These objectives will be achieved as the institution develops its model of community service and appropriate strategies. During the very short life span of GSU, faculty and staff have engaged in a plethora of community activities. The needs at this time are to systematize this involvement and to codify its consequences so that they can be communicated for review, examination, and replication.

GSU community service activities fall roughly into three categories. First, those activities initiated jointly by community leaders and university personnel, directed towards solving a community problem or meeting a community need. Usually students have been included in these activities so that they may learn from them and begin to develop a commitment to community service.

Secondly, those activities that result from a request for expertise. The request is usually initiated by a community organization. If the request is honored, a faculty member is assigned, the person represents the University and is responsible to the assigning administrator and Vice-President for Community Services for reports which provide feedback and accountability.

Third, those activities engaged in by University personnel in their role as citizens. These activities are voluntary

and meet a definite community need. The person is not required to be accountable to an administrator. However, since these are valuable community services from which other meaningful access avenues can be established, communication and coordination networks must be established.

The Research and Innovation Wing

The mission of the Research and Innovation Wing is to provide the services associated with a university library, an audio-visual and instructional materials development center, and institutional research office, and a grants and contracts office. In addition, the Wing is mandated by the President to be GSU's "burr under the saddle," to promote innovation and change.

The functions of the Wing, directed by the University Vice-President for Research and Innovation, are accomplished by four Units: (1) Research and Evaluation (R&E); (2) Special Projects; (3) the Learning Resources Center (LRC); and (4) the Instructional Communications Center (ICC).

Research and Evaluation is charged with the development of a process for evaluating the University, apprising the institution of its successes (and failures), and making recommendations for changes. On the basis of research conducted, information about the University is provided to assist in decision-making functions.

Special Projects coordinates all University sponsored research projects, grants and contracts. Special Projects also coordinates the Mini-Grant Program and encourages and assists the GSU community in conducting projects that will enhance the achievement of the University mission.

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 150,000 volumes, 2,000 journal subscriptions, 200,000 microforms, and 30,000 nonprint materials including filmstrips, audio and video-cassettes, records, slides, kits, games, and motion pictures.

Available in the LRC are the quiet study areas 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 8 mm film productions, video and audio tapes. Experienced technicians maintain and distribute throughout the University equipment such as portable videotape recorders, audiotape 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.



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 Vice President for Academic Affairs directs and coordinates the work of the Wing. The Deans of the Colleges and directors or coordinators of the other units of the Wing report directly to the Vice President.

The academic program is administered through the Colleges of Business and Public Service, Cultural Studies, Environmental and Applied Sciences, and Human Learning and Development. Other units in the Wing support or augment the academic program and include Admissions and Records, Cooperative Education, Community College Relations, Financial Aids, Placement, and Student Services. The Vice President also has responsibility for the Board of Governors Degree Program, the University program for awarding academic credit for nonacademic learning experiences, both of which are programs of experiential learning, and the University Without Walls. Encouragement, assistance, direction, and support are also given by the Vice President to intercollegial programs at the University such as Bilingual/Bicultural Studies, the Liberal Education Project, Urban Studies, and Women's Studies.

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 evening 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.

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

Experiential Education

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 experi-

ences 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 education 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 "5%" 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. During 1975-76, the program has continued with refinement of previous modes of operation. Changes in materials and processes are now in progress, due in part to the increasing number of students, and in part to the need for further improvements in reliability and validity of assessments. Changes in process will include expansion of the number of operating review committees, as well as increased emphasis on the appropriate use of expert judgment.

While assessment under the Board of Governors Program is made on broadly based learning experience, under the GSU "5%" 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 able to demonstrate a high degree of competency in a major area of concentration and broad knowledge and competency in a core of interrelated liberal arts areas.

The key to the 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-maturation, 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 U.W.W. 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 approximates a full-time load equivalency or \$232.00 per Tri-mester which at present is the rate for Illinois residents. This cost provides for administration and advisement of the program students and any formal module that the student desires to engage in at GSU.

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 gen-

eral 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, North-eastern 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 non-academic 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) will also be evaluated for credit.

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 "5%" 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 in-service 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 nonacademic learning 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. 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 three or four months before admission is desired or before graduation, if the credit is to be used for completing graduation requirements.

Servicemen's Opportunity College

Governors State University is affiliated with the Servicemen's Opportunity College. The service student will be registered in G.S.U. as a regularized student and, therefore, is expected to meet all the requirements of G.S.U. 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 G.S.U. 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 G.S.U. This requirement, however, can be fulfilled by any academic work taken through G.S.U., including independent study, field work, etc.

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 availa-

ble 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

Cooperative Education

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

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.

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.**

*Governors State University is not responsible for falsified records.

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 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.

Student Services

Student Services provides backup and supplementary 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 Services. Brief descriptions of some of the services provided follow.

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.

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.

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.

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.

Transportation Transportation to and from the University is basically the responsibility of the student. However, there is a temporary shuttle service to and from the nearby Illinois Central Gulf railroad station at Richton Park. It operates from 8:00 a.m. to 10:30 p.m., Monday through Friday.

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.

Veterans Administration (G.I. Bill) 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.

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

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).

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.

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 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 G.S.U.

A major new service has been created in the south suburban area by the linkage of Governors State University and the South Suburban YMCA to form the "YMCA at G.S.U." Desirous of providing a comprehensive recreational program for students, staff and citizens of the surrounding areas, leaders of the University and the YMCA worked through the Fall of 1975 to determine whether a sound collaborative arrangement might be possible. After open hearings on the campus and approval by the University Assembly, this creative new concept was passed upon by the Board of Colleges and Universities of the State of Illinois.

The arrangement provides for a full and comprehensive YMCA program to be carried out in the new and spacious recreational complex at the University. These facilities are under Y management and operated by YMCA staff. Students and staff of the University receive a preferential fee structure, but the Y at G.S.U. invites all citizens to participate in this recreational program.





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.

Block-Trimester: The University calendar is divided into three Block-Trimesters, each running four months. In a Block-Trimester there are three different time frames (Blocks) for the offering of Learning Modules. For example, in the Winter Trimester there are: 1. a January through April Block with Learning Modules running the entire length of the Trimester; 2. a January through February Block with Learning Modules running through the first half of the Trimester; 3. a March through April Block with Learning Modules running through the second half of the Trimester. Thus each of the three GSU Trimesters (Fall, Winter and Spring-Summer) contain three separate Blocks. There is but one registration period for the entire Trimester. Faculty complete evaluation forms at the end of each Block or as the student completes the required work. Material most suited for lengthy presentation is scheduled for the sixteen-week Block which runs the length of the Trimester, materials more appropriate for compact presentation are scheduled for one of the two eight-week Blocks.

The University has found that the Block-Trimester affords both students and faculty the advantages of genuinely flexible scheduling.

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 competen-

cies 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

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

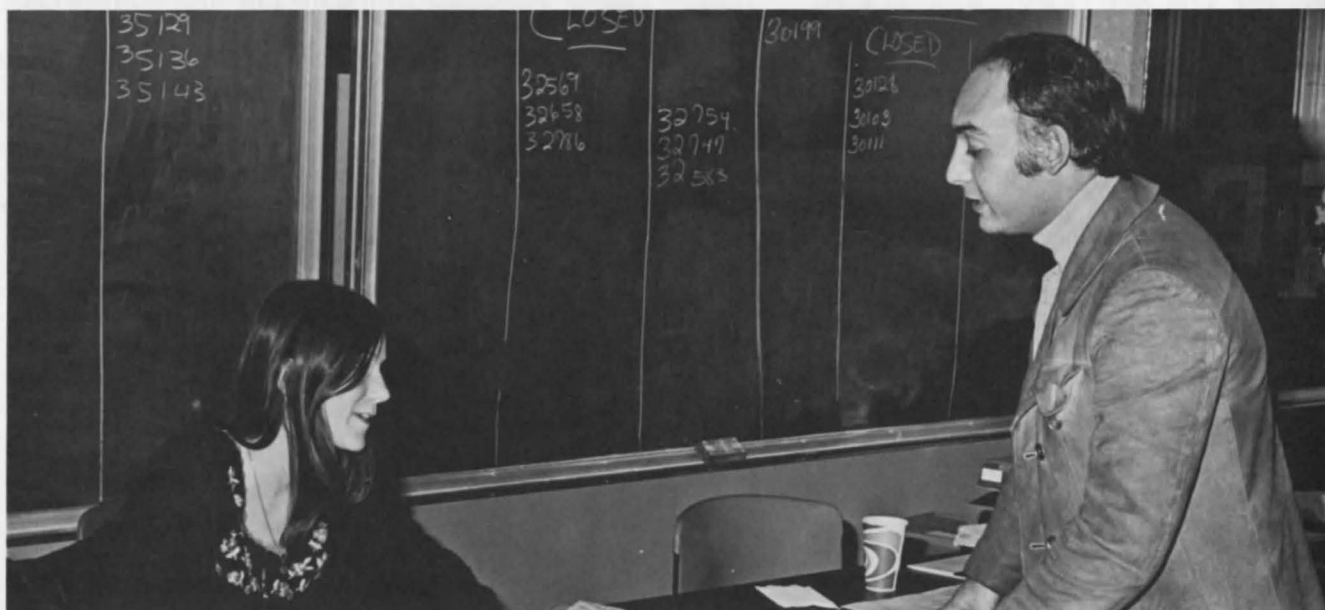
At the time of admission and initial enrollment, a student and advisor cooperatively plan the specific offerings to be taken and begin to estimate the approximate time needed to meet the student's academic objectives at GSU and earn a degree. This will be summarized into the informal beginnings of a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

Undergraduate Admission Criteria

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 were in good standing at the last institution they attended and if they have:

1. An Associate of Arts (AA) or an Associate of Science (AS) degree from an accredited community or junior college; or
2. 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 at least 60 semester hours or 90 quarter hours of the total collegiate hours taken.

Graduate Admission Criteria

Students are eligible for admission as graduate students to Governors State University if they were in good standing at the last institution they attended and if they have:

1. A Bachelor's Degree from an accredited college or university;
2. 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.

Criteria for graduate admissions are subject to constant review and development. As new criteria evolve, students 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 first-come, first-served basis if they have:

1. 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;
2. If the student has left a university for academic reasons, he/she must wait six months before being admitted to the Board Program.

Credentials Required for Admission

Undergraduates

Official transcript's reflecting all course work, including grades, and good standing at the last instruction attended.

Graduates

Official transcript's 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

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

Admission Under the 5% Program

Students who are not otherwise admissible to Governors State University, under criteria outlined above, might be admissible under the University's 5% Program, which awards academic credit for non-academic learning experiences, including work experience. This credit can be applied for the purpose of meeting minimum admission criteria. Students interested in information regarding this program 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 Status

Students interested in taking courses of their own selection, and not interested in earning a degree from Governors State University, can apply as non-degree students. If at some later date they wish to enter a degree program, re-application and readmission will be required. Non degree students will register after degree seeking students.

Admission Criteria

Undergraduates

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

Graduates

A Bachelor's degree from an accredited university.

Credentials Required

Undergraduates

1. Official transcripts reflecting 60 semester or 90 quarter

hours with a "C" average from an accredited institution.

2. Official transcripts reflecting an AA or an AS Degree from an accredited institution.

Graduates

Official transcripts reflecting a Bachelor's degree from an accredited institution.

Non-degree students will be admitted conditionally upon receipt of the application, pending receipt of the above credentials.

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. He/she must petition for admission in the appropriate College for each separate admission, 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 category. Credit earned in this manner cannot be used for admissions purpose. 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 and Records
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 (Bachelor's or Master's) at G.S.U. and wishes to re-enter as a graduate student (degree or non-degree);
3. If a student has been admitted as a non-degree student and is seeking admission into a degree program.

Application and Credential Deadlines

Deadlines for submission of applications and credentials will be established prior to each Trimester. Information regarding such deadlines will be available in the schedule for the Trimester. No applications or credentials will be accepted for that Trimester after the established deadline. The deadline will be approximately three weeks prior to clean-up registration.

Transfer Credit

When the University admits a student he/she is sent a Certificate of Admission which formally notifies the student of admission, any conditions of admission, and of his/her assigned academic advisor. At the time of admission as a degree seeking student, he/she will begin to plan his/her 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 relation 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 Foreign Student Admissions Counselor 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.

Medical Statement Students applying from abroad must send a statement of good health from a physician to the Office of Admissions and Records. Very limited health services are provided for students enrolled at GSU. Medical costs are high in the United States and the need for adequate insurance coverage cannot be overemphasized. All students are required to pay a health insurance fee unless evidence of adequate coverage is submitted to the Health Services Office.

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. medical statement
5. 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.

Visa and Other Legal Regulations

General The student's passport must be valid for a period of six months or longer than the expected stay. Employment regulations and income tax status vary according to the type of visa. Students should discuss their requirements with the U.S.A. Consular Official.

F-1 Student Visa The I-20 Form (Certificate of Eligibility for F-1 Student Visa) will be issued only to those students who have been formally admitted to the University. It will be sent to the student with the certificate of admission. In order to qualify for an F-1 visa, a student must be enrolled for a full program of studies, and attend the University that issued the I-20 form that permitted entry into the United States.

Employment Regulations for F-1 Visa Students The student can not have paid employment in the United States before enrollment. If a student requires employment outside of the University due to unforeseen circumstances arising after admission, he/she must first consult the Foreign Student Admissions Counselor, and then apply to the Immigration and Naturalization Service for permission to accept such employment. The regional office of this agency is located at 219 South Dearborn Street, Chicago, Illinois 60604. A student can have paid employment if the University has arranged for on-campus work that will not interfere with a full program of study.

F-2 Visa for Spouse or Minor Child of F-1 Spouse and/or minor child may be admitted to the United States on the basis of the I-20A Form issued to the F-1 student provided they have sufficient financial support. For the individual with an F-2 Visa, paid employment of any kind is not permitted under any circumstances.

United States Social Security Number Every student must have a United States Social Security Number in order to register at the University. Upon arrival in the Chicago area the prospective student should secure a Social Security card from a Social Security Administration office and then report this number to the Office of Admissions and Records. The Social Security office nearest to the University is at 15325 South Page, Harvey, Illinois 60426, Phone # (312) 333-1140. The Foreign Student Admissions Counselor will assist students in securing a Social Security Card.

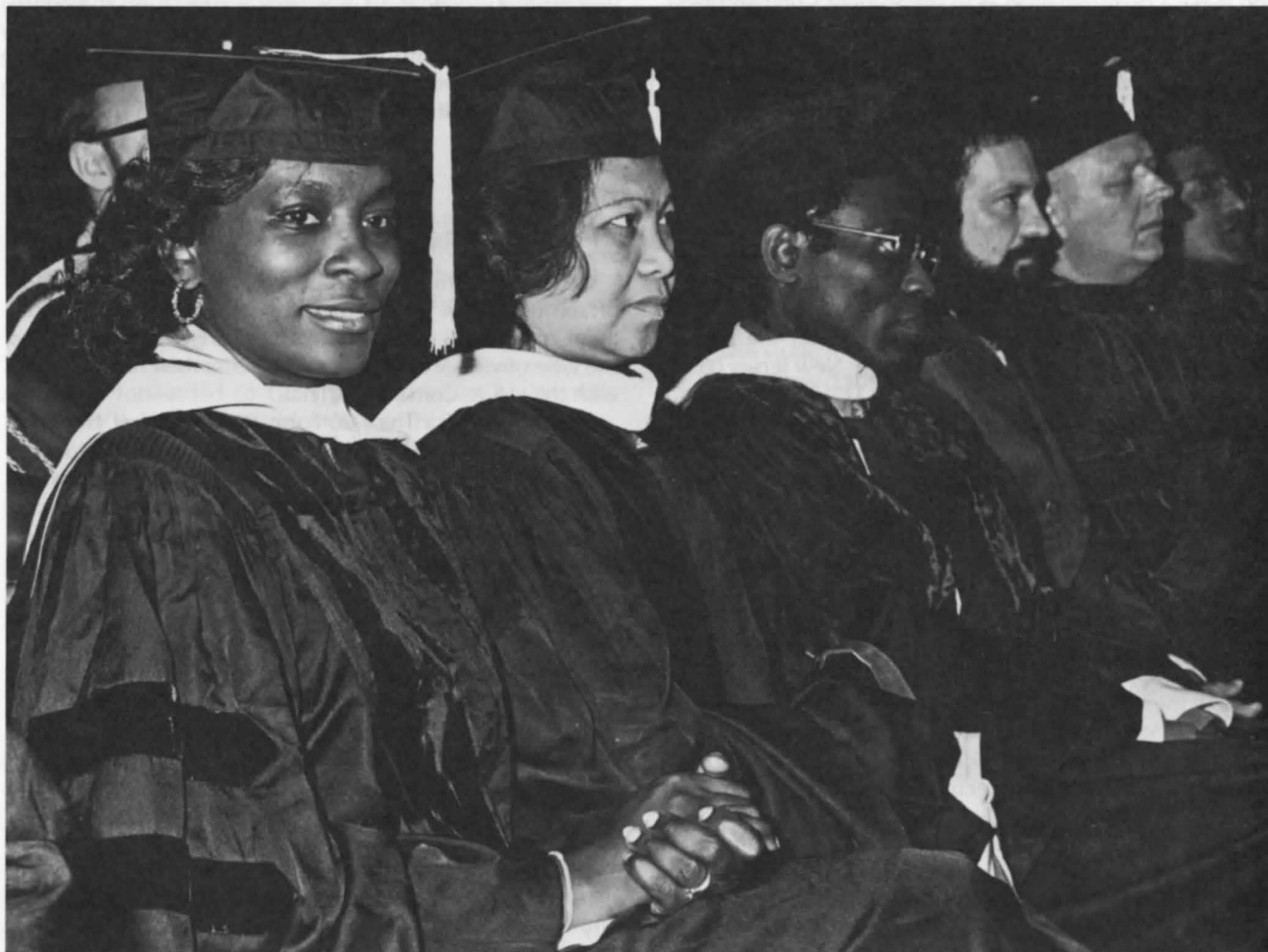
University Testing Program

All degree-seeking students may be required to partici-

pate 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. The University Testing Program is administered by Student Services.

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 and every student.



Registration

Requirements

1. Students will be allowed to register only if they
 - (a) have been admitted or readmitted to the University.
 - (b) have no outstanding financial obligations to the University.
 - (c) are in good academic standing.
2. The student's registration form must be signed by the advisor before the student can register.
3. Registration is not considered complete until fees have been paid.
4. A \$10.00 late fee applies to students who register after the clean-up registration day.

How to Register

Advance Registration

1. Students enrolled in previous trimesters may advance register by means of advance registration forms distributed to students by the Office of Admissions and Records. Advisors will aid students in completing the advance registration forms. Students who participate in Advance Registration will have priority over all other students.

Regular Registration

2. Students who do not advance register will obtain registration forms from the College, BOG Degree or UWW Program Unit in which they are enrolled. Advisors will aid students in completing final registration forms.
3. Non-degree candidates will obtain final registration forms from the College in which they may be enrolled. They will then have their registration forms signed by the person designated on the Certificate of Admission.

Advisors

Students should contact their advisors as soon as possible to set up arrangements for the completion of registra-

tion forms and student study plans. Academic programs at GSU are more individualized than those at other colleges and universities. Advisors have copies of the student's application and transcripts available for the advising function.

Unproductive efforts, personal histories, career expectations, work experience, cooperative education employer reports, and the like, will be maintained in a confidential student dossier kept by the student's advisor for counselling purposes only. Upon graduation, students take their dossiers with them.

Work Load

Students assume a high degree of self-direction and responsibility for program planning, as there are few fixed Learning Module requirements for graduation.

The normal maximum full-time student load is 9 units per 8-week block, or 16 units per Trimester. On the average, each unit requires about 40 hours of student work — including the laboratory, library, field work, faculty conferences, seminars, home study. With most Learning Modules available for variable credit, students will get credit for what they master, according to the time schedule agreed upon with the Coordinator of the module. A full student load of 6-9 units in a given 8-week block might thus require about 30-45 student hours per week, or about 240-360 active student hours during that 8-week block. Naturally, some students will work faster, others more slowly. Most students will work on two to four, or in special cases five Learning Modules during one Trimester. The amount of time and energy a student must devote to Learning Modules varies with the number of competencies to be accomplished and the strength of the student's background.

New students and those who are working elsewhere should plan to register for reduced loads, especially during their first Trimester at the University. This will enable them better to relate time requirements to their expectations. Full-time jobs and full-time academic loads are incompatible.

<u>TUITION</u>	<u>Illinois Resident</u>	<u>Non-Resident</u>
	Trimester	Trimester
EFFECTIVE SEPTEMBER 1, 1977		
Undergraduate		
Full time (12 units or more)	\$255.00	\$765.00
Part time	21.25 per unit	63.75 per unit
Graduate		
Full time (12 units or more)	270.00	810.00
Part time	22.50 per unit	67.50 per unit
All other fees listed in the 1977 Catalog remains in effect in the amounts as listed at this time.		

***Charged one time only.

†Applies to students who do not complete registration by the clean-up registration date and to students who do not complete payment of their balance on time.

††Please note: In-state fees are charged to GSU students who have resided, or whose spouses have resided in the State of Illinois for six months. However, international students with student or temporary visas are charged out-of-state fees.

†††Spring/Summer \$11.00; Per Block — \$7.00; Per Entry — .50.

Payment of Trimester Fees

1. Installment Method

Fifty percent of tuition and fees must be paid prior to the beginning of the Trimester by all students who are taking 12 units or more and who are not on scholarships. The balance of the tuition must be paid not later than Friday before the start of the second 8-week block.

2. Regular Method

For all other students, the tuition 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.

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 a.m. to 8:00 p.m. Monday to Friday and from 8:30 a.m. until noon on Saturday.

Adding, dropping or changing Learning Modules takes place **only** during the first 8-days of a block. Payment for additional units is to be made before the add/drop form is processed. No changes are processed without the receipt of payment of the registration fees.

Refunds

Students who cancel their total registration, or any part thereof, during the first ten calendar days after the first day of the Trimester will be entitled to a full refund of the registration fee concerned. The Student Scholarship Fund fee is refundable up to the tenth calendar day after the first day of the Trimester.

Registration Reservations for Later Trimesters

Students who do not intend to enroll in modules for a

Trimester should contact their advisors and complete a Registration Form registering for zero units and also indicating intent to enroll at a specified later Trimester. Such forms can be sent to the Office of Admissions and Records through the campus mail. Students should contact 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).

Re-Admission

Students wishing to sit out more than one Trimester should make application for re-admission for the Trimester in which they plan to re-enroll, using the usual application form.

Health Insurance

All full-time students are required to pay a health insurance fee unless evidence of adequate coverage is submitted to the Health Services Office.

Change of Student Information

All changes of information (such as name, address, etc.) should be directly and immediately reported to the Office

of Admissions and Records. If addresses are not updated the student is responsible if information required is not received.

Change of Program/Advisor

There is a change of Advisor/Area of Emphasis/College Form that is used to make these changes available in each college.

Student Records

No grades are issued. The University uses competency statements to indicate student achievement. Periodically the Office of Admissions and Records mails status reports to students indicating number of units complete and incomplete. If there is a delay or an error in the record, the Office of Admissions and Records should be contacted at once.

Module Completion Verification

Students should keep a record of all Learning Modules completed and check their official A & R office files to verify that all completed modules in their Student Study Plan have been submitted by each coordinator.

If module transcripts do not appear in the University office of A & R files, the student should contact the collegial student records office to verify if the coordinator has sent in the student's units of credit and competencies to A & R. If it is not on file in the collegial records office, the student should contact the coordinator.

Students unable to reach module coordinators to verify the completion of a module should seek the assistance of the A & R office. A form is available for students to fill out requesting that the college determine the status of the module completion. Upon receipt of the coordinator's reply, A & R will mail a copy of the student's status to the student, and indicate what action if any the student needs to take.

Graduate Degree Candidacy When building the Student Study Plan, graduate students automatically apply for candidacy for the MA degree, usually after 8 Units of credit have been achieved. Candidacy is not automatically awarded. In some programs, testing and other criteria must be met. Check specific program descriptions for requirements. Some students may continue graduate studies even though not candidates for a degree. They are Non-Degree Students. Non-Degree students whether graduate or undergraduate — may be admitted for one Trimester only or on an unrestricted basis, depending on circumstances.

Degree Requirements

General requirements for graduation include:

1. Completion of at least 120 units including previous approved college work for the Bachelor of Arts, and completion of at least 32 units beyond the BA for the Master of Arts.

2. Meeting all College requirements for the Student Study Plan.
3. Payment of all University financial obligations.
4. Filing an application for graduation and paying the graduation fee — ordinarily the application should be filed during the first week of the Trimester during which the student wishes to graduate.
5. Completion of 24 units at GSU, whether the degree in question is the BA or MA.

Graduation

There are four graduation dates per year: April, June, August and December. Diplomas are ordered and awarded only upon completion of degree requirements. Commencement ceremonies ordinarily take place once a year in midsummer. Students may rent caps and gowns for the Commencement Ceremony through the University.

Students intending to graduate, should make application for graduation, in consultation with their academic advisor, through their college or degree program, during the first two weeks of the Trimester in which they plan to graduate. Specific information regarding procedures for graduation can be obtained through the Office of Admissions and Records.

Diplomas are ordered and awarded only upon completion of degree requirements. Diploma orders are placed only four times a year: January, April, June and August. Commencement ceremonies ordinarily take place once a year, during the summer, for January, April and June graduates. Students may obtain caps and gowns through the University. Graduating students should contact the University Placement Office regarding services available.

It should be noted that once a student has completed a degree program, and graduates, reapplication and readmission are required prior to further registration at the University. (See section on Admissions).

Withdrawal

Students receiving financial aid or having other financial obligations should contact the Office of Financial Aids and Business Office to complete the appropriate forms to clear their records.

Transcripts

At a student's request the University will send transcripts of his/her academic record to other institutions or agencies. There is 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.

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

Students are in good standing when they have met all admissions conditions by the time specified in their admissions certificate and **either**:

- (a) they have completed one-half of all units for which they have been enrolled in all previous Trimesters when the total of units enrolled for is 16 units or less; or
- (b) they have completed three-fourths of all units for which they have been enrolled during all previous Trimesters when the total of units enrolled for is more than 16 units. (Units dropped during the add-drop period of the Block do not count in this determination.)

Extraordinary Registration Permission (ERP)

ERP is needed when a student carries an overload. All students are entitled to be considered for ERP. ERP may be granted according to appropriate collegial procedures. Without collegial approval, any registration requiring ERP is cancelled.

Overloads occur when a student wishes to:

- (a) carry any work beyond one Trimester following initial enrollment (permission of the coordinator is also required). ERP must be granted each Trimester thereafter until work is completed.
- (b) enroll for more than 16 units during any Trimester, or enroll for more than 9 units in a single Block II or III (counting $\frac{1}{2}$ value for Block I enrollments).
- (c) carry more than 16 uncompleted units from prior Trimesters, not including the current Trimester for which the student is enrolled.

Learning Module Completion Deadlines

Learning Modules are normally to be completed during the Block offered or within sixteen weeks following the end of that Block. If a student finds that completion will be impossible within the specified time period, he/she may request Extraordinary Registration Permission (ERP) (See Above) from the coordinator of the Learning Module.

Without ERP, no academic credit will be awarded after the sixteen week deadline.

Academic Honesty: Using the Ideas of Others Appropriately

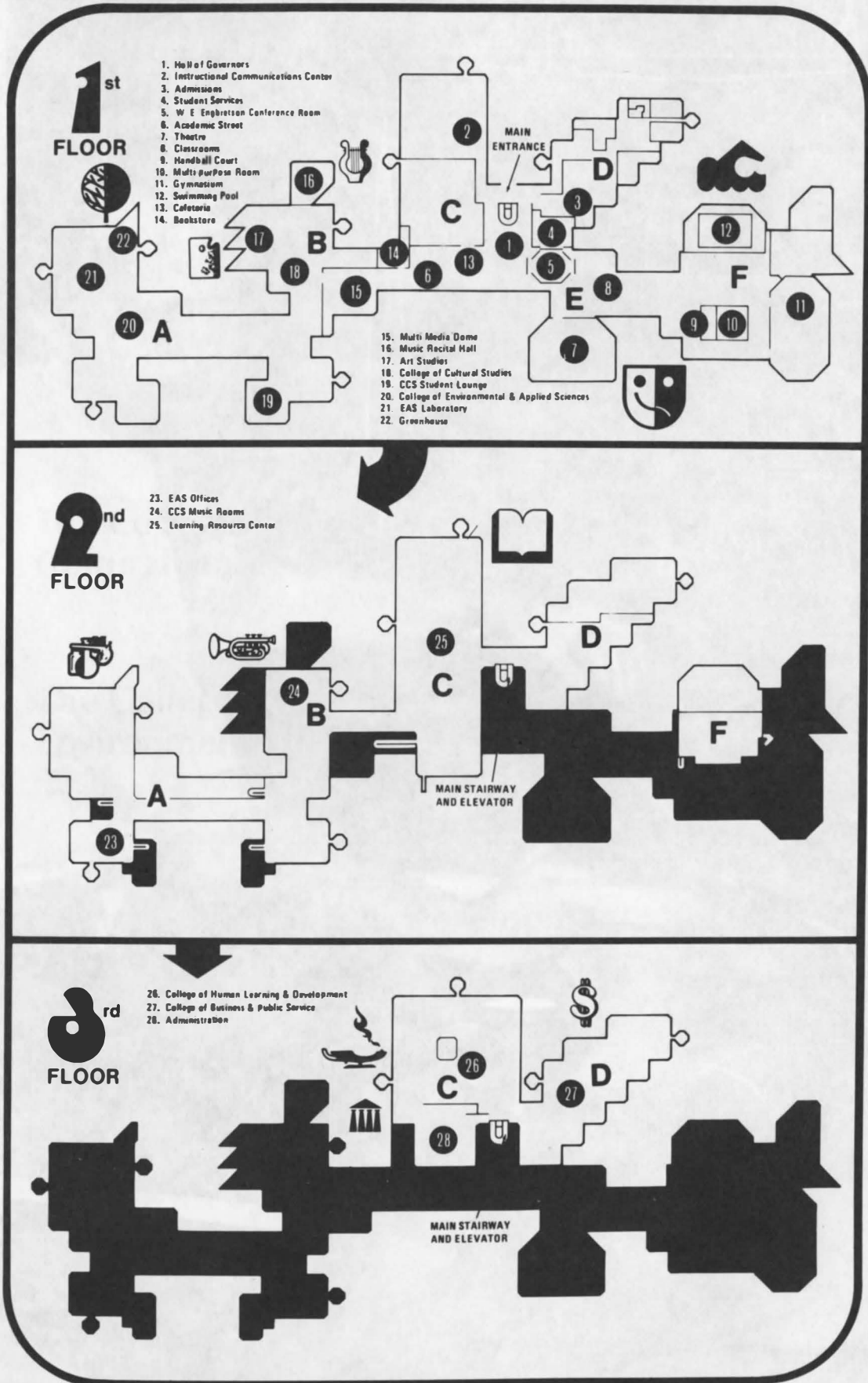
Academic credit is granted at Governors State when a student has demonstrated that he or she is competent in a given field by presenting evidence to demonstrate first-hand knowledge.

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

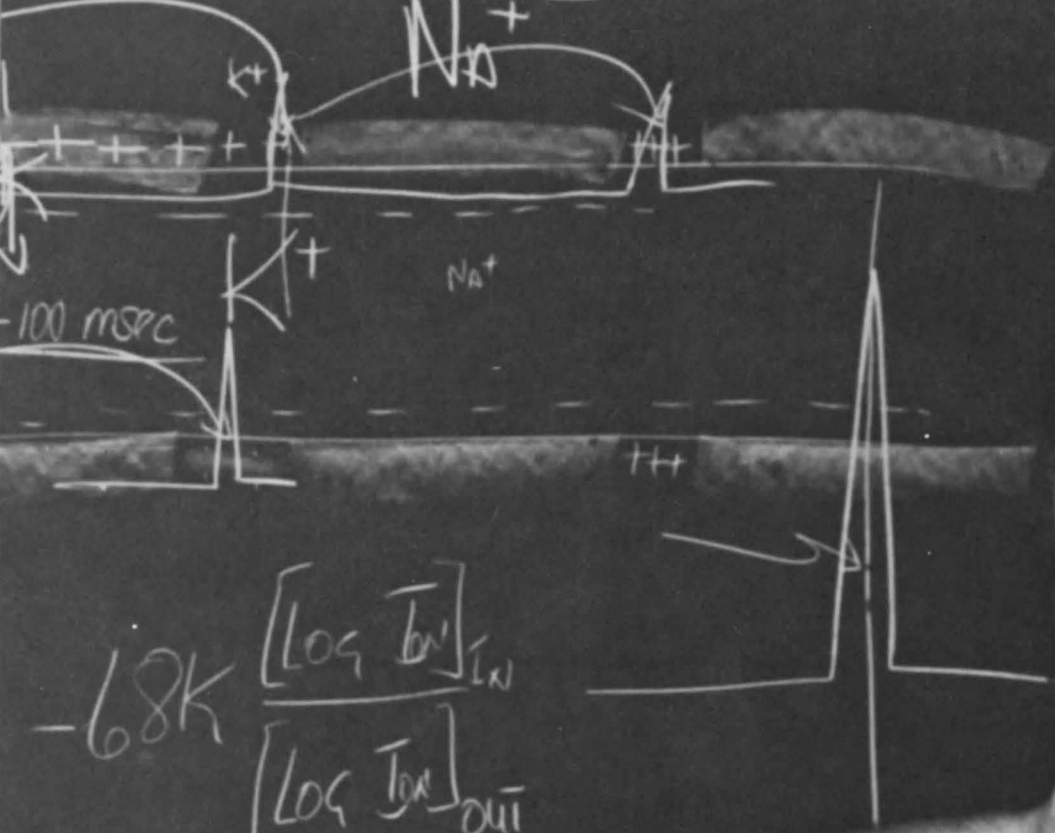
1. When someone else's work or scholarship is a part of material submitted to demonstrate competency, the source of the material should be given credit. It would not be stated or implied that such material is a person's own work.
 - (a) When using material from a publication (i.e., book, journal, article, 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.

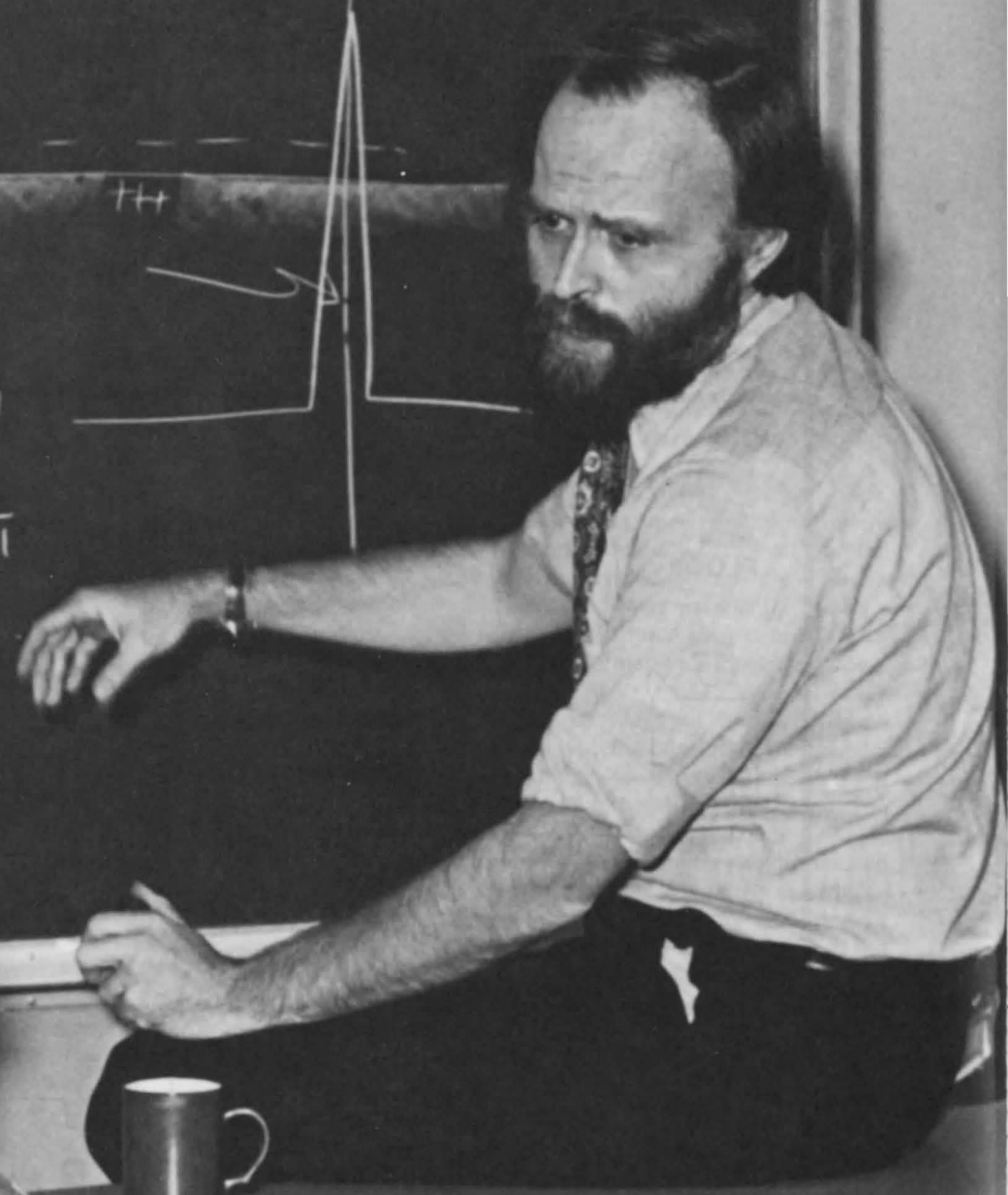
CAMPUS FACILITIES MAP



FFUSIBLE IDNS



$$-68K \frac{[\log I_{in}]}{[\log I_{out}]}$$



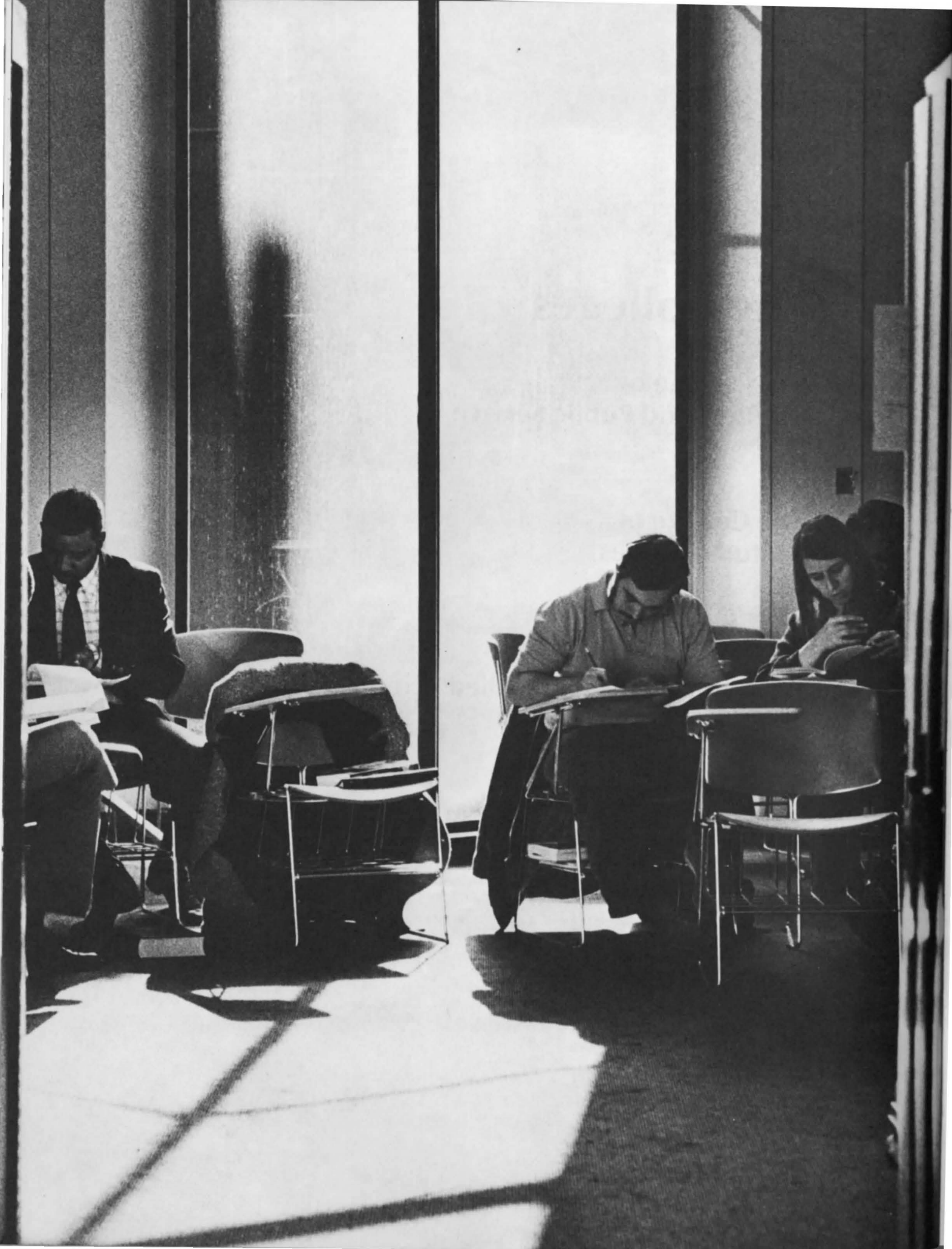
The Colleges

**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 and MA)

Business Education (BA and MA)

Urban Business Teacher Education (U, G)

Office Administration (U)

Public Service (BA and 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 the Business and Public Service students from rapid obsolescence and make them 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, business education, and public career service.
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.

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.

Special Admission 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 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

Student Study Plans are completed with the advisor and require the Dean's signature. Changes in Student Degree Plans require the approval of the College office.

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 written permission from the College office. A student enrolling for only one two-month Block within a Trimester may not register for over eight (8) units. Permission for overloads 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. However, graduate modules for graduate credit may not be taken without specific admission to the graduate program. 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. It is the responsibility of the students to apply for candidacy. Students may not graduate without candidate status.

Instructional Programs

Programs are offered which lead to the BA in Office Administration and the BA and MA degrees in Business Administration, Urban Business Teacher Education, and Public Service. They 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 students then select optional concentrations from a supplementary core consisting of Learning Modules in their Area of Interest as identified in the suggested curricula guides of the various Areas of Emphasis. Thus, students in the College develop certain common competencies at the same time they engage themselves in those supplementary core module components germane to their specific fields of specialization. These are selected in consultation with their advisers.

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 intercollege 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.

Business Administration Program (Major)

The primary goal of the Business Administration Instructional Program is the preparation of students for professional careers within the general field of business enterprise management. The three basic components of the Program are (1) preliminary core, (2) the basic core, and (3) the supplementary core. 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. However, no single student is likely to attempt to seek a high level of competence or depth 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 Communication to both Undergraduate and Graduate students. Students not passing the examinations will be required to take a two-credit Learning Module (not applicable toward graduation) in Written Communications and a two-credit learning module (not applicable toward graduation) in Quantitative Foundations to satisfy each competence deficiency in Quantitative Foundations and in Written Communications.

Graduate students admitted to the MA program in Business Administration **must** take the Graduate Management Admission Test (GMAT).

Business Administration Program Competencies

BA All of the Learning Modules listed below must be taken to complete the Bachelor of Arts requirements.

Preliminary and Preliminary Core

<i>Principles of Accounting I and II (Financial Accounting, Process, and Reporting; and Managerial Accounting)</i>	6 credits
<i>Economics I and II (Macro and Micro Economics)</i>	6 credits
<i>Business Law (Legal Environment of Business)</i>	3 credits
<i>Quantitative Foundations for Business Administration</i>	0 credits
<i>Introductory Statistics and/or Probability</i>	3 credits
<i>Written Communications*</i>	0 credits

Learning Modules suggested to be completed at the community college level are so indicated by an asterisk (*).

Basic Core

Learning Modules normally taken at Governors State University: (60 credits)	
<i>Business Applications of Calculus</i>	3 credits
<i>Intermediate Statistics</i>	2 credits
<i>Managerial Economics</i>	3 credits
<i>Marketing Management*</i>	3 credits

<i>Financial Management*</i>	3 credits
<i>Organizational Administration*</i>	3 credits
<i>Production Management*</i>	3 credits
<i>Cooperative Education</i>	2 credits
<i>Business Policy (during last Trimester)</i>	3 credits

In addition, it is required that each student complete sufficient business and non-business 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 will be counted toward the 60 credits required for graduation.

MA

Preliminary Core

Total preliminary competencies (Undergraduate Prerequisite Requirements) equal 30 credit hours. Some or all of these may have been met by undergraduate work, in-service instruction, etc. If not, they may be completed at GSU where some of the credit requirements may be reduced by taking special Learning Modules.

<i>Accounting Principles I and II</i>	6 credits
<i>Economic Principles I and II (Micro and Macro Economics)</i>	6 credits
<i>Finance**</i>	3 credits
<i>Business Law</i>	3 credits
<i>Marketing or Management Principles</i>	3 credits
<i>Management Principles or Administrative Science</i>	3 credits
<i>Statistics</i>	3 credits
<i>Calculus, Finite Mathematics, Matrices or Probability</i>	3 credits
<i>Written Communications</i>	0 credits
<i>Quantitative Foundations</i>	0 credits

Accounting and Finance are each offered in a special Learning Module for graduate students who do not have prior work in these areas.

Supplementary Core (32 graduate credits)

Students must complete 4 of the following 9 Learning Modules (12 credits).

<i>Accounting for Administrative Control</i>	3 credits
<i>Advanced Quantitative Methods</i>	3 credits
<i>Managerial Economics</i>	3 credits
<i>Organizational Theory</i>	3 credits
<i>Problems in Financial Management</i>	3 credits
<i>Problems in Industrial Relations</i>	3 credits
<i>Problems in Management Information Systems</i>	3 credits
<i>Problems in Marketing Management</i>	3 credits
<i>Problems in Production Management</i>	3 credits

Capstone Core

During the last Trimester of his/her program each student must complete both of the following Learning Modules (6 credits).

<i>Policies and Strategies of Administrative Science</i>	3 credits
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Business and the Public Interest

3 credits

In addition to the above Learning Modules, students must complete a minimum of 14 credits of graduate electives for a total of 32 credits of graduate work:

Areas of Interest

Within the Business Administration Program it is possible to select numerous Areas of Interest. These Areas of Interest are *not* listed on the GSU transcripts. The Learning Modules listed are those recommended by the faculty as those which should be taken in the Area of Interest.

Accounting

<i>Accounting Information Systems</i>	G
<i>Applied Financial Accounting Problems I and II (Advanced)</i>	U/G
<i>Audit Theory and Philosophy</i>	U/G
<i>Cost Control and Decision-Making (Advanced Cost)</i>	U/G
<i>Financial Accounting Standards</i>	U/G
<i>Financial Reporting Theory I (Intermediate)</i>	U/G
<i>Financial Reporting Theory II (Intermediate)</i>	U/G
<i>Independent Study in Management Information Systems</i>	U
<i>Tax Theory and Consideration</i>	U/G
<i>Tax Problems</i>	U/G

Economics

<i>Comparative Economic Systems</i>	U/G
<i>Contemporary Economic Issues</i>	G
<i>Intermediate Macro Economics</i>	U
<i>Macro-Economic Analysis and Policy</i>	U/G
<i>Managerial Economics: Economics of the Firm</i>	U/G
<i>Micro-Economics Analysis and Policy</i>	U
<i>Money and Banking</i>	U
<i>Readings in the History of Economic Thought</i>	U
<i>Urban Economics</i>	U

Finance

Students should complete the undergraduate requirements in Accounting, Finance, and Economics, plus:

Finance, Investment and Banking
Commercial Bank Management
Corporate Financial Analysis
Financial Reporting Theory I and II
International Business
Investments
Money and Capital Markets
Portfolio Management
Problems in Financial Management
Security Analysis
Insurance, Estate Planning and Real Estate
Estate Planning
Insurance and Risk Management
Investments
Money and Capital Markets
Problems in Financial Management
 Plus selected capstone courses

Management

Management, Behavioral
Behavioral Approach to Industrial Decision-Making
Introduction to Business Research Design
Organizations and Their Environments
Personnel Administration
Management, Quantitative Methods
Industrial Engineering
Introduction to Operations Research
Organizations and Their Environment

Marketing

Consumer Behavior
Marketing Communication Management
Marketing Logistics
Marketing Price Strategies
Marketing, Planning, and Research

Quantitative Methods

A minimum of two of the following:
Calculus II for Business Administration
Linear Programming
Matrices and Linear Algebra (Advanced)
Probability for Graduate Students
 Plus:
Computer Programming (Fortran and/or COBOL)
Cost Determination and Analysis
Independent Study in Management Information Systems
Introduction to Business Research Design
Introduction to Operations Research

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 admitted to the MA program in Business Teacher Education **must** take the Graduate Record Examination.

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.

Students who complete this program will be prepared for careers as office workers and office managers.

Office Administration Competencies

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

Preliminary Core (14 Credits)

<i>Principles of Accounting I and II</i> (Financial Accounting, Process and Reporting; and Managerial Accounting)	6 credits
<i>Economics I (Macro Economics)</i>	3 credits
<i>Business Law (Legal Environment of Business)</i>	3 credits
<i>Introductory Statistics</i>	2 credits
<i>Quantitative Foundations* (College Algebra)</i>	0 credits
<i>Written Communications*</i>	0 credits

Learning Modules suggested to be completed at the community college level are indicated by an asterisk*. Proficiency examinations will be given for Quantitative Foundations and Written Communications. Students not passing the examinations will be required to take a two-credit Learning Module (not applicable toward graduation) in Quantitative Foundations and a two-credit Learning Module (not applicable toward graduation) in Written Communications to satisfy each competency deficiency in Quantitative Foundations and in Written Communications.

Learning Modules normally taken at GSU:

Basic Core (16 credits)

<i>Organizational Administration</i>	3 credits
<i>Human Behavior</i>	3 credits

<i>Business Communication</i>	3 credits
<i>Management Information Systems</i>	3 credits
<i>Cooperative Education Internship</i>	2 credits
<i>Field Project</i>	2 credits
Specialization (17 credits)	
<i>Office Organization and Management</i>	3 credits
<i>Management of Office Services</i>	3 credits
<i>Records Administration</i>	3 credits
<i>Physical Environment of the Office</i>	2 credits
<i>Administrative Systems</i>	3 credits
<i>Human Elements of the Office</i>	3 credits

Plus sufficient 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

BA All of the listed Learning Modules must be taken to complete the Bachelor of Arts requirements.

Preliminary Core (15 credits)

<i>Principles of Accounting I and II</i> (Financial Accounting, Process and Reporting; and Managerial Accounting)	6 credits
<i>Economics (Macro-Economics)</i>	3 credits
<i>Legal Environment of Business</i>	3 credits
<i>Statistics (or Testing and Evaluation in Business Education)</i>	3 credits

*Quantitative Foundations (Col. Algebra)** 0 credits
*Written Communications** 0 credits

Learning Modules suggested to be completed at the community college level are so indicated by an asterisk (*). Proficiency examinations will be given for Quantitative Foundations and Written Communications. Students not passing the examination will be required to take a two-credit Learning Module (not applicable toward graduation) in Quantitative Foundations and a two-credit Learning Module (not applicable toward graduation) in Written Communications to satisfy each competency deficiency in Quantitative Foundations and in Written Communications.

Learning Modules normally taken at GSU:

Basic Core (12 credits)

Human Behavior 3 credits
Organizational Administration 3 credits
Business Communications 3 credits
Management Information Systems 3 credits

Specialized Core (16-18 credits)

Principles and Problems in Business Education 3 credits
Instructional Design in Business Education 3 credits
Instructional Strategies in Basic Business 3 credits
Instructional Strategies in: Bookkeeping, Accounting 2-4 credits
Field Project 2 credits
Content Electives 6 credits

Professional (15 credits)

Foundations of Education 3 credits
Educational Psychology 3 credits
Instructional Processes Program (Contemporary Educational Environment) 3 credits
Practicum (Student Teaching) 6 credits

Plus sufficient GSU electives or upper-division transfer credits to equal 60 credits.

MA

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

Principles and Problems in Business Education 3 credits
Strategies of Teaching Basic Business 3 credits
Instructional Design in Business Education 1 3 credits
Strategies of Teaching 3 credits
Educational Psychology 3 credits
Field Project 2 credits
Practicum (Student Teaching) 6 credits

Preliminary Core

Written Communications 0 credits
Quantitative Foundations 0 credits

Graduate Requirements (32 graduate credits)

Philosophical and Social Foundations of Education 3 credits
Human Behavior and Instructional Processes in Contemporary Educational Environment 3 credits

Professional Business Education Core (12 graduate credits)

Contemporary Issues in Education for Business 3 credits
Improvement of Strategies in Teaching Business Subjects 3 credits
Instructional Design in Business Education II 3 credits
Research in Business Education 3 credits

Professional Business Administration Core (8 graduate credits)

Business and the Public Interest 3 credits
Business Electives 5 credits

Professional Business Education Electives (6 graduate credits) as specified in the Student Guidelines. The Program requires a total of 32 credits of graduate work.



Public Service Program (Major)

The Public Service Instructional Program of the College of Business and Public Service is designed to prepare persons for careers in government, private foundations, community organizations, and educational institutions.

The program recognizes the increasing demand for personnel to fill professional, administrative, and technical positions in the Chicago metropolitan area and the State of Illinois as well as the growing need for capable administrators to fill positions in the social service organizations of the private sector.

Students' programs will be patterned after individual interests and needs. The purpose of the public service offerings is to develop broad administrative, leadership, and managerial skills, providing students with competencies and abilities to apply themselves for the benefit and improvement of themselves and society.

Part of students' work may be carried out on an independent basis, emphasizing wide use of the resources of the larger community and of the Learning Resources Center of the University to complete their performance objectives.

Public Service students are expected to develop a background in the organizational structure, procedures and decision-making, service-delivery, and problem-solving operations and mechanisms of government and community organization. This is accomplished through learning experiences in administrative science; national, state, and local government; constitutional law; political philosophy; urban sociology; and economics.

Beyond these primary and supplementary competencies, students may select from a wide variety of offerings, both within and outside the College, in developing a program best suited to their career goals.

Graduate students admitted to the MA program in Public Service must take the Graduate Record Examination (GRE).

Public Service Program Competencies

BA All of the listed Learning Modules must be taken to complete the Bachelor of Arts requirements.

Learning Modules suggested to be taken at the community college level are so indicated by an asterisk (*).

American National Government	3 credits
Micro-Economics	3 credits
Social Psychology or Psychology	3 credits
Written Communications*	0 credits
Quantitative Foundations*	0 credits

(In addition to the five required Learning Modules listed above, Macro-Economics; American or European History; and Sociology Learning Modules are strongly recommended.)

Proficiency examinations will be given for Quantitative Foundations and in Written Communications. Students not passing the examinations will be required to take a two-credit Learning Module (not applicable toward graduation)

in Quantitative Foundations and a two-credit Learning Module (not applicable toward graduation) in Written Communications to satisfy deficient competency in Quantitative Foundations and in Written Communications.

Learning Modules normally taken at GSU (20 credits minimum).

<i>Introduction to Public Administration</i>	3 credits
<i>Local Governmental Systems or Equivalent</i>	3 credits
<i>Constitutional Law</i>	3 credits
<i>Urban History or Urban Sociology</i>	3 credits
<i>Political Philosophy</i>	3 credits
<i>Public Finance: Activities, Budgeting and Expenditures</i>	3 credits
<i>Accounting</i>	1 credit
<i>Cooperative Education in Public Service or Career Equivalent</i>	1-8 credits

Plus sufficient Public Service and other electives to complete the required minimum 60 upper-division credits at GSU.

MA

Undergraduate Preliminary (required: 13 credits)

<i>American Government</i>	2 credits
<i>Local Government</i>	2 credits
<i>Public Administration or Equivalent</i>	2 credits
<i>Constitutional Law</i>	2-3 credits
<i>Written Communications</i>	0 credits
<i>Quantitative Foundations</i>	0 credits

Graduate Requirements (32 credits)

<i>American Institutions and Values</i>	3 credits
<i>Urban Government and Politics</i>	3 credits
<i>Public Policy</i>	3 credits
<i>Public Management</i>	3 credits

Plus sufficient graduate electives to satisfy the graduate requirements of 32 graduate credits.

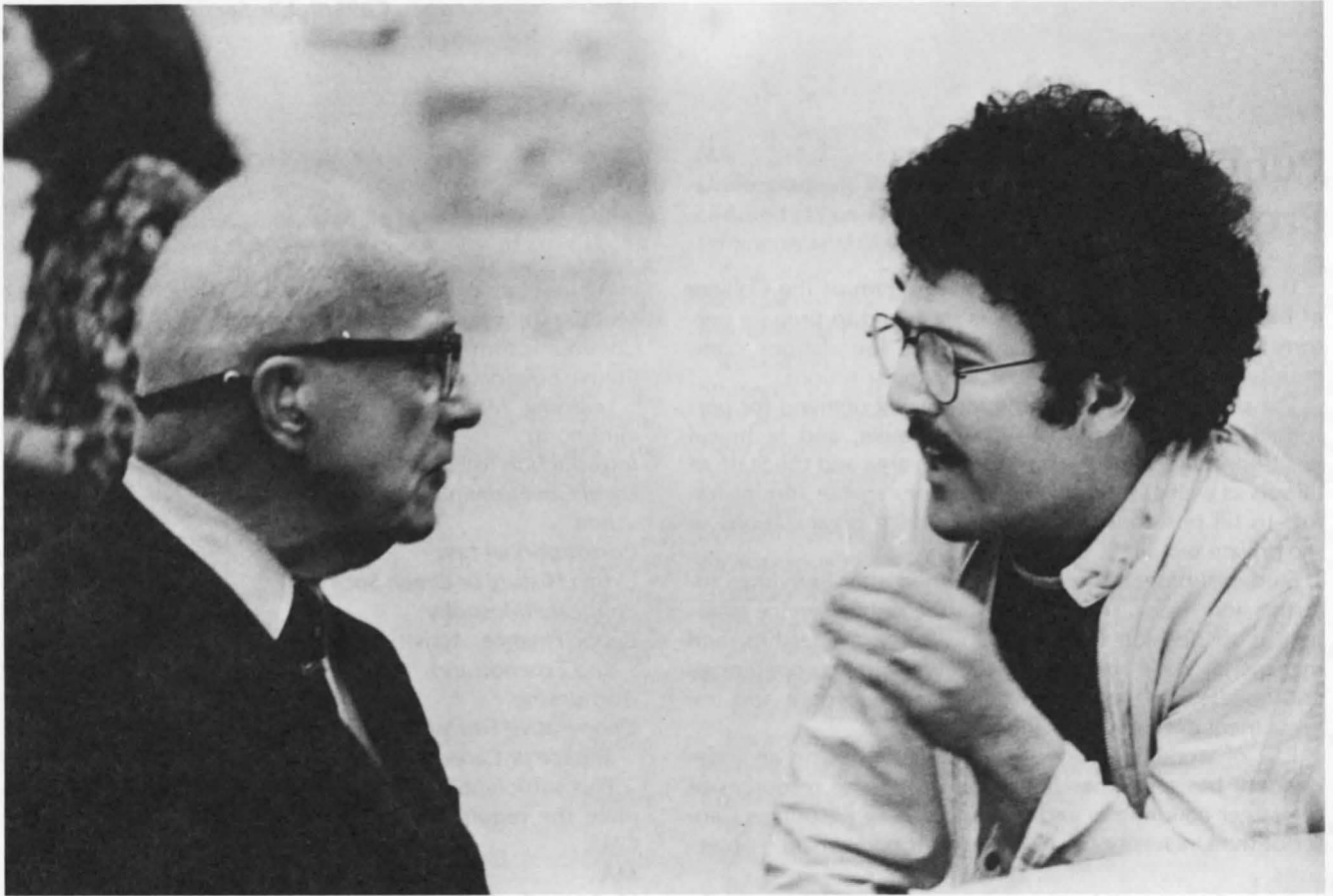
The graduate Public Service Program also requires a Public Service Internship, which may be satisfied by career work and a final research paper.

Areas of Interest

Public Service Areas of Interest are listed below. The Learning Modules identified are only suggested to the student for scheduling purposes within the Area of Interest. The GSU transcripts *do not* reflect an Area of Interest.

The Environment of Public Service

<i>American National Government</i>	U
<i>American Political Thought</i>	U/G
<i>Business and the Public Interest</i>	G
<i>Constitutional Law: Civil Liberties</i>	U
<i>Constitutional Law: Intergovernmental Relations</i>	U
<i>Local Government</i>	U
<i>Macro-Economics</i>	U/G
<i>Micro-Economics</i>	U/G
<i>Political Theory</i>	U/G



<i>Urban History (CCS)</i>	U/G	<i>Governmental Accounting and Budgeting</i>	U/G
<i>Women, Literature, and Politics</i>	U/G	<i>Introduction to Public Administration</i>	U
Public Service Research Methods		<i>Personnel Management</i>	U/G
<i>Access to Business and Business and</i>		CBPS 45	
<i>Government Information Sources</i>	U/G	<i>Practical Public Administration</i>	U/G
<i>Computer Technology and EDP related</i>		<i>Public Employee Unionism</i>	U/G
<i>Courses</i>	U	<i>Public Finance</i>	U
<i>Intermediate Statistics</i>	U	<i>Public Personnel Administration</i>	U/G
<i>Introduction to Statistics</i>	U	Public Safety	
<i>Research Methods</i>	G	<i>History of Law Enforcement</i>	U/G
<i>Statistical Inference</i>	G	<i>Law Enforcement and the Constitution</i>	U/G
<i>Systems Analysis Techniques</i>	U/G	<i>Law Enforcement and the Ghetto</i>	U/G
Organizational Behavior		<i>Law Enforcement and the Judicial</i>	
<i>Democratic Administration</i>	G	<i>Process</i>	U/G
<i>Individual and Group Behavior</i>	G	<i>Law and Order: Crime in the Streets</i>	U/G
<i>Organization Administration</i>	U	<i>Organized Crime</i>	U/G
<i>Organization and Environment</i>	U/G	<i>Patterns in Forceable Rape</i>	U/G
<i>Organization Democracy</i>	U/G	<i>Police and Community Values</i>	U/G
<i>Organization Theory</i>	G	Urban and Local Government	
<i>Problems in Bureaucracy</i>	G	<i>Community Studies: Park Forest South</i>	U/G
Public Policy		<i>Government and the Public</i>	U/G
<i>Local Policy Issues</i>	U/G	<i>Municipal Fire Administration</i>	U/G
<i>Politics and Administration</i>	U/G	<i>Practical Public Administration</i>	U/G
<i>Seminar in Public Policy: Planning</i>	G	<i>Urbanization</i>	U/G
<i>Seminar in Public Policy: Policy</i>		<i>Urban Futures</i>	U/G
<i>Analysis</i>	G	<i>Urban Government</i>	U/G
<i>Seminar in Public Policy: Policy-</i>		<i>Will County Politics</i>	U/G
<i>Making Process</i>	G	International Studies	
<i>Seminar in Public Policy: Urban</i>		<i>African Socialism</i>	U/G
<i>Policies and Strategies</i>	G	<i>Current Problems in International Politics</i>	U/G
Public Management		<i>Global Food Crisis</i>	U/G
<i>Administrative Law</i>	U/G	<i>International Organization Behavior</i>	G
		<i>International Stratification</i>	U/G

College of Business and Public Service 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

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. **Winter.**

BPS3020 Field Experience: Urban Business Teacher Education (2) Field Experience enables students to experience the on-going operations of 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. **Winter, Spring/Summer, Fall.**

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. **Summer, Fall.**

BPS3040 Office Skills Laboratory, Part I — SIM (1) Designed for those students with a deficiency in typewriting or business education students who plan to teach typewriting. To enroll, the student should have had no formal typewriting instruction. Minimum attendance of three days a week is mandatory. Prereq: Permission. **Winter, Spring/Summer, Fall.**

BPS3050 Office Skills Laboratory, Part II — SIM (1) Designed for those students with a deficiency in typewriting or business education students who plan to teach typewriting. To enroll, the student should have had one year of high school typewriting or one semester of college typewriting instruction. Minimum attendance of three days a week is mandatory. Prereq: Permission. **Winter, Spring/Summer, Fall.**

BPS3060 Office Skills Laboratory, Part III — SIM (1) Designed for those students with a deficiency in typewriting or business education students who plan to teach typewriting. To enroll, the student

should have had two years of high school typewriting or two semesters of college typewriting instruction. Minimum attendance of three days a week is mandatory. Prereq: Permission. **Winter, Spring/Summer, Fall.**

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 August). **Winter, Fall.**

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. **Spring, Fall.**

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.**

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.**

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

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

BPS3130 Business Communications: 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. **Fall.**

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.**

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.**

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.**

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

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.**

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.**

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. **Winter.**

BPS3290 Business Policy (2) 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. **Winter, Spring, Fall.**

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.**

BPS3340 Metric System of Linear Measurement (1) Deals with the use of the metric system in estimating and measuring distances, comparison to units in English and metric systems, and conversion from one to the other. **Spring/Summer. (Arr.)**

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 or-

ganizations 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. **Winter, Spring, Fall.**

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. **Winter, Spring, Fall.**

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. **Winter, Spring/Summer, Fall.**

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

BPS3390 Business for Non-Business Students (3) Provides the non-business student with a perspective about the role of business in the United States and other economies, as well as to provide these students with some concept of the workings of a business. **Spring.**

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. **Spring/Summer, Fall.**

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

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. **Winter, Spring/Summer, Fall.**

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. **Winter, Summer, Fall.**

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. **Winter, Spring/Summer, Fall.**

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. **Winter, Spring/Summer, Fall.**

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. **Winter, Spring, Summer, Fall.**

BPS4010 Consumerism, Government Regulations and the Businessman (3) A study of the growth of consumerism, the advent of government regulation, and their total effect on the businessman of today and the future. Utilizes current readings in consumerism, certain congressional records and materials, as well as business periodicals with both group discussion and individual reporting of readings. No prior background in government regulations of business is required. **Spring, Fall.**

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. **Winter, Spring/Summer, Fall.**

BPS4030 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.**

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. **Winter, Summer, Fall.**

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 and BPS4250. **Winter, Fall.**

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. **Winter, Summer.**

BPS4300 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 or BPS4250. **Summer.**

BPS4460 Estate Planning (3) Includes the planning for and utilization of various arrangements for handling and disposing of a person's property, during his lifetime and after his death, enabling him to achieve his objectives more effectively. **Fall.**

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. **Winter, Spring/Summer, Spring, Fall.**

BPS4490 Risk Management & Insurance, General Insurance Topic I (2) General Insurance is the first topic in a series of six self-instructional modules designed to prepare the individual to understand and evaluate his risk management and insurance needs when operating in the environment of a small business. Some areas of personal insurance will also be covered. While it is recommended that the topics be taken consecutively, I through VI, it is not necessary to the development of the materials. **Winter, Spring/Summer, Fall.**

BPS4500 Risk Management & Insurance, Property Insurance Topic II (2) Property Insurance is the second topic in a series of twelve self-instructional modules designed to prepare the individual to understand and evaluate his risk management and insurance needs when operating in the environment of a small business. Some areas of personal insurance will also be covered. While it is recommended that the topics be taken consecutively, I through XII, it is not necessary to the development of the materials. **Winter, Spring/Summer, Fall.**

BPS4510 Risk Management & Insurance, Casualty Topic III (2) Casualty Insurance is the third topic in a series of six self-instructional modules designed to prepare the individual to understand and evaluate his risk management and insurance needs when operating in the environment of a small business. Some areas of personal insurance will also be covered. While it is recommended that the topics be taken consecutively, I through VI, it is not necessary to the development of the materials. **Winter, Spring/Summer, Fall.**

BPS4530 Risk Management & Insurance, Life/Accident Topic IV (2) Life Insurance is the fourth topic in a series of six self-instructional modules designed to prepare the individual to understand and evaluate his risk management and insurance needs when operating in the environment of a small business. Some areas of personal insurance will also be covered. While it is recommended that the topics be taken consecutively, I through X, it is not necessary to the development of the subject matter. **Winter, Spring/Summer, Fall.**

BPS4550 Corporate Financial Analysis — SIM (3) Concerned with the efficiency of the corporate financial manager in regard to: (1) short-term sources and use of funds, (2) long-term sources and uses of funds, and (3) stock-holder relationships and long-range planning. Prereq: BPS4470. **Spring.**

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. **Winter.**

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. **Summer.**

BPS4610 Computer Programming: COBOL (3) Presents the fundamentals of Computer Programming and the ANSI COBOL Computer Language. These fundamentals will be applied to various business and/or statistical situations. Regular weekly meetings and lab sessions will be held. The student will have access to the facili-

ties of the Computer Center and the LRC Terminal Center. Open to all interested students. **Winter.**

BPS4630 Computer Programming: BASIC (2) — SIM Presents the fundamentals of computer programming and the BASIC Computer Language. These fundamentals will be applied to various business and/or statistical situations. Regular attendance at the LRC SIM Center will be required, as well as lab sessions with the module coordinator. Open to all interested students. **Winter.**

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. **Winter, Summer, Fall.**

BPS4680 Constitutional Law: Civil Liberties (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. **Winter, Fall.**

BPS4690 Constitutional Law: Intergovernmental Relations (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. **Winter, Fall.**

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

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. **Winter, Spring, Fall.**

BPS4720 Independent Study in Criminal Justice: 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.**

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. **Winter, Fall.**

BPS4980 Written Communications (2) Part of the undergraduate Business and Public Service curriculum designed to improve the student's writing facility. This module, or satisfying an administered examination is required of all undergraduate and graduate College of Business and Public Service students. This module is not applicable toward graduation. **Winter, Fall.**

BPS4990 Access to Business and Business and 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. **Summer.**

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.**

BPS5020 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. **Winter, Spring/Summer, Fall.**

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.**

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. **Winter.**

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.**

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. **Winter, Fall.**

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. **Winter, Spring/Summer.**

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. **Winter.**

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

BPS5420 International Business (3) Deals with an examination of the opportunities and problems faced by the individual or firm interested in the field of international business. Factors unique to an industry or area will be explored through individual or team projects. Designed to familiarize the student with the economic and social factors and other variables which characterize the international business environment. Prereq: BPS4250 and BPS4230. **Winter.**

BPS5430 Independent Study in Management 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. **Winter, Spring/Summer, Fall.**

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. **Winter, Fall.**

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.**

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.**

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: BPS359. **Fall.**

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. **Winter.**

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, Spring/Summer.**

BPS5930 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. **Winter.**

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. **Fall. (Arr.)**

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. **Spring/Summer. (Arr.)**

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. **Summer, Fall.**

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

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.**

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. **Spring, Fall.**

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.**

BPS6020 Applied Financial Accounting Problems I (3) Deals with the application of accounting practice for an understanding of the complexities comprising business and finance; corporate combinations and the special application of measurement and realization principles in such matters as consolidations, conglomerates, and pooling of interests; as well as valuation and presentation problems in the development of statements of partnerships, international operations, governmental units, consignments, and installment sales. Prereq: BPS5960 and BPS5970. **Winter.**

BPS6030 Applied Financial Accounting Problems II (See BPS6020). Prereq: BPS6020. **Spring/Summer.**

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.**

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.**

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 individ-

ual. 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.**

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. **Winter.**

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. **Winter, Spring/Summer, Spring.**

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. **Winter, Fall.**

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. **Summer.**

BPS6260 Marketing Logistics and 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. **Fall.**

BPS6270 Marketing Price Strategies (3) Deals with developing the role of price in the marketing mix of product, price, promotion, and distribution. 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, pricing for multi-market and multi-product firms, internal pricing for vertically integrated firms, government involvement in price setting, after-product pricing, competitive bidding, pricing in the service sector, strategic and psychological considerations in retail pricing, procedural aspects of pricing. **Winter.**

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. **Fall.**

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. **Winter, Spring/Summer, Fall.**

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. **Winter, Spring.**

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. **Spring/Summer.**

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. **Winter.**

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 and BPS4250. **Fall.**

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. **Fall.**

BPS7180 Behavioral and Motivational Aspects of Women Supervisors in Business and Industry (3) Examines the basic behavioral patterns and motivation factors of women supervisors in business and industry. Also includes a careful study of some of the modern motivation theories as they relate to women's behavior. Classroom exercises in role playing or case study is used to help students develop their own interpersonal and leadership skills. **Spring.**

BPS7230 Patterns in Forcible 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.**

BPS7240 Government and the Public (2-3) A study of communications and human relations problems arising from the growth of governmental functions and the efforts and requirements to improve them, making policies more responsive to public needs. **Winter.**

BPS7250 History of Law Enforcement: Chicago and Suburbs (3) An in-depth analysis of local law enforcement centering on its growth and development from the mid-1800's. Deals with the social, political, and economic pressures which law enforcement had to overcome and sometimes "didn't." **Spring, Fall.**

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. **Fall.**

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. **Spring/Summer.**

BPS7280 Law Enforcement and the Ghetto (3) Looks at past and present problems of the ghetto dweller and the police in America. The module will specifically compare Irish and Black experiences and how each has dealt with law enforcement in his community. **Summer.**

BPS7290 Law Enforcement and the Judicial Process (3) Describes the basic structures and procedures of American criminal justice as it currently operates, and will present several conceptual approaches — or theories — which may be used as intellectual bases for analysis and reform. Emphasis will be placed on considering specific problems in structural and theoretical context rather than as isolated phenomena. **Fall.**

BPS7310 Organization Democracy (3) Evaluates the theory of organization democracy against theories of political democracy, and asks whether work organizations can approximate democratic forms. **Winter.**

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. **Winter, Spring, Fall.**

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. **Spring, Fall.**

BPS7380 Seminar in Urban Government and Politics (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. Prereq: Permission. This module must be taken during one of the last trimesters before graduation. **Fall.**

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. **Winter, Fall.**

BPS7430 Suburban Housing and Development (3-6) Deals with the investigation of housing and development and issues on su-

burban areas. Students will work with resource persons. **Spring/Summer.**

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. **Winter, Spring/Summer, Fall.**

BPS7470 Contemporary Problems in International Politics: Confrontation and Accommodation in Southern Africa (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. **Winter.**

BPS7510 Problems in Third World Development (3) This module begins with an analysis of the problems of underdevelopment and then proceeds to systematically examine several theoretical approaches of development and social change both at the macro and micro levels. **Spring.**

BPS7550 Urban Futures: Options and Strategies (3) Deals with an exploration of future prospects and options in urban life and strategies for human betterment in an urban setting, with special attention given to the impact of possible future shortages of energy, food and resources and population trends on urban areas and the particular role of government. **Spring.**

BPS7560 Contemporary Issues in Comparative Public Administration (3) Examines within a comparative framework some of the complex problems associated with socio-political change ("modernization," "industrialization," "political development") and the centrality of the bureaucratic sector in this transformative process. **Winter.**

BPS7580 U.S. and Illinois Elections (2-3) Students in this course will get 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 will be 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.**

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. The module will be held in conjunction with the annual South Cook County World Affairs Conference scheduled for a weekend in the Spring of 1977. **Winter.**

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

BPS7730 Administrative Law (3) Concerned solely with the first category of administrative law in an attempt to enable the student to become better informed about the place of administrative action in our governmental and legal system. **Winter, Summer.**

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, Spring/Summer, Fall.**

BPS7760 The Community College (3) A study of the community college as a unique type of educational institution in the United States. It is a survey of the historical development, philosophical bases, administration and control, curriculum, and students found in community colleges. Attention is given to the Illinois community college system. Prereq: Permission (Undergraduates only) Fall.

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.

BPS7920 Independent Study in Management Information Systems (3) Designed for the undergraduate and graduate student 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. Spring, Fall.

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. Spring, Fall.

BPS8020 Systems Analysis (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. Spring/Summer.

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: BPS300, BPS8010, and BPS3030. Winter.

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.

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. Summer.

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. Summer.

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.

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. Fall.

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. Summer.

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.

BPS8200 Graduate Research in International Management (3) An integration and reporting of important research findings using model and systems approaches dealing with external cultural-social, economic, political, technological, or ethical differences. Fall.

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. Winter, Spring/Summer.

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, Spring, Fall.

BPS8270 Problems in Production Management (3) Topics for this module include analytical methods in production, design of production systems, work measurements, production inventory systems, statistical quality control, work simplification, and value engineering. Prereq: BPS3360, BPS3580, BPS5450, and BPS8470. Winter, Spring, Fall.

BPS8280 Small Business Policies (3) Students do research in an actual small business and make recommendations to the owner-operator for operating policies, procedures, and practices. The students must work closely with the coordinator on the cases supplied by the Small Business Administration Institute. Winter, Spring/Summer, Spring, Fall.

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: BPS3330, BPS3570, BPS3580, or Permission. Spring.

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.**

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.**

BPS8330 Problems in Industrial Relations (3) Deals with problems arising from employer-labor relationship, management's theory, theories of work, problems in organization, manpower management, and industrial relations research. **Winter, Spring/Summer.**

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. **Fall.**

BPS8350 Organizational Analysis (3) This module is intended to lessen the gap between academic exposition and the complexity of the challenges and problems embedded in organization life. Consideration is given to organization structure, technology and systems, behavioral systems, and applications. Institutional differences and future concerns in organization analysis will also be examined. **Winter, Spring.**

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. **Spring/Summer.**

BPS8470 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 **Fall.**

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 **Winter.**

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.**

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). Prereq: Permission (undergraduates only). **Fall.**

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. **Winter, Summer, Fall.**

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. **Summer.**

BPS9240 Managerial Economics for Graduate Students (3) Managerial Economics applies micro-economic theories to the problem of a most efficient use of resources within and between organizations, and the economic system. It 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. In this respect then, Managerial Economics is "Training in Policy Making." Graduate students who are competent in Introductory or Basic Economic Theory, and who are competent in Algebra and the use of derivatives in Calculus are eligible. **Winter, Fall.**

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.)**

BPS9270 Problems in Collective Bargaining (3) The study of collective bargaining is approached through analysis of two "model" situations: (1) handicraft industry and craft unionism, and (2) mass-production industry and industrial unionism. Variants are noted in the distributive, extractive, and service industries, and among professional associations. Prereq: Permission. **Spring/Summer. (Arr.)**

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. **Spring.**

BPS9470 Estate Planning for Graduate Students (3) Includes the planning for and utilization of various arrangements for handling and disposing of a person's property during his lifetime and after his death, enabling him to achieve his objectives more effectively. **Fall.**

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. **Winter, Spring, Fall.**

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. Winter.

BPS9640 Seminar in Public Management: Current Trends and Problems (3) This module will be presented in a workshop format to encourage students to undertake individualized projects. Special emphasis will be placed on management training and the merit system. Spring.

BPS9650 Seminar in American Institutions and Values: Ethics in the Career Civil Service (3) Examines ethical problems associated with the career civil service. While issues related to Watergate will be addressed, special emphasis will be placed on more fundamental and abiding questions rooted in the character of American Government. Winter.

BPS9660 Seminar in Urban Government: 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. Summer.

BPS9730 Seminar in Public Management: Democratic Administration (3) Focuses on such management topics as administrative discretion, techniques of organization management, and organizational development from the perspective of a "democratic administration" paradigm rather than the traditional "bureaucratic administration" paradigm (as these terms are defined by Vincent Ostrom in *The Intellectual Crisis in American Public Administration*). Winter.

BPS9750 Seminar in Public Management (3) In this module, management is presented as a goal-setting and goal-achieving activity. After types of management goals are presented and discussed, students will analyze a group of case studies in order to understand the process of goal-setting. As a final project, students will demonstrate ability to develop levels of management goals by preparing a case study. Spring/Summer, Fall.

BPS9770 Seminar in Public Policy: Higher Education (3) Designed to provide the student with a set of contexts for understanding the process and product of public policy formation — causes and consequences of policy-making. Studied with emphasis on analysis. Fall.

BPS9790 Graduate Research Paper in Public Administration (Arr.) Prior to registration, written permission of the coordinator is required before registration can be approved. Winter, Spring/Summer, Fall.

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 so-

cial 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. Winter, Spring/Summer.

BPS9840 Seminar in Public Management: International Organizational 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. Spring/Summer.

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.

BPS9870 Seminar in American Institutions and Values: Ethics in Government (3) Designed to address the question "What is the role of morality or ethical conduct in the American political regime?" Members of the module will read, discuss and analyze in writing what implications for public servants and citizens an understanding of ethics in government has. The tri-partite focus of the module will be on classical political philosophy, the founding of the American regime, and present ethical problems in government. Through each focus members will examine ethics and government, their syntheses, and tensions. Winter, Summer.

BPS9880 Seminar in American Institutions and Values: Values of 1787 (1-4) Through readings, discussions, and written work, students identify and analyze the values which underlie the American Constitution. Addressed are such theoretical questions as: is it meant to promote equality? Does it protect private property at the expense of freedom? These are related to contemporary politics. Fall.

BPS9900 Seminar in American Institutions and Values: 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. Fall.

BPS9920 Seminar in American Institutions and Values: Joseph Wambaugh and the Policeman's Image (3) Covers the current image of the police in print and the media. It will compare leading criminal justice scholars' interpretations of police behavior with Wambaugh's popular writings, movies, and television programs. Winter.

BPS9930 Seminar in Urban Government and Politics: Cook County Voting Trends (3) Deals with recent voting trends in suburban Cook County. It will concentrate on the 1974 congressional races in the 3rd, 6th, and 13th districts, the 1972 Democratic gubernatorial primary, and the 1974 sheriff's race. Winter.



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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:

ETHNIC STUDIES (BA & MA)

Black Studies (U, G)

Latino Studies (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)

POPULAR CULTURE (BA & MA)

Applied Popular Culture (U, G)

General Studies (U, 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 (Black studies, 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, and filmmaking. 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.

Governance

The College of Cultural Studies has a governing system designed to maximize participation by all constituencies within the College. This is accomplished through a system of committees which serve as liaison units between the Dean's office and the rest of the College. The basic governing committee is called the Steering/Governance Committee. Reporting to this Committee are the Faculty Affairs Committee, the Hiring Affairs Committee, the Fiscal/Physical Committee, and the Academic Affairs Committee. In addition, Steering/Governance can appoint adhoc committees to deal with special items outside the jurisdiction of the regular committee system. All committees in the Collegial governance system are composed of faculty, students, civil service, and community persons. All committees operate in accordance with the College of Cultural Studies Constitution.

Instructional Programs (ISC's)

The nature of culture is so complex that it demands interdisciplinary approaches. The College recognizes this demand by organizing various disciplines into five academic programs called "*Interdisciplinary Studies Contexts*".

ISC's are divided into *Areas of Emphasis* in which the broad program focus is narrowed to a specific concentration, e.g., Visual Arts is an Area of Emphasis within the ISC Invention & Creativity.

The following ISC's are available at the B.A. and M.A. level in the College: Ethnic Studies, Invention & Creativity, Language & Human Condition, Popular Culture, Socio-Cultural Processes. Detailed descriptions and admission requirements of each ISC 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

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

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

College competencies: 25% or 8 units

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

Undergraduates may request the transfer of upper division credit not to exceed 30 hours. 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, ISC, or Area of Emphasis competencies.

Collegial Competencies

At the Collegial, ISC, and Area of Emphasis levels, the degree requirements are stated in competency terms. 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 ISC.

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



Ethnic Studies Program (Major)

Areas of Emphasis (Options)

Black Studies (U, G)
Latino Studies (U, G)

The Ethnic Studies program (ISC) provides students with opportunities at the graduate and undergraduate level to do intensive investigations, from an intercultural perspective, into the history and cultures of African and Hispanic peoples. Through offerings in history, political science, literature, sociology, anthropology, art, and music history, students are able to develop competencies in understanding the commonalities and differences of cultures evolved through centuries of contact between Europeans, Americans, and African peoples.

Students are expected to study cultures from interdisciplinary perspectives, gaining broad-based understanding of African and Hispanic cultures, while becoming competent in a more narrowly defined concentration, the Area of Emphasis. For example, students may concentrate units either in language and literature or in the social sciences.

The Ethnic Studies ISC stresses the application of knowledge to the solution of contemporary problems in urban society and to the development of specific skills in specific careers. Such an approach makes Ethnic Studies viable for the graduate student who may already be in a career in which an understanding of Blacks, Asians, Latinos, and European cultures is helpful. For the undergraduate student the program is designed to provide a basic liberal arts education which includes not only an understanding of non-mainstream cultures, but also the relationship and contributions of these cultures to the dominant culture. In addition, undergraduate students are provided opportunities for developing skills in occupation or career-oriented programs such as mass media, secondary teaching, within the college; or in cross-collegial programs by taking learning modules in business, public service, health service, or bilingual education.

Students who select this ISC can also be prepared to teach ethnic studies. Educational experiences are designed to prepare students to work either in traditional departments of history, literature, theatre, music, etc., or to operate as specialized Black historians, sociologists or literature teachers within an ethnic studies program. Other employment opportunities include work in research, publishing houses, social services, community organization and development, studio art, music, drama, journalism, and non-print media.

Ethnic Studies Program Competencies

1. Develop an understanding of the creative and evaluative processes in Black or Latino literature and/or art.

2. Develop an understanding of some of the social, political, and economic structures and systems as they relate to Black or Latino urban life.
3. Develop a familiarity with language and communication processes in relationship to Black or Latino culture.
4. Develop an awareness of scientific or technological traditions as they affect contemporary Black or Latino life.
5. Develop an awareness of history and intellectual tradition in Black or Latino culture.
6. Develop an understanding of the dynamics of Black or Latino communities.
7. Develop an understanding of Black or Latino history within both the old and new world.
8. Develop a familiarity with theoretical-analytical and research skills in assembling information on Black world cultures.

Recommended Distribution of Units

Undergraduate

<i>Introduction to Ethnic Studies</i>	3 units
<i>African and African-American History</i>	9 units
<i>Political Science, Sociology, and Economics</i>	6 units
<i>Psychology and/or Anthropology</i>	6 units
<i>Literature, Art History, and/or Music History</i>	6 units
<i>Area of Emphasis (includes 9 units of general studies)</i>	20-45 units
<i>Collegial Competencies</i>	15 units

Cross-collegial Program

<i>Introduction to Ethnic Studies</i>	3 units
<i>African and Afro-American History</i>	9 units
<i>Political Science, Sociology and/or Economics</i>	6 units
<i>Psychology and/or Anthropology</i>	6 units
<i>Literature, History, and/or Music History</i>	6 units
<i>Collegial Competencies</i>	15 units
<i>Cross-Collegial Electives</i>	15 units

Graduate

<i>Introduction to Ethnic Studies</i>	3 units
<i>Ethnic Studies Graduate Seminar</i>	3-8 units
<i>Collegial Competencies</i>	8 units
<i>Area of Emphasis Competencies</i>	18 units

Learning Modules for Ethnic Studies

<i>African-American History CS5000</i>
<i>African Historical Background CS5011</i>
<i>African Geography CS5251</i>
<i>Africans in the New World CS5011</i>
<i>African Technology in Ancient America CS5071</i>
<i>African Heritage/Latin America CS5072</i>
<i>Afro-American Music CS5060</i>
<i>Anthropology of Political Institutions CS7652</i>
<i>American Slavery CS5371</i>

Asian History CS5320
Black Educational Thought CS8090
Black Literature CS5120
Black Migration & the Emergence of the South CS5150
Black Political Life in Cities CS5220
Black Politics and American Political Systems CS5160
Black Women in American History CS5170
Caribbean Cultures CS5362
Caribbean History CS5360
Chinese Culture CS6751
Chinese Religious Thought CS5400
Cultural Anthropology CS7650
Educational Development in Africa CS5190
Ethnicity, Culture and Politics CS5241
Family and Cross-Cultural Analysis CS7431
Graduate Seminar CS9430
History of Jazz CS5890

History of the South CS5361
Latin American Culture and Society CS7662
Introduction to Latin American Literature CS5392
Latin American History CS5390
Latin American Politics I & II CS5330, 31
Mexican Revolution in Literature CS5393
Nationalism and Pan-Africanism CS8540
Political and Cultural Patterns: Sub-Saharan Africa CS7661
Problems in Third World Development CS5240
Psychology of Colonialism CS5270
Reconstruction and Emerging South CS5370
Role of Literature in Bilingual/Bicultural Education CS6592
Urban Politics CS7700
Urbanization: The Developing World CS7651
Social Novel! CS5395
Third World Studies Workshop CS5330



Invention and Creativity Program (Major)

Areas of Emphasis (Options)

Music (U, G)
Theatre (U, G)
Visual Arts (U, G)

This ISC 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 ISC makes available a program of combined arts to students who choose not to pursue competencies in any one discipline.

On the assumption that the bulk 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 ISC is, therefore, committed to an instructional program which fulfills that need and, at the same time, recognizes that its students must acquire the necessary skills in the discipline of their choice. Thus, the ISC provides a program which simultaneously broadens the student's perspectives in 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 ISC, College or Collegiate structure. In a substantial number of learning experiences, the very subject matter of each learning module (whatever the discipline is in the ISC) 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

1. Demonstrate by creative performance and/or academic examinations, mastery of the techniques and skills of one field in one of the Fine and Performing Arts.
2. Demonstrate by creative performance and/or academic examination, familiarity with the techniques and skills of a second field in one area of the Fine and Performing Arts.
3. Demonstrate by academic examination or in a creative

context, 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 human personality and interaction are expressed in creative theory and practice, in one or more of the Fine and Performing Arts.

4. Demonstrate by academic examination a familiarity with the historical development of one or more of the Fine and Performing Arts.
5. Demonstrate by creative performance and/or academic examination, a familiarity with the modern and contemporary contexts of one or more of the Fine and Performing Arts.
6. Demonstrate 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. Demonstrate by creative performance and/or academic examination a familiarity with the aesthetics and criticism of philosophy and theory of one or more of the Fine and Performing Arts.

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

Undergraduates 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.

Graduates 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 Masters degree.

Admission to the Masters 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

1. Demonstrate outstanding performance and music reading ability on his/her instrument or major concentration.
2. Demonstrate functional keyboard skills.
3. Demonstrate a knowledge of the overall development of the history of music from antiquity to present.
4. Demonstrate a knowledge of one or more specific musical developments of the 20th century.
5. Demonstrate a knowledge and understanding of music structure (form, pattern, melodic development, rhythmic synthesis, thematic metamorphosis, etc.) from all periods of music history.

mic synthesis, thematic metamorphosis, etc.) from all periods of music history.

6. Demonstrate a synthesis of 20th century harmonic, rhythmic, melodic, formal, etc., techniques by employing them in original compositions.
 7. Demonstrate a mastery of pedagogical tools for instrumental, vocal and general music teaching.
- In addition, the graduate student is expected to:
8. Achieve a higher level of performing ability, music history, understanding, composition techniques, keyboard skills, etc.
 9. Demonstrate total mastery of an idiom through an extensive research project. This project can take the form of recitals, musical compositions, and research papers, etc.

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.

Graduates 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.

Degree Requirements

All undergraduate students are required to take 15 units

outside of their Area of Emphasis including 2 units in music and 2 units in art.

All degree candidates must satisfy collegial and program requirements, and must complete the core curriculum, core competencies of the Theatre Area of Emphasis, and all other learning experiences including production competencies agreed upon in the student's study plan.

It is understood and consistent with collegial and University policy that establishing program competencies as described herein may require more than the minimum units for undergraduates or 32 units for graduates.

Theatre Core Competencies

Undergraduate

1. The student will demonstrate an acceptable knowledge of the overall developments in the history of theatre arts from antiquity to the present.
2. The student will demonstrate the capability of making critical judgments of dramatic literature and theatre production based upon an understanding of theatre aesthetics.
3. The student will demonstrate an acceptable degree of familiarity with a broad range of dramatic literature from antiquity to the present.
4. The student will demonstrate an acceptable degree of knowledge of the principal elements of technical theatre production.
5. The student will demonstrate an acceptable level of understanding and/or performance of the creative processes of acting and directing for the stage.
6. The student will demonstrate an acceptable level of understanding of the theater as a source of creative development in children and adults.

Graduate

1. The candidate will demonstrate the capability to make highly perceptive and critical judgments of contemporary dramatic literature and theater production based upon historical theories of theatre and dramatic criticism.
2. The candidate will demonstrate a working knowledge of research methodology and show an acceptable familiarity with major theatre research sources.
3. The candidate will demonstrate a working knowledge of acting, directing, and design covering a broad scope of theatre forms and styles.
4. The candidate will complete an approved, finalizing project in theatre arts, which shall be demonstrated by performance, composition, and/or research paper.

Theatre Core Curricula

Competencies may be established through a wide variety of learning experiences, however, all theater degree students must complete the following core curriculum as partial fulfillment of the core competencies listed above:

Undergraduates	
<i>Basic Scenic Elements*</i>	4 units
<i>Stagelighting**</i>	4 units
<i>History of Stage Costume**</i>	4 units
<i>Stage Make-Up*</i>	2 units
<i>Scene Design**</i>	4 units
<i>Stage Management*</i>	3 units
<i>Creative Dramatics Theory</i>	2 units
<i>Creative Dramatics Practicum</i>	2 units
<i>Directing*</i>	4 units
<i>Advanced Acting*</i>	4 units
<i>Dramatic Literature+</i>	4 units
<i>Theatre History I+</i>	4 units
<i>Theater History II+</i>	4 units
<i>Independent Investigation in Theatre Practicum</i>	4 units
<i>Total</i>	49 units

Graduates	
<i>Graduate Research Seminar</i>	4 units
<i>Dramatic Criticism</i>	4 units
<i>Directing Styles and Theories</i>	3 units
<i>Graduate Seminar in Technical Production</i>	4 units
<i>Theatre Management</i>	3 units
<i>Graduate Thesis</i>	6 units
<i>Total</i>	24 units

- NOTE:
1. The + modules in the undergraduate program if not completed, are required for the graduate program.
 2. All other undergraduate modules may be taken for graduate credit only by approval of advisor and professor.
 3. Unless demonstratable at the undergraduate level, all graduate students must take 2 units of art and 2 units of music.
 4. The * modules will be offered in alternate years.

The above core curriculum **does not by itself** serve to demonstrate core competencies nor other competencies negotiated in the student's educational contract. Rather, it is the minimal set of modules which all theatre students complete to establish a base from which to demonstrate competencies in other than modular form.

Modules listed under core curriculum cannot be taken for credit as undergraduate independent investigations or graduate reading without special permission from the student's primary and secondary advisor and the module instructor.

Production Competencies: BA and MA

In addition to modular experiences, students are expected to establish theatre competencies by participation in theatre productions. Part of the production competency can be established in productions "off-campus". However, each student is required to meet minimum product on competencies within the structure of the GSU Theater production program. All students working toward the BA or

MA degree in Theatre Arts as an Area of Emphasis will participate in one of the following:

- (A) At least TWO major GSU Theater productions and TWO studio productions, or
- (B) At least FOUR major GSU Theatre productions.

If for any reason the GSU Theater program is unable to provide the student with the opportunity to meet the above production competencies, the student may negotiate to establish partial production competencies in an approved "off-campus" production.

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 socio-cultural 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 (ISC) 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
- Philosophy, Visual Attitudes and Art Theory
- Art and Society
- 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 Mo-

dules, 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.

Degree Requirements

33-34 units in a basic Student Study Plan. Termination of tenure: written and/or oral comprehensives; definitive paper 7-10 pages; graduate project exhibit of studio specialty.

The graduate student is required to propose his/her own course of study. In addition to developing a work contract, the student must present a formal statement of intent at the outset of his/her studies briefly declaring his academic goals and supporting rationale.

At the termination of his/her tenure of study, the student is required to submit a formal thesis that documents a graduate, one-person show. 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 Governors State.

In addition to demonstrating all of the competencies for undergraduates, the graduate student is expected to achieve a higher level of artistic ability, art history understanding, composition techniques, aesthetic understanding, professional exhibitions, and is to undertake research projects demonstrated by a continuous exhibit record and in a permanent (flexible) portfolio, subject to review by art professors.

Independent Studies and/or Graduate Seminars are limited to advanced students, primarily graduate students, for formulation and work on a specific problem in the student's area of concentration. The student is expected to submit written intent of his/her independent investigation concentration. Evaluation of progress is determined by meetings with the coordinator at least every two to three weeks.

The graduate student is expected to continually read and analyze textual and art material of greater sophistication than the undergraduate student in his/her Area of Emphasis as well as interrelated and non-related areas of study. He/she should be able to interpret and use these materials in classroom discussions with undergraduates. The level of field experiences, cooperative education, and performance would be on a higher and more extensive continuing involvement in independent research and production in relation to his/her Area of Emphasis.

A graduate student is expected to employ in his/her studies a greater knowledge of various research tools for indepth study. He/she must also maintain a higher and more extensive level of flexibility in terms of exploration of innovative possibilities for the Area of Emphasis.

Learning Modules for Invention and Creativity

Music

Afro-American Music CS5060
Applied Music CS5760
Chamber Music CS5770
Choral Arranging CS5800
Choral Methods and Conducting CS5780
Composition IICS 5821
Composition Electronic Music I, II CS5810, 5820
Counterpoint/Form CS5840
Electronic Music II CS7850
Electronic Music for Classroom CS6040
GSU Chorale CS5880
Instrumental Conducting CS5900
Jazz Ensemble CS5920
Jazz: History CS5890
Jazz Materials for Teacher Education CS6050
Materials of Music I, II CS5951,62
Music for Film CS5970
Music Theatre Production CS5790
Special Problems in Teaching Elementary Music CS6010
Student Teaching/Observation: Music CS7870,1
Teaching Elementary Music CS6030
20th Century American I, II, III CS6090, 91, 92

Theatre

Advanced Acting CS6191
British Theatre CS6280
Children and T.V. CS7130
Creative Dramatics I, II CS6340, 50
Directing Styles and Theories CS6060
Directing I CS6200
Dramatic Criticism CS6290
Graduate Research Seminar: Theatre CS8320
Graduate Seminar: Technical Theatre CS8321
Summer Theatre Practicum I, II CS6260, 61
Survey of World Drama I, II CS629, 92
Technical Theatre Practicum CS6251

Visual Arts

Advanced Drawing: Life Study as Abstraction and Expression CS5702
Aesthetic Education CS5490
Art and Society I, II CS5590, 91
Arts of Afro-Americans CS5070
Arts of Pre-Columbian American CS5310
Arts of Primitive People CS5080
Design: Intermediate and Advanced: 2-D Design CS5731
Graduate Design: 2-D CS8120
Graduate Studies in Art History CS8240
Graduate Seminar Painting: CS8220
Life Study Drawing: CS5560
Painting: Analysis and Composition CS8070
Painting Composition: CS5671
Painting: Lino and Wood CS5461
Painting Space and Composition I, II CS5872, 73
Sculpture: Art Metal: CS5721
Sculpture: Metal I, II CS5580, 81
Sculpture: 3-D Wood CS5720
Sculpture: Ceramics CS5860

Language and the Human Condition Program (Major)

Areas of Emphasis (Options)

English Education (U, G)
Language (U, G)
Literature (U, G)

The ISC 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 ISC 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 ISC 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 students' 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 contract which reflects the competencies the student wishes to acquire.

Language and the Human Condition Program Competencies

1. Approach language and literature from a thematic perspective.
2. Approach literature from a period and/or historical perspective.
3. Read ethnic literature.
4. Apply critical criteria to literature: Mainstream and Ethnic.
5. Produce a written critique demonstrating in a clear and concise manner the ability to interpret, compare, analyze, synthesize, and comment stylistically on literature.
6. Use research materials.
7. Approach 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. Demonstrate theoretical knowledge of language, be it

linguistic, dialectal, rhetorical, or social, etc.

9. Demonstrate communication in a non-print media such as film or T.V.
10. Relate language and literature to other forms of expression such as music and art.
11. Read Classical English and World Literature.

Two Areas of Emphasis have been identified for this level of concentration: Language and 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, socio-linguistics, stymology, semantics, dialectology, phonetics, language history, language and thought, and symbolic language.

Those students who plan to pursue an Area of Emphasis in Language should acquire the competencies outlined here.

Language Competencies

1. Develop adequate mastery of the essential expressive skills, oral and written.
2. Develop skills required for efficient and effective use of printed sources of information.
3. Develop understanding of the history of the English language.
4. Develop a thorough knowledge of levels of usage and systems of English grammar.
5. Develop understanding of the cultural and socio-economic origins of dialectic differences.
6. Develop understanding of the relationship between language and thought.
7. Develop understanding of the language functions, including knowledge of the principles of semantics.

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.

Job orientation in either Area is related to teaching, public relations, community services, journalism, and media communications.

Literature Competencies

1. Develop ability to identify and approach literature from a thematic perspective.
2. Develop ability to identify and approach literature from a period/historical perspective.
3. Develop ability to understand and to apply major critical theories to literature.
4. Develop ability to produce a written critique demonstrating in a clear and concise manner competencies in interpretation, comparison, analysis, synthesis, and commentation on style in literature. (This competency is not optional for graduate students.)
5. Develop ability to demonstrate intensive and extensive knowledge of genre.
6. Develop ability to relate literature to other forms of expression.
7. Develop ability to approach literature from the perspective and theories of major authors.
8. Develop ability to read competently an unfamiliar literary work of above average difficulty with adequate comprehension of its content and literary characteristics.
9. Develop ability to read ethnic literature and gain awareness of ethnic groups other than one's own.
10. Develop ability to approach literature in an interdisciplinary manner, including the development and articulation of the relationship of literature to other disciplines and the methods of such study.

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 therein 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 skills in listening, speaking, reading, and writing; his knowledge about the ability to teach language, literature and composition.

English Education Competencies

1. Develop a broad, yet full and competent background in the liberal arts and sciences.
2. Develop an understanding and appreciation of a wide body of literature.
3. Develop skills in listening, speaking, reading, and writing.
4. Develop an understanding of the nature of language and rhetoric.
5. Develop an understanding of the relationship of child and adolescent development to the teaching of English.
6. Develop knowledge of education and the teaching profession as ongoing and continuing processes.
7. Develop personal qualities (particularly wholesome attitudes toward language and culture differences) which will contribute to success as a classroom teacher.
8. Develop knowledge and skills in methods of teaching English: language, literature, and composition.

Learning Modules for Language and the Human Condition

African Novel CS5050
American Literature I, II CS3730, 40
Arcology CS6740
Black Literature I, II CS5120, 30
Counter Propaganda CS6450
Information Resources for Black Studies CS6662
Images of the Teacher: Literature CS6534
Literature of Immigrant Children CS6480
Literature for Reluctant Readers CS6660
Literary Criticism CS6470
Methods of Teaching English CS6500
Philippine Literature CS6752
Readings in American Novel: Hawthorne CS6700
Readings in American Novel: James CS6760
Readings in American Novel: Twain CS6720
Readings in American Novel: Melville CS6610
Research Techniques CS6570
Short Story CS6680
Sociology of Language CS6580
Shakespeare CS6770
Student Teaching CS6510
Studies in English Language CS6600
Teaching Reading in High School CS6560
Utopian Literature CS7860
Writing Principles CS3720
Women, Literature and Politics CS6620

Popular Culture Program (Major)

Areas of Emphasis (Options)

- General Studies (U, G)
- Applied Popular Culture (U, G)
- Mass Media (U)

The Popular Culture ISC focuses academic attention upon the everyday cultural forms which affect and reflect the lifestyles of modern man living in a mass, urban, commercial, and industrial age. Popular arts, social trends, mass culture, media, technology, mysticism, mythologies, the future — all elements which appeal to a broad sector of the American public — are taken as points of departure for applying the critical and analytical methods of various disciplines in the social sciences, humanities and arts.

All areas of Emphasis offer a full range of learning modules for which the student develops an individualized learning contract with a team of advisors. Studies with the program and its Areas of Emphasis offer diverse opportunities for job upgrading in such functional areas as mass media, communications, education, community organizations, alternative futures, journalism, sales and advertising.

Popular Culture Program Competencies

1. **CONTEXT:** To be able to recognize basic socio-culture patterns of thought and behavior in one's daily living experiences.
2. **INTERDISCIPLINARY:** To be able to understand "Popular Culture" from the perspectives of social sciences, humanities, arts, and applied arts.
3. **DEVELOPMENT:** To be able to view phenomena of popular culture in historical and/or futuristic perspective.
4. **CREATION/CRITICISM:** To be able to create and/or evaluate phenomena of popular culture.

Graduate students in the Popular Culture Program complete a major synthesizing project satisfying competencies of specialization reflected in Student Study Plans developed individually with their faculty advisors. The master's project may be a thesis, research paper, creative endeavor or similar effort designed to demonstrate sophistication and depth in the student's selected Area of Emphasis.

Area of Emphasis: Applied Popular Culture

This Area of Emphasis has two important elements: "skill development" (skills to create popular culture through its media of film, TV, print, graphics, etc., and/or its social

structures, e.g., education, community, government, industry) and "application of skills" in a popular culture creation in a popular culture context. Graduate students of the mass media may enroll in the Applied Popular Culture Area of Emphasis.

Projects in Applied Popular Culture have been diverse and wide ranging. They have included mass media presentations; a sculpture/photography exhibit designed to tap local attitudes toward death; a public mural conceived and produced with local community residents; a set of high school teaching units on futuristics and values clarification; and a community action project in recycling. Students in this Area of Emphasis learn to create, assess and be aware of the potential audience.

Applied Popular Culture Competencies

1. **CONTEXT:** To be able to recognize eco-socio-cultural dynamics of the environment for which a creation is intended.
2. **INTERDISCIPLINARY:** To acquire a multi-skilled background.
3. **DEVELOPMENT:** To understand various skills and applications and place them in a historical, contemporary, and/or futuristic perspective.
4. **CREATION/CRITICISM:** To create and evaluate a project.

Individual competencies in Mass Media for graduate students are developed cooperatively between the student and faculty advisor and parallel those listed under Mass Media Studies. Graduate students concentrating studies in the mass media are expected to have a fundamental knowledge of core areas listed in the undergraduate Mass Media area of emphasis. Specialized media competencies for graduate students enrolled in this Area of Emphasis are developed cooperatively with the advisor. Typical specialized competencies are (select one):

1. To be able to create a media presentation.
2. To be able to prepare for publication an analytical, theoretical, critical, or other research paper related to mass media and contemporary culture.
3. To be able to teach introductory and advanced courses about mass media.

Master's Project Graduate students must also complete a major synthesizing project satisfying their competency of specialization. Eight units of the minimum 32 units 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 final project.

Area of Emphasis: General Studies

The General Studies student is limited only by his/her imagination. The Area of Emphasis is structured so as to encourage flexible and open inquiry — certainly a prerequisite for any program so bold as to claim to deal with what is “popular.” Indeed, typical topics studied within this area range from content surveys of mass-marketed media creations to structural analyses of contemporary society based upon research in literature, anthropology, synergistics, and history. It is the student’s responsibility to decide the “content” he/she wishes to study within the following framework derived from the program competencies.

General Studies Competencies

1. **CONTEXT:** To be able to recognize one’s day-to-day eco-socio-cultural environment.
2. **INTERDISCIPLINARY:** To understand creative, analytical and critical perspectives on phenomena of popular culture.
3. **DEVELOPMENT:** To be able to compare and contrast historical, distributional and/or futuristic perspectives on phenomena of popular culture.
4. **CRITICISM:** To be able to assess the impact of popular culture.

Area of Emphasis: Mass Media

This Area concerns itself with the form, content, production, and influence of film, radio, television, print media, and journalism as media of communication in contemporary society. A wide range of learning modules is offered in three major areas: creation, production, aesthetics, and criticism; theory, research and trends; and the mass media/communications industry.

Mass Media Core (12 units)

Production/Aesthetics/Criticism (6 units) selected from modules such as:

Film Makers Vision and Techniques CS6840 (1-4 units)

Film: History of Creative Style (1-4) CS6900

Film: Super Bmm Production (4) CS6920

Film and TV Documentaries CS6820

Television Production CS7000

Media: Writing for Film and TV CS6930

Journalism: Writing Laboratory I CS7162

Journalism: Reporting CS6811

Photography: Camera Work CS5410

Photography: Advanced Techniques CS5480

Theory/Trends/Research (6 units) selected from modules such as:

Media: Introduction to Mass Communications CS3290

Mass Media Trends CS6980

Photography: History CS3710

Photography: Theory of Photo Process CS5451

Mass Communications Law CS6970

Media: Urban Journalism CS6981

Mass Media Specialization and Electives (18 units minimum)

Developed in individual Student Study Plans

Media: Writing for Film & TV I, II CS6930, 40

Graphic Production for Media CS6890

Television Production CS7000

Television Directing CS7960

Television: Color Production CS6780

Media: Special Projects CS6982

Film Makers Vision & Techniques CS6840

Film: Super Bmm Production CS6920

Film Production Laboratory CS6860

Advanced Film Production CS6861

Film: Aesthetics CS6830

Film: Animation CS6880

Media students should take 4-8 units of media outside any specialized production area.

Mass Media Studies Competencies

Students are expected to have a fundamental knowledge of the communication field reflected in two broad core competencies:

1. **Production/Aesthetics/Criticism:** To be able to perceive, analyze, and interpret techniques used in a mass media presentation.
2. **Theory/Research/Trends:** To be able to describe the fundamental theories, processes, and practices used in creating and assessing the mass media and its effects.

In addition, students elect at least one competency of specialization (select one):

1. To be able to produce a creative work for the mass media and its technology.
2. To be able to evaluate the artistic, theoretical, or cultural significance of a mass media presentation(s).
3. To be able to describe media structure and economics of the mass media 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 ISC 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 ISC 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 ISC 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.

Degree Requirements

COOPERATIVE EDUCATION Each student will be expected to participate in a Cooperative Education placement or develop and present a rationale as to why this is inappropriate to his/her course of study.

A MAXIMUM A student may take no more than 50% of his/her work with one professor, and may not fulfill more than 50% of his/her competencies through Co-Op Education and/or independent study.

COLLEGE OBJECTIVES Approximately ¼ or ½ of a student's work is intended to reflect the interdisciplinary commitment of the College objectives.

GRADUATE PROJECT In addition to the competencies and units needed, candidates for the M.A. degree must produce a "final product." This may be a paper or project. The student is to develop a proposal with his/her advisor and a secondary advisor after the student has completed two sessions.

GRADUATE SEMINAR Each graduate student will be expected to participate in at least two Graduate Seminars; The first when they present the initial proposal for the graduate project, and the other in which they will present a report of their graduate project. These seminars will each be for one unit, and these two units will be in addition to the minimum of 32 units for the degree.

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 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

1. Demonstrate ability to understand the historical development of urban systems and processes.
2. Demonstrate ability to understand contemporary urban systems and processes.
3. Demonstrate ability to understand the processes of social change in urban communities.
4. Demonstrate familiarity with urban implications of cultural and/or social identification.
5. Demonstrate ability to understand techniques, theory and ethical implications of research and/or community change.
6. Demonstrate ability to apply concepts or techniques from the arts, literature, media, or environmental sciences to the study of urban processes.

Guidelines:

1. A student must achieve at least three units of credit for each competency.
2. A Co-Op Education experience upon the agreement of the advisor and the Co-Op coordinator may fulfill one or more of the competency requirements.
3. An "Independent Investigation in Socio-Cultural Processes" upon agreement of the advisor and faculty person involved may fulfill one or more of the competency requirements.
4. Competencies may be met through other modules or experiences when evaluated as appropriate by the advisor. Students are encouraged to consider modules listed in all four Colleges.

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 outside the United States mainstream and in other areas of the world.

Particular emphasis is placed upon the development of student contracts 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

1. Demonstrate ability to understand the historical emergence of processes, institutions and value systems.
2. Demonstrate ability to understand contemporary processes, institutions, and value systems.
3. Demonstrate ability to understand historical and contemporary intellectual thought.
4. Demonstrate ability to understand and communicate the social implications of cultural identification.
5. Demonstrate ability to understand techniques, theory and ethnical implications of research and/or community change.
6. Demonstrate ability to apply concepts of techniques from the arts, literature, media or physical sciences to the study of comparative socio-cultural processes.

Guidelines:

1. A student must achieve at least three units of credit for each competency.
2. A Co-op Educational experience upon the agreement of the advisor and the Co-op coordinator may fulfill

one or more of the competency requirements.

3. An "Independent Investigation" upon the agreement of the advisor and faculty person involved may fulfill one or more of the competency requirements.

Area of Emphasis: Women's Studies

Women's Studies is an Area of Emphasis of interdisciplinary studies focusing on women. It provides an opportunity for students to develop a comprehensive, informational network which they may use to evaluate and possibly alter the role and status of women in the world today.

Women's Studies is an inter-collegial program at the University. This unique feature provides an unusual opportunity for the student to investigate the totality of the relationship between woman and her environment by drawing support and expertise from faculty in the four colleges of the University.

Particular emphasis is placed upon the development of Student Study Plans that reflect interdisciplinary resources of the University and the College, the resources of the various cultures, urban communities, and the program needs and objectives of each student.

Women's Studies Competencies

The student will have demonstrated knowledge of:

1. The history of ideas about women's position in society.
2. Women's biological and behavioral processes and related ideas.
3. The position of women in the social and economic systems.
4. The position of women in history, literature and the arts.
5. The role and position of women in terms of alternative life-styles, cultures, and social structures.
6. Research methodology in analyzing women, their functioning, behavior or position in society.

A specialization addresses all competencies; is an Area of Emphasis in the College of Cultural Studies; is designed for those seeking a degree reflecting a broad range of topics concerning the analysis of women's behavior and position in society. An orientation addresses as few as three competencies; is taken in conjunction with a degree program in ANY of the four colleges; is designed to incorporate specific women-oriented topics into major career or educational goals where appropriate.

Learning Modules for Socio-Cultural Processes

American History: Historiography CS8110

American Political Behavior CS7270

American Urban History, I, II CS7230, 40

Black Religion/Black Rebellion CS5030

Educational Development in Africa CS5190

Chinese Religious Thought CS5400

Bible as Literature in Social Context CS6541

Moral Choices in Contemporary Society CS6542

Contemporary Political Ideologies CS7320
Open Education: Theory CS7410
Open Education: Theory and Implementation CS7420
Philosophy of History CS7440
Political Concepts in Literature CS7450
Open Education: Implementation CS7460
Political Psychology CS7470
Social Foundations of Education CS7540
Idea of Community CS7550
Planning in Biblical Perspective CS7551
Social Science Research Methods CS7560
Statistical Package for the Social Sciences CS7561
Social Stratification CS7570

Sociology of Deviance CS7580
Sociology of Ethnic Relations CS7590
Urban Studies: Introduction to the City CS7690
Urban Politics CS7700
Women, Politics & Change CS7721
Women in American History CS7740
Sociology of Women CS7821
Suburban Housing Development CS7900
Concepts and Theories in Sociology CS7920
Cooperative Education CS7990
Research Design CS8020
American History: Historiography CS8110
Women's Page Transition Study CS8140



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

CS3240 Studies in Art History (3) Allows a student to select a course of study in art history with the consent of the coordinator. Student may choose to engage in a general study of Western art history or select the study of a recognized chronological period in Western Art. **Fall.**

CS3270 Materials of Music I: Keyboard (1) This module is designed to facilitate improvisation and aural skills through the piano keyboard for music students with limited background in piano. **Spring.**

CS3280 Research Design (2) An examination of the philosophy of social inquiry, sampling strategies, data gathering methods, writing research proposals, and evaluating research reports. **Summer.**

CS3290 Media: Introduction to Mass Communication (3) Considers the structure, function, development and effects of mass media in the United States. Assesses the underlying theories and assumptions regarding mass media systems and how media are used by and affect individuals, groups and society. **Winter.**

CS3690 Photography: Visual Applications (4) The variety of ways in which subject matter enters into the picture is explored. Problems in aesthetic situations are confronted. Emphasized is the idea of transformation and how this is accomplished by emphasis, content, isolation, and arrangement. **Fall.**

CS3710 Photography: History (2-4) Chronologically follows the evolution of photographic physical invention and aesthetic approach. **Spring, Fall.**

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.**

CS3730 American Literature I (4) Focuses on the major writers, works, and related background in American literature before 1865. **Fall.**

CS3740 American Literature II (3) Focuses on the major writers, works and related background in American literature after 1865. **Winter.**

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.**

CS5000 African-American History (3) A general survey course on the Black experience from 1500-1941. **Fall.**

CS5011 Africans in the New World (3) Course presents a systematic study of Pre-Columbian links between Africa and the New World. Utilizes interdisciplinary approach in several important and related fields to show that Africans made a series of contacts with the American hemisphere during five (5) significant Pre-Columbian periods. **Winter.**

CS5030 Black Religion/Black Rebellion (4) Seeks to analyze Black institutional religion and urban cults and their potential for radical political behavior in the Black community. **Winter.**

CS5050 African Novel (3) An exploration of the relationship of the development of the Black Africa novel to colonialism and the struggle for Black liberation. **Fall.**

CS5060 Afro-American Music (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.**

CS5070 Arts of Afro-Americans (3) This module is an overview of the artistic achievements of people of African descent in America. It begins with a review of African art in the homeland — Nigeria, Ghana, Dahomey, and the Congo — and follows with discussion of Afro-American artistic accomplishments in Brazil, Surinam, and the Caribbean. Finally, the sharply contrasting developments of Black American artists in the United States from colonial times to the major developments of the late 1960's are discussed. **Winter.**

CS5071 African Technology in Ancient America (3) Module will examine hard archaeological evidence for contact between Africa and America and the 800-700 B.C. period. Module will also give 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.**

CS5080 Arts of Primitive People (3) Focuses on a number of cultures which became known to the European world through the "Voyages of Discovery" and later were termed "primitive" because of their primitive technologies. **Fall.**

CS5090 Black Composers (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. It will, therefore, be the responsibility of this module to familiarize the student with the lives and works of Black musicians in areas other than popular music. **Fall.**

CS5100 Black Drama (2) Treats the dramaturgy of plays by notable Black playwrights in educational and professional theatres from 1900-1975. **Spring.**

CS5101 Black Drama (3) A linguistic analysis of the texts of several contemporary Black playwrights, with emphasis on drama as a literary genre of historical prominence in Black life and cultural development. **Fall.**

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. **Winter.**

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. **Winter.**

CS5130 Black Literature II (2) 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. **Spring/Summer.**

CS5131 African Heritage in Latin America (4) Discussion and critical analysis of selected works representative of the Latin American literature reflecting a strong influence of an authentic African folklore, including contemporary works written in the United States by Latin Americans, poetry by Guillen, drama by Marques, etc. Emphasis given to the discussion of social, racial and economic problems being faced by every individual writer. **Winter.**

CS5132 Black Women in Literature and History (4) Designed to introduce the student to the various ways in which the Black woman has been viewed in literature and how history has functioned as both cause and consequence, subjective and objective, of these portrayals. It is concerned with the dialectic relationship of literature and history as it relates to the Black woman. **Winter.**

CS5150 Black Migration and the Emergence of the Ghetto (3) Introduces student to the various ways in which "deprivation" functions as both condition and consequences, subjective and objective, of the massive population redistribution of Black people in America from the Civil War to the Present. **Spring/Summer Winter.**

CS5160 Black Politics and American Political System (4) A study of the patterns that Black politics play in the development of Afro-Americans in the American political and economic systems. **Winter.**

CS5170 Black Women in American History (2-6) A Socio-historical study of the Black woman from slavery to 1970. An examination of the role she has played in the Black struggle and her contributions to their survival. **Fall.**

CS5190 Educational Development in Africa (3) An examination of the historical development of education in Africa; tracing that development from the time of traditional approaches through the influences of Islam, Christianity, and colonialism, to the contemporary modifications and goals of independent Africa. **Winter.**

CS5240 Problems in Third World Development (3-4) Designed to analyze and compare the major theories of development and underdevelopment, the forces that have caused Third World underdevelopment and militate against its development. **Spring.**

CS5241 Ethnicity, Culture, & Politics (4) Will study the influence of ethnicity and culture in Political Systems. **Fall.**

CS5261 Ascent of Man (4) Based on an award winning B.B.C. television series, written and narrated by late scientist Jacob Bronowski, this module will provide a panoramic view of nature and the forces that led to the emergence of human intelligence with its cultural and intellectual achievements. It will also examine Bronowski's effort to bridge the sciences and the humanities. **Spring/Summer.**

CS5270 Psychology of Colonialism (3) Focuses on the psychological dynamics of colonialism and neo-colonialism with secondary

emphasis on their historical development, and philosophical justifications for the liberation of the oppressed. **Summer.**

CS5330 Third World Studies Workshop (2-3) A series of four (4) Saturday workshops focusing on the definition of the Third World. Common problems and selected topics. **Winter.**

CS5310 Arts of Pre-Columbian American (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. **Fall.**

CS5340 Traditional Arts of Africa (3) Deals with the modern traditional arts of Sub-Saharan Africa. Focus is on the importance of political leadership, social institutions, and religious expression in the production of African Art. **Spring.**

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.**

CS5361 History of the South and Its Impact on the Nation (4) Basically a history of the South addressed to determining whether or not Cash is correct in his assertion that the South is different and if it is, explaining that difference in a historical context. **Winter.**

CS5362 Caribbean Cultures (3) A comparative study of the Hispanic, Afro-French, and Commonwealth Caribbean. Emphasis will be placed on cultures, institutions, and languages. **Summer.**

CS5371 American Slavery: A Reassessment (3) This module is a general survey of the traditional interpretations of Black slavery in America and an attempt to assess them in the light of recent studies. **Summer.**

CS5390 Latin American History I (3) A survey approach to the major periods in Latin American history. **Fall.**

CS5391 Latin American History II (3) Advanced survey approach to the major periods in Latin American History. **Fall.**

CS5392 Introduction to Latin American Literature (4) A study of the different works produced in Latin America from the colony to the present and their social and political circumstances. **Fall.**

CS5393 The Mexican Revolution in Literature (4) A study of the literary works inspired by the Mexican Revolution and the society in Mexico in times of the Revolution. **Fall.**

CS5395 The Social Novel (4) A comprehensive study of the indigenous novel in Latin America as an expression and a reaction of the oppressed against the social, political, and economic conditions perpetuated by the injustices of the powerful elite. **Summer.**

CS5400 Chinese Religious Thought (3) A study of the major Chinese religious thinkers and their writings. **Fall.**

CS5410 Photography: Camerawork (4-6) A study of creative experiences in premediated and reactive sensibilities as aesthetic approach to a theme. Final project: published portfolio or gallery show. **Spring/Summer.**

CS5420 Photography: Commercial Applications (4-6) Studies in commercial and industrial applications including catalog, fashion, portraiture, promotional produce, studio management and law, and view camera techniques. **Fall.**

CS5430 Photography: Color Workshop (2, 4) Three sections: Direct Positive; Negative Positive; Experimental Techniques. Projects designed along individual Area of Emphasis. **Fall.**

CS5440 Photography for Instructional Support (4) Techniques of producing education support materials. **Summer.**

CS5441 Photography: Abstract Painting Techniques (4) Photographic studies in use of solarization, multiple printing, masking, posterization, and high contrast materials. Emphasis on aesthetic applications. Prereq: basic photography. **Winter.**

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.**

CS5452 Photography: Essay and Cultural Study (4) This module consists of intense studies and applications of the use of saturation and team photography as an exploration device of the physical characteristics of rural and urban cultures. Analysis of visual literacy and validity will be covered from a social scientific aspect. For every five (5) students enrolled, a team of photographers will be organized and given the assignment to document pre-designated areas, selected by the Human Services Resource Center. The photographs will be kept as reference material in their Photo Resource Bank. **Spring/Summer.**

CS5461 Printmaking: Wood and Lino Cuts (2-4) Exploration of use of hand tools for cutting the wood or linoleum plate is a requirement for this module. The student will explore both color and black and white prints. The printing technique will be hand burnishing and/or use of the baren. **Fall.**

CS5480 Photography: Advanced Techniques (3 or 5) Advanced studies in Photographic Sensitometry and Zone System for Fine Archival Printing, and presentation techniques. **Winter.**

CS5490 Aesthetic Education (2) An interdisciplinary approach to all the arts, involving the skills of impression and expression, the shaping of sensitivity to and perception of beauty and expressiveness in art, artifact, or nature through the study of the product and processes of creative activity; and the development of the ability to produce work or performance itself. **Fall.**

CS5540 Historical Survey of Art Theory in Western Civilization I (1-2) SIM A survey of Western art theory principles as discussed in contemporary writings on art, from the classical to neo-classical periods. Prereq: Permission. **Fall.**

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.**

CS5580 Sculpture: Metal I (2-4) 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, autogenius attitudes, and attendance. Permission. **Fall.**

CS5581 Sculpture: Metal II (2-4) Continues from theories and experiences in Sculpture: Metal I. The student continues with fabrication and works with other metal processes. **Spring.**

CS5590 Art and Society I (3) Deals with the relationship between art and society, sociological explanations for art, and the social history of art. This subject is a neglected area in the usual method for study and interpretation of art. Prereq: 6 hours Art History and Permission. **Spring.**

CS5640 Theory and Development of Style in Art (2) To examine the prevailing artistic theories and the resultant development of style from the Renaissance to the present. **Fall.**

CS5671 Painting Composition (2-4) This module is for the advanced painting student, with special emphasis on the problems of composition. Although the formal concerns of painting will be

emphasized, the other concerns of painting (content and stimulus) of course must also be considered. The intent of the module is to allow each student to pursue his/her own individual concerns in painting and to provide the maximum individual instruction permitted in a formal group module. **Winter.**

CS5672 20th Century Art and Architecture (2-4) This module is a survey of 20th Century Art and Architecture. It is the intent of this module to familiarize the student with the art of this period, their philosophies, and the socio-political and intellectual climate of the period. Students will be expected to analyze paintings, sculpture, graphic arts, and architecture cross-culturally. **Spring/Summer.**

CS5680 History of Modern Western Art and Architecture II (2) Covers the historical, theoretical and stylistic developments of modern Western art and architecture of the 20th century. **Summer.**

CS5702 Advanced Drawing: Life Study as Abstraction and Expression (2) This is an advanced life study drawing module for students who already have skills in rendering the human form representationally. Special emphasis will be on the abstract and expressive potentials of the human form and the drawing materials used. Students will be expected to create abstract compositions based on the human form in space. Permission. **Spring.**

CS5720 Sculpture: 3-D Wood (2) 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. **Winter.**

CS5721 Sculpture: Art Metal (2-3) This module will offer techniques in metal silver, copper, and gold. The students taking this module will work with casting fabrication and other fine art. **Fall.**

CS5731 Design: Intermediate and Advanced 2-D Design (2) 2-D design on the intermediate level will cover interrelational aspects of 2-D space with line. Form color, texture theory for design within a 2-D format will be a constant competency requirement. **Fall.**

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.**

CS5770 Chamber Music (1) An arranged module which will provide reading (performance) experience for students interested in small ensemble literature; hopefully, this experience will lead to participation in public concerts and/or recitals. Prereq: Permission. **Winter, Fall.**

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.**

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.**

CS5800 Choral Arranging (3) This module covers the tools and skills valued in writing music for choral groups; Manuscript preparation, copyright laws, voicing, and arranging music for voice.

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.

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.

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.

CS5840 Counterpoint/Form (4) Exploration of the polythonic conception of atonality and twelve tone technique by way of counterpoint. Prereq: Permission. Fall.

CS5860 Sculpture: Ceramics (2) Intermediate exposure of theories of handbuilt clay projects, combines the problems of sculpture and ceramics. Prereq: Permission. Winter.

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. Fall.

CS5872 Painting: Space and Composition I (2-3) Module for advanced painting students. Special emphasis will be on the spatial and compositional problems in painting. Permission. Spring.

CS5873 Painting: Space and Composition II (2-3) Module for advanced painting students. Special emphasis on the spatial and compositional problems in painting. Permission. Summer.

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.

CS5890 History of Jazz (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.

CS5900 Instrumental Conducting (3) Investigates baton technique and score reading from instrumental music. Phrasing, meter and diagnosis will also be investigated. Fall.

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. Winter, Fall.

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.

CS5952 Materials of Music I: Art of Music Notation (1) 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.

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.

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.

CS5963 Materials of Music II: Improvisation (1) Intermediate level piano and basic jazz theory. Winter.

CS5970 Scoring for Film and TV (2) Studies the effects and techniques used in film production. Spring/Summer.

CS6010 Special Problems in Teaching Instrumental Music (2) Deals with techniques of teaching beginning instrumentalists; embouchure, posture, materials, and group organization. Fall.

6030 Teaching Elementary Music (2) Open to all students. Covers song chants, recordings, and music teaching methods for young children. Spring.

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.

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.

CS6051 Technical Theatre Production (1) This module is 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 (6) hours per week plus all technical/dress rehearsals and performances. This module may be taken four (4) times toward the completion of an undergraduate degree. Fall, Winter.

CS6060 Directing Style and Theories (4) Students will investigate advanced theories and approaches to directing and will be expected to demonstrate directing skills by directing students in a variety of stage situations. Fall.

CS6070 History of Stage Costumes (4) 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. Fall.

CS6090 20th Century Music I (2) Music during the early history of the 20th century. The module includes Post-romanticism, impressionism, nationalism. Fall.

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.

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.

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.

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." **Spring/Summer.**

CS6261 Summer Theatre Practicum II (3) Students will be involved in all aspects of summer theatre production. Assignments in assisting the director, stage management, box office, house management, technical crews, etc., will be given to successfully produce summer theatre. **Summer.**

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.**

CS6280 British Theatre (4) A 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. **Winter.**

CS6290 Dramatic Criticism (4) Designed to expose students to the theory and practice of criticism for the stage. Substantial reading 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. **Winter.**

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.**

CS6292 Survey of World Drama II (2) A survey of dramatic literature representative of the main current of theatrical development covering works from the French-Neoclassical period to contemporary times. 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 ability. **Spring.**

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.**

CS6310 Theatre History II (4) 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.**

CS6340 Creative Dramatics I (3) An exploration of techniques and skills concerned with helping young people pursue improvisational experiences geared toward stimulating the imagination of the individual. Special techniques involve sense and mood exercises, theatre games, rhythm, and story telling. **Fall.**

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. **Winter.**

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. **Fall.**

CS6382 Children's Touring Theatre Practicum (2) Participation in this module is necessary in order to receive credit for CS6380. **Winter.**

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.**

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. **Spring.**

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 (SIM).**

CS6500 Methods of Teaching English (3) A methods course designed for those students who plan to teach English in the secondary school. **Fall.**

CS6510 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.**

CS6520 19th Century American Writers (3) Focuses on writings of Cooper, Hawthorne, and Melville. **Spring.**

CS6534 Images of the Teacher in Literature (3) This module is designed to provide students with opportunities to read a wide variety of fiction in which teaching is central to the theme, rather than mere incidental coloration. **Spring.**

CS6540 Philosophical Themes in Contemporary Literature (4) The objective of this learning module is to show how philosophical ideas are embodied in literary works of art and to present a methodology of thematic studies in literature. **Fall.**

CS6541 Bible as Literature in Social Context (3) Introduce students to read the diverse literary genres of Biblical literature in their social/cultural setting. Will utilize the recent knowledge of archeology, linguistics, and near Eastern studies. **Winter.**

CS6542 Moral Choices in Contemporary Society (3) An indepth 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.**

CS6560 Teaching Reading in High School (3) Examines the skills which may be included in the reading component of the English curriculum. **Winter.**

CS6570 Research Techniques (3) Instruction and practicum in research techniques, ranging from basic library skills to advanced methods of information and storage retrieval. **Fall, Winter.**

CS6580 Sociology of Language (3) An overview of the interaction of language and the socio-cultural economic aspect of the life experience of minorities. Focuses on the analysis of communicative experiences of African-Americans and other non-mainstream ethnic groups and the implications of this language behavior in an American culture. **Winter.**

CS6592 The Role of Literature in Bilingual/Bicultural Education (4) Study of Indian poetry and culture and selected works which can be used in a classroom situation to give the students a complete knowledge of their historical and cultural background and a sense of pride in their own heritage and identity. **Spring.**

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.**

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.**

CS6620 Women, Politics and Literature (3) Examination of political and social situations of women as exhibited in literature. Emphasis on analyzing the role and treatment of women both as author and character from a variety of literary perspectives. Works studied will include those written by Euripides, Austin, Woolf, Lindbergh, Plath, Oates, and Murdock. **Summer.**

CS6630 Teaching English as a Second Language (3) Applications of linguistics 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.**

CS6660 Literature for Reluctant Readers (3) Focuses on the construction and implementation of reading appreciation programs. Of interest to teachers, librarians and parents. **Winter.**

CS6662 Information Resources for Black Studies — SIM (3) Designed to assist students doing basic research in the area of Black Studies. Students will be introduced to Black studies collections, information sources for use in reference collection manuscripts and archival materials and knowledgeable organizations and persons involved with Black culture. **Winter.**

CS6680 Short Story (3) A study of the development of the short story as a literary genre and the major changes in theory and practice of the art. **Fall.**

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.**

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.**

CS6740 Arcology (4) CCS outpost at Arcosanti, Arizona for students interested in futuristics, arts, environmental city planning. Six-week workshop under direction of Paolo Soleri. Students live in wilderness base-camp, do hard-hat construction work building a prototype "utopian" city. Fees: about \$500. For details, see Dr. Rand, CCS Office B1313. **Summer.**

CS6751 Chinese Cultures (4) The objective of this module is to gain an inside understanding of Chinese culture through their language and literature. Students in this module will learn to speak the language, be familiar with Chinese sentence patterns and modalities of expression, will also engage in a structural reading of Chinese literature selected from major literary genres. **Spring.**

CS6752 Philippine Literature (3) A survey of Philippine literature, focusing on the literary attempt to define the Filipino image and identity which had been blurred by over four hundred years of cultural imperialism. **Winter, Spring.**

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.**

CS6770 Shakespeare (4) The major works of Shakespeare are studied leading to demonstrated capacity to evaluate Shakespeare's works as literature. **Winter.**

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.**

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.**

CS6811 Journalism: Reporting (3) Reporting is a module intended for beginning newswriters. It is designed and structured with the expectation that the skills learned could be used away from the classroom as well as in it. **Summer.**

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. **Fall.**

CS6840 Film Makers Vision and Techniques (1-4) Students will learn some of the technical problems a filmmaker faces in putting his/her vision on film. **Summer.**

CS6860 Film Production Laboratory (2-6) Assist in the creation of a motion picture. Graduate: produce or direct own 16mm and sound motion picture. Prereq: CS6850 and Permission. **Spring/Summer.**

CS6880 Film Animation and Exper. Techniques (2-4) Identifies and explains technology used to produce animation and special effect films. Projects produce a simple animated or experimental sequence. Graduates: Conceive, storyboard, and produce an original experimental film with own devices. **Spring/Summer.**

CS6890 Graphic Production for Media (4) Preparation of graphics of media: paste-up, type casting photo scaling, simple lettering and illustration techniques. Students will storyboard and produce graphics for a slide show (undergraduate) or film clip (graduate) **Winter.**

CS6900 Film: History of Creative Styles (1-4) Theoretical and practical influences on film art; identify aesthetic structures; develop interpretive and critical standards. Graduates: research in theory. **Winter.**

CS6920 Film: Super 8mm Production (4) Introductory film production module on techniques for shooting and editing film. Students create their own short film sequences. Students are expected to have their own Super 8mm equipment. **Winter.**

CS6930 Media: Writing for Film and Television I (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. **Winter, Fall.**

CS6961 Media: Broadcast Journalism (4) Principles and practices of 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. **Winter.**

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 trail/free press. **Spring.**

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.**

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.**

CS6982 Mass Media: Special Project (1-6) 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. Permission. **All Trimesters.**

CS7000 TV Production (Workshop) (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. **Summer.**

CS7040 Archetypes in Popular Culture I (3) Students explore various archetypes and stereotypes as they occur in popular fiction, advertising, journalism, TV, popular music, film, and other popular arts. **Spring.**

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.**

CS7080 Jesus, Marx and America (1-3) 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.**

CS7090 Religion and Human Sexuality (1-4) Students examine Jewish, Roman Catholic, Protestant, Occult, secular, and Eastern religious attitudes, teachings, and behavior regarding sex-related topics. **Fall.**

CS7120 Popular Religion and Morality (1-3) An examination of religion as a basic dimension of human experience exposing the students to a broad understanding of religious experience from historical and contemporary perspectives. Emphasis on the nature and variety of religious experiences including ritual, symbol and myth, as well as the occult, drug-related religious phenomena, and the roles of sacred leaders. **Winter.**

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.**

CS7150 Mass Media and Politics (3) Investigates the use and impact of Mass Media, particularly the electronic broadcast media, upon the political process. Considers both the role and function of media as well as specific case studies. Particular attention is given current political campaigns. **Fall.**

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.**

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.**

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. **Winter, Fall.**

CS7230 American Urban History (4) Historical examination of the industrial city to 1940 with emphasis on migration, machine politics, and various reform movements. **Winter.**

CS7270 American Political Behavior (3) An examination of political attitudes and voting behavior emphasizing contemporary trends in public opinion and voting; and social, cultural, and personal influences on political behavior. **Winter.**

CS7280 Community Organization Community Development (3) Analyzes notions of power, community structure, community development, and their implications for community organization and renewal. **Spring.**

CS7290 Ideas in History: 19th & 20th C. Europe (6) 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.**

CS7320 Contemporary Political Ideologies (3) The purpose of this module is to expose 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.

CS7381 Anthropology of Law (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. **Spring.**

CS7410 Open Education: Theory (2) Investigates the basic assumptions upon which open education is built and looks at some examples of administrative arrangements for implementing those assumptions. **Spring.**

CS7420 Open Education: Theory & Implementation (4) Investigates the basic assumptions upon which open education is built and looks at some of administrative arrangements. Attempts to devise strategies that sell, create and implement open education philosophy. Concerns may focus on working with classroom management and arrangements, interest centers, etc. **Spring/Summer.**

CS7431 The Family: A Cross-Cultural Analysis (4) Will study the nuclear family, the extended family, and their respective roles in society. **Winter.**

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. **Summer.**

CS7450 Political Concepts in Literature (2) An examination of political concepts (e.g., authority, freedom, politicalization, individualism, communalism, evolution, and determinism) as illustrated in contemporary novels. **Fall.**

CS7460 Open Education: Implementation (2) A student-directed module offering an opportunity to examine problems associated with implementing the open classroom and group projects demonstrating various approaches to its implementation. **Spring/Summer.**

CS7470 Political Psychology (3) An examination of personality factors which affect political behavior: self-esteem, power motivation, machiavellianism, authoritarianism, liberalism, and conservatism. **Spring/Summer.**

CS7540 Social Foundations of Education (4) An examination of the influence of society on schools and of the interaction between schools and students. Special attention on the influences of the church, state, family and educational philosophies of the past. **Fall.**

CS7550 Idea of Community (2) Interdisciplinary approach to community studies and analysis and an examination of political, sociological, religious ideas of community. Students will also explore future possibilities for the idea of community in America. **Spring.**

CS7551 Planning in Biblical Perspective (3) An examination of ethics and issues in planning from the perspective found in Biblical literature and the Judeo-Christian tradition. **Spring/Summer.**

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.**

CS7561 Statistical Package for the Social Sciences (2) An introduction to accessing and analyzing quantitative data for students in the social and behavioral sciences. **Winter.**

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. **Fall.**

CS7580 Sociology of Deviance (4) An analysis of the (1) sociology and socio-psychological processes involved in becoming deviant: (2) relation between social control and deviance, and (3) functions of deviant behavior. **Fall.**

CS7590 Sociology of Ethnic Relations (4) Analyzes ethnicity as a dimension of social stratification, and its implications for inter- intra-group conflict. **Fall.**

CS7620 The Community College (3) The learning module is a study of the community college as a unique type of educational institution in the U.S. It is a survey of a historical development, philosophical basis, curriculum, students and administration, and control in community colleges. Attention is given to the Illinois community college system. **Fall, Summer.**

CS7652 Anthropology of Political Institutions (3) Will study political institutions in small scale societies. **Winter.**

CS7661 Political and Cultural Patterns in Sub-Saharan Africa: Interdisciplinary Approach (3-4) A study of political and cultural systems and salient features of political and cultural life in the independent states of Sub-Saharan Africa and in the white dominated states of Southern Africa. **Fall.**

CS7662 Society and Culture in Latin America (4) The study of the cultural heritage of the Latino in the U.S.A. The African, the Spaniard, and the Indian as creators of a new people and the social and political forces which have prevailed through history. **Winter.**

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.**

CS7700 Urban Politics (3-4) 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.**

CS7721 Women, Politics & Change (3) This module provides an overview of alternatives to women's position in contemporary society. Subject matter will include women in politics, women in management, women in socialism, legal changes, and alternative sexual options. **Winter.**

CS7740 Women in American History (3) An historical examination emphasizing women and the American economy. Various reform movements and the debate between the suffrage and anti-suffrage people. **Fall.**

CS7821 Sociology of Women (3) An examination of historical and contemporary views of origins and conditions affecting women's position in society. **Summer.**

CS7830 Elites in American Democracy (3,4) 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.**

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.**

CS7860 Utopian Literature (4) Restricted to students at CCS outpost at Arcosanti, Arizona. Readings in utopian literature, in conjunction with ARCOLOGY module, at Paolo Soleri's prototype being built in Arizona mountains. For details see Dr. Rank, CCS Office B 1313. **Summer.**

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.**

CS7871 Student Teaching: Music (5) Designed for student pursuing a certification program in music. Permission. **Winter.**

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.**

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.**

CS7920 Concepts and Theories in Sociology (3) Designed to introduce students to the three basic concept areas in the social sciences (general, self-other, and structural concepts) as well as theory construction techniques. **Winter.**

CS7960 Television Directing (4) Focuses on the techniques of television directing. Prereq: CS7000 or permission. **Fall.**

CS7990 Cooperative Education (1-8) Designed by a triad which includes the student, co-operative education coordinator, in conjunction with the academic advisor which is extra-mural and experiential. Co-ops commonly occur in an employment context, either a new short term and terminable work period or an interval in the student's current job. **All Trimesters.**

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. **Spring.**

CS8020 Research Design (2) An examination of the philosophy of social inquiry, sampling strategies, data gathering methods, writing research proposals, and evaluating research reports. Permission. **Summer.**

CS8030 Contemporary Issues (2) 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 Popular Culture Program. **Winter.**

CS8040 String Methods (2) Students demonstrate basic technical facilities on violin, viola, cello or bass; read treble viola, tenor or bass clefs, know basic methods books for teaching and demonstrate techniques for beginning string students. Graduates design a strong teaching package for use with beginning elementary students. Permission required. **Fall.**

CS8070 Painting: Analysis and Composition (2-3) This module is for graduate students only. 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.**

CS8090 Black Educational Thought (2-4) A major concern of this module is with the question — Can the reality of Black higher education during the “age of Booker T. Washington” be understood primarily as a struggle between the proponents and opponents of industrial education? Designed to introduce students to various Black educators of the period and their ideas in an effort to enable them to answer the question. **Fall.**

CS8100 Graduate Painting Composition (2-3) This module is for graduate students only. 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. **Fall.**

CS8110 American History: Historiography (4) An examination of the conceptual problems facing the historian using American intellectual history as a case study. **Winter.**

CS8120 Design: Graduate Design 2-D (2-4) Will cover negative/positive use of 2-D format; color theory relations to graduate design form in a 2-D space; juxtaposition of form space line; color and all that is a part of 2-D design. Completion will require graduate level work in this module throughout the session. **Spring.**

CS8130 Printmaking: Graduate Intaglio/Etching (3) This module will allow the graduate student time to perfect competencies worked with from intermediate through advanced. The student is expected to work with the professor via class sessions and individual critiques in meeting the graduate intaglio competencies. Proposals on the part of each student for individual work is all inherent for beginning and completing this module. **Fall.**

CS8140 Women’s Page Transition Study (1-4) 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 of the project during all phases to learn by direct experience about various stages in research. **Fall.**

CS8150 Film: Aesthetics (3) 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. **Winter.**

CS8220 Graduate Seminar: Painting (2) For advanced graduate students in painting who are preparing 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. Prereq: Permission. **Winter.**

CS8240 Graduate Studies in Art History (2-3) The student will pursue special graduate studies relative to a written proposal in a specific area or 1-3 areas in a comparative study of art history. The module requires close contact with the professor with whom the student works for review of work being done. All papers and oral work agreed upon will determine completion of this module. **Winter, Spring/Summer.**

CS8320 Graduate Research Seminar: Theatre (2) Students will study research methods in Theatre. **Fall.**

CS8321 Graduate Seminar in Technical Theatre (4) Designed to quickly review the undergraduate areas of technical theatre (stagecraft, lighting, costuming, scene design, and makeup) and move on to more advanced problems and their solutions. Will also deal with needs and requirements for construction and/or renovation of theatre spaces; the use of new materials and products; technical direction as a profession; and the role of the technical union in the theatre. Each student will be required to assume a practical technical role in a major production at the University for laboratory experience and present a research project for the completion of the module. **Winter.**

CS8330 Graduate Directing Seminar (2) Students will direct a one-act play. **Winter.**

CS8510 Photography: Life Study (3) Module develops the student’s ability to render human figure in representational and abstract form. **Winter.**

CS8530 Photography Graduate Seminar (1) Inter-resource facility using graduate students in various areas of emphasis involving photographing. **Winter.**

CS8540 Nationalism and Pan-Africanism (4) A political and theoretical analysis of nationalism and Pan-Africanism in Africa and the diaspora, with a special focus on the political economy of “development.” **Fall.**

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.**

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.**

CS9960 Graduate Project (1-8) Independent research module for graduate students completing their culminating Master’s project or thesis. Permission. **Winter, Spring/Summer, Fall.**

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 Mass Media: Special Project CS 6982
 Mass Media Trends CS 6980
 Materials of Music I: Introduction to Contemporary Music Theory CS 5951
 Materials of Music I: Keyboard CS 3270
 Materials of Music I: Art of Music Notation CS 5952
 Materials of Music II: Improvisation CS 5963
 Materials of Music II: Orchestration CS 5962

 Materials of Music II: 20th Century Harmonic Techniques CS 5961
 Media: Broadcast Journalism CS 6961
 Media: Introduction to Mass Communications CS 3290
 Media: Urban Journalism CS 6981
 Media: Writing for Film and Television I CS 6930
 Methods of Teaching English CS 6500
 Mexican Revolution in Literature CS 5393
 Moral Choices in Contemporary Society CS 6542
 Music Theatre Production CS 5790
 Nationalism and Pan-Africanism CS 8540

 19th Century American Writers CS 6520
 Open Education: Implementation CS 7460
 Open Education: Theory CS 7410
 Open Education: Theory and Implementation CS 7420
 Painting: Analysis and Composition CS 8070
 Painting Composition CS 5671
 Painting: Space and Composition I CS 5872, II CS 5873
 Philosophy of History CS 7440
 Philosophical Themes in Contemporary Literature CS 6540
 Photography: Abstract Painting Techniques CS 5441

 Photography: Advanced Techniques CS 5480
 Photography: Camerawork CS 5410
 Photography: Color Workshop CS 5430
 Photography: Commercial Applications CS 5420
 Photography: Essay as Cultural Study CS 5452
 Photography for Instructional Support CS 5440
 Photography: Graduate Seminar CS 8530
 Photography: History CS 3710
 Photography: Life Study CS 8530
 Photography: Theory of Photographic Process CS 5451

 Photography: Visual Applications CS 3690
 Planning in Biblical Perspective CS 7551
 Play Production in Secondary School CS 6270
 Political Concepts in Literature CS 7450
 Political and Cultural Patterns in Sub-Saharan Africa CS 7661
 Political Psychology CS 7470
 Popular Religion and Morality CS 7120
 Printmaking: Graduate Intaglio/Etching CS 8130
 Printmaking: Wood and Lino Cuts CS 5461
 Problems in Third World Development CS 5240
 Psychology of Colonialism CS 5270

 Readings in American Novel: Hawthorne CS 6700
 Readings in American Novel: James CS 6760
 Readings in American Novel: Melville CS 6610
 Readings in American Novel: Twain CS 6720
 Religion and Human Sexuality CS 7090
 Research Design CS 8020
 Research Design CS 3290
 Research Techniques CS 6540
 Role of Literature in Bilingual/Bicultural Education CS 6592
 Scoring for Film & TV CS 5970

 Sculpture: Art Metal CS 5721
 Sculpture: Ceramics CS 5860
 Sculpture: Fiber, Clay, Metal CS 5861
 Sculpture I: Graduate Seminar 3-D Design CS 8010
 Sculpture: Metal I CS 5580, II CS 5581
 Sculpture: 3-D Wood CS 5720
 Shakespeare CS 6770
 Short Story CS 6680
 Social Foundations of Education CS 7540
 Social Novel, The CS 5395

 Social Science Research Methods CS 7560
 Social Stratification CS 7570
 Society and Culture in Latin America CS 7662
 Sociology of Deviance CS 7580
 Sociology of Ethnic Relations CS 7590
 Sociology of Language CS 6500
 Sociology of Women CS 7820
 Special Problems in Teaching Instrumental Music CS 6010
 Statistical Package for Social Sciences CS 7561
 Student Teaching: Music CS 7871

 Student Teaching/Observation (Music) CS 7870
 Studies in Art History CS 3240
 Studies in English Language CS 6600
 Suburban Housing Development CS 7900
 Summer Theatre Practicum I CS 6251, II CS 6261
 Survey of World Drama I CS 6291, II CS 6292
 Teaching Elementary Music CS 6030
 Teaching English as a Second Language CS 6630
 Teaching Reading in High School CS 6560
 Technical Theatre Production CS 6051

 Television: Color Production CS 6780
 Television Directing CS 7990
 Television Production Workshop CS 7000
 Theatre History I CS 6300, II CS 6310
 Theatre Management CS 7880
 Theory and Development of Style in Art CS 5640
 Third World Studies Workshop CS 5330
 Traditional Arts of Africa CS 5340
 20th Century Art and Architecture CS 5672
 20th Century Music I CS 6090, II, CS 6091, III CS 6092

 Urban Politics CS 7700
 Urban Studies: Introduction to the City CS 7690
 Utopian Literature CS 7860
 Women in American History CS 7740
 Women, Politics and Change CS 7720
 Women, Politics and Literature CS 6620
 Women's Page Transition Study CS 8140
 Writing Principles CS 3720



The College of Environmental and Applied Sciences

Instructional Programs (Majors)

Programs, Degrees, Areas of Emphasis, and Specialized Curricula available at the Undergraduate and Graduate levels:

Science BA and MA

Environmental Science (U, G)

Environmental Analysis (U, G)

Ecology and Conservation (U, G)

Environmental Management (G)

Human Ecology (U, G)

Human-Environment Planning (U)

Alcoholism Sciences (G)

Alcoholism Sciences (U)

Science Teaching BA and MA

Elementary Science Teaching (G)

Secondary Science Teaching (G)

Community College Science Teaching (G)

K-12 Science Teaching (U, G)

SCHOOL OF HEALTH SCIENCES

Nursing BHS and MHS

Nursing Practice (U)

Restorative Nursing (G)

Nursing Teaching (G)

Nursing Administration (G)

Allied Health BHS and MHS

Medical Technology (U)

Allied Health Science Education (U, G)

Health Services Administration BHS and MHS

Philosophy

Six themes serve to unify the content of instruction in the College of Environment and Applied Sciences. Two of these broad goals:

1. Each graduate should be prepared for **life-long learning**.
2. Each graduate should be able to **base actions on ideas** that are substantiated by data.

The other four themes are general objectives that make those broad goals possible:

3. Each graduate should demonstrate skill in, and propensity for, **inquiry and problem-solving** as a style of functioning in the field of professional interest.
4. Each graduate should demonstrate understanding of,

and ability to use, **conceptual knowledge** that has significant bearing on the field of professional interest.

5. Each graduate should demonstrate ability to access, interpret, **apply and communicate information** acquired through research, experience, and reflection of others.
6. 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 six themes represent a blending of traditional goals of liberal education and the programmatic objectives of education in applied fields. This blending is deliberate and appropriate to the mission of the University. More important, this blending is a powerful one, in that the unifying themes are neither bound by time nor culture. They are valid now and have predictable validity for students in the decades to come regardless of where or how they will be living.

These themes can be related to their respective content in a very general way:

1. **Life-Long Learning**
 - (a) Conceptual Structure and Information Sources
 - (b) Inquiring in New Fields
 - (c) Attitudes for Self-Directed Learning
2. **Basing Actions on Ideas**
 - (a) Conceptualizing Data and other Experience
 - (b) Planning and Implementing Actions
3. **Inquiry/Problem Solving**
 - (a) Research Design and Methodology
 - (b) Measurement
 - (c) Investigate Skills
4. **Conceptual Knowledge**
 - (a) Biological Sciences
 - (b) Physical Sciences
 - (c) Social Sciences
 - (d) Health Sciences (or Other Applied Sciences)
 - (e) Nature of Knowledge
5. **Information Processing**
 - (a) Retrieval Techniques
 - (b) Analyzing and Interpreting Information
 - (c) Applying Information
 - (d) Oral and Written Communication
6. **Value Set**
 - (a) Ethical Systems
 - (b) Factors and Processes in Values Formulation

Professional Affiliations

American Society for Ecological Education

The ASEE, the international professional organization of environmental educators, with members in every state and several foreign countries and enjoying an active relationship with UNESCO and with the United Nations Environment Programme, has recently located its national offices at GSU. Among its officers and board members are prominent Americans, including a former astronaut, two former national cabinet officials, one of the nation's leading women writers and religious leaders, and several noted educators in the field of science and environmental education. The ASEE is appropriately headquartered in GSU's College of Environmental and Applied Sciences, which is building a national reputation in science teaching and environmental education.

The Society has conducted summer Environmental Education Institutes, most recently in a nationally recognized program headquartered on the Campus of Colorado Mountain College. The Society also sponsors outpost environment educational workshops.

CEAS is also affiliated with:

- American College of Nursing Home Administrators
- American Society of Allied Health Professors
- American Union of Public Health Administrators
- National League for Nursing
- Institute of Environmental Sciences

Governance

Internal and external inputs of the College are essential to help assure flexibility, competence, openness, and responsiveness to the community at-large, to students, to professional peers, to other members of the University's broad community, and to the state. To facilitate those inputs, the College has established several administrative positions and organizational structures.

In addition to the Assistant Dean for Student Affairs, who has the primary responsibility for student systems within CEAS, there are Assistant Deans for Curriculum and Instruction, for Research and Evaluation and for Physical and Fiscal Affairs. The College also has coordinators or other liaison personnel to interface with many support units within the University. These speak to the University's goal of decentralizing the functions of certain centralized units for the Institution.

The Student Assistant Dean works directly with the Assistant Dean for Student Affairs, serving as liaison person between the College administration and students. The student occupying the appointed position works to stimulate in every possible way communication among students and between students and faculty. This includes regular publication of the student newsletter for the College, **The Zebra**. This person participates as a full member of the College faculty in its deliberations and committee structure.

The Dean seeks counsel from an Academic Affairs Council, from an Administrative Council, and from Community Councils for each of the Instructional Programs.

Students are welcome to participate in the governance of the College. Seats on several Committees are reserved for students, as is one on the small Administrative Council. The College publishes three series of documents, Working Papers, Position Papers, and Occasional Papers, that help define its developing and implemented practices. These are available to interested parties upon request.

Faculty Assembly and Faculty Business Meetings are held monthly, and are open meetings. College-approved policies are promulgated, deliberated, voted upon and announced within the college in a fashion that parallels University Assembly actions at the University level.

There are two students elected from each College to serve as members of the University Assembly. There are also two students from each College elected to represent the interests of students on the Student Services Advisory Committee (SSAC), the group that implements distribution of the student activities fees collected from all students every Trimester they enroll for 1 or more units of GSU credit.

SSAC may be petitioned for recognition of clubs or other organizations, making them then eligible to receive monies from Student Activity funds.

Special Admission Requirements

Students are admitted on a first-come, first-served basis while there is available space in the desired curriculum. Records and application must be in one month before the first day of classes. Admission petitions may be accepted in certain cases when the general University criteria cannot be met. Contact the Office of Admissions, or the College Assistant Dean for Student Affairs, for further information.

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 available.

Desired, but not required, background work for general undergraduate studies in the Science Instructional Program includes: two years of one laboratory or field science and one year of a second, and two years of mathematics (including calculus or statistics).

Essential background for students in Allied Health 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. Depending on professional goals, additional preparation may be required; thus, students who apply for work in medical technology should have had organic chemistry and microbiology. Note that nurses (RNs) who have graduated from a 3-year hospital-based program are eligible for admission if they have completed at least 12 semester hours in arts, sciences, and humanities with a C or better average from an accredited college or university, and have completed a personal interview with nursing faculty of the College.

Teaching certificates are prerequisites to all work in Science Teaching except K-12 Science Teaching, which is a certification program, and Secondary Science Teaching En-

vironmental Education, for persons who will apply their skills outside the school system.

Further admissions details are included in sections that follows.

Details on the University and College governance systems, placement, student services, financial aids, other University resources, fees, student study plans, advisors, admissions, graduate examination policies, graduate degree candidacy, graduation and characteristics of the various instructional elements at GSU, as well as schedule and faculty information can be found elsewhere in this Catalog or can be obtained by writing or telephoning the College Assistant Dean for Student Affairs.

Special Procedures in CEAS

Student Study Plans and Degree Committees All CEAS students select or are assigned a faculty adviser with whom they work closely during the admission process, or as soon thereafter as possible, students prepare a statement of goals and historical sketch to assist their advisers in academic counseling. Graduate students and some undergraduates, and their adviser add two or more persons to their curriculum planning process by means of a Degree Committee. This advisory Committee helps build and approve a Student Study Plan that will lead to graduation and attainment of personal and professional goals of each student. In addition to the student's adviser, the Degree Committee of three or more may include cooperative education supervisors, faculty from other colleges in the University or from other universities, and community persons with whom the student has worked.

The Student Study Plan defines the desired available programmatic level of specificity or generality, e.g., Instructional Program, Area of Emphasis, or curriculum specialization within same. The Plan ought to include 20-25% work from outside CEAS.

Once the Plan has been signed by student and adviser, it goes to the Degree Committee for approval, and then to a Collegial Review Committee. The Review Committee, consisting of Assistant Deans of Curriculum of Instruction, Research and Evaluation, and the appropriate Instructional Program, Task Force Chairperson, meets monthly, and reviews Student Study Plans brought to it by advisers. Once Review Committee approval is given to a Study Plan, the Plan serves as a graduation contract, and can protect stu-

dents against their own quixotic natures or those of their advisers.

Once the Student Study Plan is in effect for a student, enrollment becomes almost an automatic procedure, except when there are particular difficulties encountered.

Change of Program and Advisor There is a change of Adviser/Area of Emphasis/College Form that is used to simplify those kinds of changes. A student need only get a signature from the new adviser and old in order to accomplish the change. When special comments are in order, they will be written on the form. Program changes will not be allowed as a means for getting into curricula, admissions to which are temporarily closed.

Graduate Degree Candidacy and Non-Degree Students When building the Student Study Plan, graduate students automatically apply for candidacy for the MA degree, usually after 8 Units of credit have been achieved. Candidacy is not automatically awarded; in some curricula, testing or other specified criteria may first have to be met. Some students may continue graduate studies even though not candidates for a degree. They are Non-Degree Students. Non-Degree students whether graduate or undergraduate may be admitted only one Trimester at a time. Each application whether for graduate or undergraduate-level studies must be approved by the Dean's Office.

Graduation Requirements

- (a) Completion of the work approved in the competency-based Student Study Plan agreed upon by students and their Degree and Review Committees.
- (b) A minimum of credit, including experience-equivalency credit and previous college work, namely at least 120 Units for the BA, and at least 32 Units beyond the BA for an MA; no more than 60 credit hours of lower Division work may be counted towards the BA, and none will count towards the MA degree.
- (c) Having met all University financial obligations.
- (d) Filing an application for graduation.
- (e) Being certain that adviser has cleared records for graduation through the College Student records office.

Student Activities Two clubs at present are concerned primarily with matters of interest to students in the College of Environmental and Applied Sciences. Those clubs are **Balance**, with a force on the environment, and **Planning Network**, primarily for planning students.

Science Program (Major)

Areas of Emphasis and specialized curricula available at the Undergraduate and Graduate level:

Areas of Emphasis (Options)

Environmental Science (U, G)

Specialized Curricula:

- Environmental Analysis (U, G)
- Ecology and Conservation (U, G)
- Environmental Management (G)

Human Ecology (U, G)

Specialized Curricula:

- Human—Environment Planning (U)
- Alcoholism Sciences (G)

Alcoholism Sciences (U)

The Instructional Program in Science is designed to prepare a broad range of scientists capable of effecting solutions to complex environmental problems. Interdisciplinary instruction is directed to the College's six themes in ways that help students acquire the breadth necessary for understanding environmental issues, and depth necessary for productive action. In addition, instruction is aimed at expanding existing professional roles of scientists, as well as establishing some new ones, so that graduates will be able to provide leadership and technical skill in improving environmental quality.

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 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.

These expected competencies apply to all Bachelor of Arts and Master of Arts degree recipients in the Science

Program, either as stated above or as expanded for the Areas of Emphasis of the Program.

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.

The Instructional Program in Science has two Areas of Emphasis: Environmental Science and Human Ecology.

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 the physical, life and social sciences to understanding and finding solutions for environmental problems.

The competencies, listed below, for this Area of Emphasis are designed to produce students with a well-rounded general background in the environmental sciences at the BA or MA levels. Student Degree 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 MA Degree Plans based on the Area of Emphasis competencies will be required to successfully complete a comprehensive graduate evaluation before receiving their degree.

Environmental Science Competencies

Degree recipients in Environmental Science will be able to:

1. Use conceptual knowledge of the natural, mathematical, social and health sciences in the interpretation of environmental processes and interactions.
2. Plan investigations and propose solutions for environmental problem utilizing concepts synthesized from the natural, mathematical, social, health and management sciences.
3. Retrieve information from the literature of science, as

part of the process of formulating a plan for investigating a particular environmental problem.

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.
5. Communicate the results of an investigation (in the form of reports, seminars, publications, etc.) to members of the lay as well as scientific community.
6. Consider environmental effects of technology, economics and population in relating people to natural cycles and the quality of life.
7. Relate a philosophical and socio-cultural perspective on environmental problems to the development of environmental ethics and a humanistic view towards problem solving.

Students interested in acquiring a general background with an interdisciplinary foundation may formulate Student Study Plans for BA or MA degrees based on the foregoing Area of Emphasis competencies.

Graduate and undergraduate students may also develop individualized Student Study Plans in several highly specialized subject areas. Graduate students developing such specialized Student Study Plans are expected to demonstrate competence in independent research and to successfully complete a comprehensive graduate evaluation.

Students whose interests are more sharply focused may develop Student Study Plans based on the following examples of curricula: Environmental Analysis, Ecology and Conservation, and Environmental Management.

Students choosing the Environmental Analysis curriculum 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 analysis, 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.

The BA and MA curricula can be viewed as a continuum for those students entering at an AA level. Students entering the graduate curricula will enter the continuum at different levels depending on their background.

The basic requirement for entrance at the BA level is an Associate of Arts degree (or equivalent) which should include the following: (1) one year of freshman chemistry; (2) one year of calculus; (3) one year of organic chemistry. An additional year of physics and/or biology is recommended.

Students not possessing the minimum background requirements can be admitted, but must satisfy all competency requirements before being considered a degree candidate, thus may have extra work to do.

Recipients of a BA degree in Science, with Emphasis in Environmental Science in the Environmental Analysis curriculum, will be able to:

1. Apply the principles of calculus and statistics to the solution of scientific problems and the evaluation of data. *L. Module: Intermediate Statistics.*
2. Apply computational techniques, including the use of computers, to the treatment of analytical data. *L. Modules: 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. *L. Module: Researching Science Information.*
4. Evaluate the merits of an ethical and legal perspective and discuss the responsibilities of an analyst commensurate with this perspective. *L. Modules: Environmental Law; Ethics and Environment.*
5. Demonstrate comprehension of, and the ability to apply, the conceptual framework and descriptive content of modern inorganic, organic, physical, and biochemistry. *L. Modules: Analytical Chemistry; Biochemistry; Inorganic Chemistry; Organic Chemistry I and II; 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. *L. Modules: 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 to the principles and theory of chromatographic, electrochemical, and spectrochemical techniques for analysis. *L. Modules: Analytical Chemistry; Chromatographic Techniques; Electrochemical Techniques; Organic Qualitative Analysis; Spectrochemical Techniques; Radioisotope Techniques.*
8. Write clear, concise analysis procedures and prepare research papers on environmental processes or problems in an appropriate format. *L. Modules: Chromatographic Techniques; Electrochemical Techniques; Environments in Transition; Spectrochemical Techniques; Radioisotope Techniques.*
9. Apply appropriate analysis techniques for qualitative and quantitative measurements of a broad range of environmental parameters. *L. Modules: Air Quality Research; Soil Analysis; Water Quality Research; Aquatic Biology I and II; Co-op Education, Limnology; Field Studies: Okefenokee Swamp.*

Students who have completed the undergraduate curriculum in Environmental Analysis will be well prepared for graduate studies. Students possessing a BA or BS in chemis-

try will also have a suitable background. Students not possessing backgrounds similar to these will be required to make up deficiencies.

Recipients of a MA degree in Science, with Emphasis in Environmental Science, in the Environmental Analysis curriculum, 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, and
 - (d) radioisotope techniques.*L. Modules: Gas Chromatography/Mass Spectrometry; Radioisotope Techniques; Graduate Seminar; Chromatographic Techniques; Electrochemical Techniques; Spectrochemical Techniques.*
2. Apply computational techniques, including the use of the computer, to the treatment of analytical data. *L. Modules: 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. *L. Module: Environments in Transition.*
4. Apply photochemical theory to the elucidation of processes occurring in the atmosphere. *L. Module: Photochemistry.*
5. Apply chemical equilibrium theory to the elucidation of processes occurring in aquatic systems. *L. Module: Aquatic Chemistry.*
6. Apply geochemical principles to the elucidation of processes occurring in the lithosphere. *L. Module: 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*L. Module: 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.) *L. Module: Internship in ...*

The comprehensive graduate evaluation will involve two components:

1. a graduate seminar in which the student will be given an analytical problem, and using the literature, course

work, and experience, then decide on a procedure to solve the analytical problem; and,

2. a final integrating experience involving a research project in the laboratory that will culminate in the writing and defense of a thesis.

Persons in the **Ecology and Conservation** curriculum are 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. BA and MA degrees are currently available in the Ecology and Conservation curriculum.

Students should have completed at least two years of science at the lower division level prior to admission to the undergraduate Ecology and Conservation curriculum.

Recipients of a BA degree in Science, with Emphasis in Environmental Science, in the Ecology and Conservation curriculum, will be able to:

1. Apply and evaluate techniques of observation and experimentation to conservation. *L. Modules: Behavior of Animals: Introduction; Biology of Local Mammals; Experimental Design for Field and Laboratory; Aggression in Animal and Human Societies; Social Behavior in Animals and Humans; Environmental Assessment; Field Biology; Probability and Statistics; Researching Science Information; Water Quality Research; Water Quality Research Seminar.*
2. Demonstrate understanding and ability to use principles and methods of ecology in the practice of conservation. *L. Modules: Behavior of Animals: Field Studies; Behavior of Animals: Advanced Topics; Experimental Botany; Field Biology; Ornithology; Aquatic Biology I and II; Ecological Methods; Environmental Systems Analysis: Basic Quantitative Methods; Limnology; Natural Regulation of Plant and Animal Populations; Environmental Earth Science; Environments in Transition; Physical Environments: Characteristics and Developments; Meteorology; Plant Microenvironments; Evolution and Man; Microbial Ecology; Plant Growth and Development.*
3. Demonstrate knowledge of and ability to apply principles and practices of conservation to maintenance of natural populations. *L. Modules: Behavior of Animals: Field Study; Behavior of Animals: Advanced Topics; Ornithology; Aquatic Biology I and II; Water Quality Research; Local Flora; Plant Microenvironments; Plant Propagation; Readings and Investigations in ...; Life History and Ecology of Bird Life, Amphibians and Reptiles, Mammals and Forest Insects.*
4. Apply knowledge of legal, tax, fiscal, and political systems related to conservation activities. *L. Modules: Environmental Law; Local Government Systems;*

Governmental Accounting, Budgeting, and Finance.

5. Apply concepts of demography, human behavior, economics, and community health to conservation activities. *L. Modules: Biology of Local Mammals; Behavior of Animals: Advanced Topics; Planning from a Biblical Perspective; Human Environment Planning: A Communication Perspective; Planning Theory; Urban and Regional Planning: Principles and Practice.*
6. Describe ethical perspectives relating to the impact of technology on the environment and the quality of life. *L. Modules: 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. *L. Modules: 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. *L. Modules: Field Biology; Environmental Education; Curriculum Development; Readings and Investigations in . . .*

The graduate curriculum 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.

The curriculum has 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 career.

To be considered as a Master's Degree Candidate in the Ecology and Conservation curriculum, students must submit to their Degree Plan Committee:

1. a comprehensive written rationale setting forth their goals; and
2. a Student Study Plan that addresses both these goals and the competency statements of the curriculum.

Master's candidates in the Ecology and Conservation curriculum 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 meeting all prerequisites for admission into this curriculum should expect to complete the equivalent of a

minimum of 36 GSU Units of graduate credit in order to achieve the degree competencies.

Recipients of an MA degree in Science, with Emphasis in Environmental Science, in the Ecology and Conservation curriculum, 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. *L. Modules: Probability and Statistics; Statistics; Non-Parametric; Experimental Design for Field and Laboratory; Experimental Botany; Behavior of Animals: Advanced Topics; Behavior of Animals: Field Study; Ecological Methods; Water Quality Research.*
2. Demonstrate an understanding of the principles of systematics and facility in application of taxonomic methods. *L. Modules: Field Biology; Local Flora; Aquatic Biology I; Aquatic Biology II; Biology of Local Mammals; Ornithology.*
3. Analyze adaptations that organisms have made allowing them to survive and reproduce in their environments. *L. Modules: 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 and the application of these as controls in successional and climax ecosystems. *L. Modules: Natural Regulation of Animal and Plant Populations; Behavior of Animals: Introduction; Aggression in Animal and Human Societies; Social Behavior in Animals and Humans.*
5. Analyze the organization of natural communities and the processes by which they change over time. *L. Modules: 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). *L. Modules: 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 curriculum. 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 primary focus provided by the Environmental Management curriculum is the development of a systematic ap-

proach to problem solving, concentrating upon a synthesis of scientific and managerial disciplines, with in-depth knowledge of the methods of systems analysis and environmental assessment. The curriculum is specifically designed to provide a professional educational option for persons engaged in public and/or technical management. The aim of the curriculum is to provide traditional specialists, including Bachelor's degree recipients in engineering or science, with broader understanding and new methods with which to analyze complex natural systems and communicate their findings to others. The curriculum is structured around 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.

Applicants for admission to this graduate curriculum should have:

1. A bachelor's degree from a recognized college or university; and,
2. A basic knowledge in the biological, physical, and social sciences and a fundamental degree of proficiency in statistical analysis and computer usage including:
 - (a) mathematics through calculus;
 - (b) ability to use a computer language;
 - (c) statistics, including regression and correlation, hypothesis testing, Chi-square, t-testing and analysis of variance;
 - (d) one year of life science including fundamental principles of ecology;
 - (e) at least two years of College-level science with work in at least two of the following: chemistry, physics or earth science; and,
 - (f) economics, including basic micro- and macro-economics.

Students who do not possess this background may be required to make up deficiencies.

Recipients of the MA degree in Science, with Emphasis in Environmental Science, in the Environmental Management curriculum, will be able to:

1. Analyze environmental management problems, using systems analytical methods and perspectives. *L. Modules: Environmental Assessment *; Environmental Systems Analysis **.
2. Apply basic stochastic and ecological methods to environmental systems analysis. *L. Modules: Probability; Statistical Inference and Quantitative Methods; an advanced ecology elective.*
3. Relate management problems to social contexts. *L. Modules: Epidemiology II; environmental health elective; Ethics and Environment; human-environment planning elective.*

4. Relate management problems to appropriate legal and administrative contexts. *L. Modules: Environmental Law; legal and administrative electives.*
5. Use knowledge of economic and technological principles to aid in analysis and solution of environmental problems. *L. Modules: Economics and Environment; Pollution Control Techniques.*
6. Analyze, describe, communicate, and defend the results of a specific problem/application area to an examining group. *L. Modules: Environmental Management Seminar*; Readings and Investigations in ...; Cooperative Education in Environmental Management, Internship and Defense.*

*These Learning Modules should be taken in the order shown.

As a final requirement for successful completion of the curriculum 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. BA and MA degrees are available in the Human Ecology Area of Emphasis.

Human Ecology Competencies

Undergraduate and graduate students completing degree programs in Human Ecology will be able to:

1. Describe the continuous interactions that have occurred among biological, ecological, and social processes in human evolution.
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.
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.

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.
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.

Graduate students only will be able to:

1. Demonstrate the ability to conduct and evaluate interdisciplinary research and apply it to the understanding of human — environment problems and their solutions.
2. 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.
3. Generate alternative approaches to dealing with their prime area of study within human ecology.

For graduate students only the following additional work and requirements exist.

It is expected that graduate students* will negotiate a Student Study Plan with their Degree Plan committee by the end of their first trimester at GSU. The Student Study Plan should include the equivalent of at least 32 GSU units of academic credit, and the distribution of units in terms of competencies fulfilled should be arrived at by the student and the degree committee. 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 examples of curricula: Human-Environment Planning, Alcoholism Sciences. *Specific details on requirements are available from the Director of the Alcoholism Sciences Project. See page 82R-6).

The **Human — Environment Planning** curriculum 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.

Recipients of a BA degree in Science, with Emphasis in Environmental Science, in the Human-Environment Planning curriculum, will be able to:

1. Identify humans' place in an ecological framework and demonstrate their relationships to other species and the physical environment. *L. Modules: Air and Water Pollution; Basic Ecology; Ecological Methods; Environmental Assessment; Environmental Earth Science; Environments in Transition; Physical Environments: Characteristics and Development; Water Quality Research; Environmental Systems Analysis; Environmental Management Seminar.*
2. Describe the physiological, and cultural variables that mediate between humans and the built environment. *L. Modules: Aggression in Animal and Human Societies; Behavior of Animals; Introduction; Urban Sociology; American National Government (CBPS); Local Government Systems (CBPS); Human Resources and Development (CBPS); Urban Economics (CBPS); Political Theory (CBPS); Organization Theory (CBPS); Modern Cultural Anthropology (CCS); Political Sociology (CCS); Black Politics (CCS); Politics of Urban Education (CCS); Women and Change (CCS); Advanced General*

Psychology (CHLD); *Psychological Aspects of Aging (CHLD)*; *Racism: Individual and Institutional (CHLD)*; and a variety of other Learning Modules in CBPS, CCS, and CHLD.

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. *L. Modules: Ascent of Man; Energy, Resources and Society; Ethics and Environments; Evolution and Man; Human Environment Planning; Frameworks; Chinese Religious Thought (CCS); Ideas in History: 19th Century Europe (CCS); Urban Environments: Introduction to the City (CCS); History of the Modern Western Art and Architecture I and II (CCS); American Urban History (CCS); Ideas in History: 20th Century Europe Communism and Fascism (CCS); Ideas in History: 19th and 20th Century Europe (CCS); Concepts and Theories (CCS); Impact of Cybernation (CHLD); Urban Dynamics (CHLD).*
4. Analyze and describe the political and socio-economic context within which the planning process occurs. *L. Modules: Aggression in Animal and Human Societies; Behavior of Animals: Introduction; Urban Sociology; and a variety of Learning Modules in CBPS, CCS, CHLD.*
5. Use synthesis techniques of system analysis, such as mathematical modeling, operations research, and simulation/gaming in environmental assessment and planning. *L. Modules: Economics and Environment; Probability and Statistics; Research: Theory, Design, and Implementation; Statistics: Non-Parametric; Quantitative Techniques of Urban Analysis; Linear Programming (CBPS); Simulation and Games (CCS); Environmental Systems: A Simulation (CCS); Research Methodology (CHLD); Statistics in Behavior Studies (CHLD); and various other Learning Modules in CBPS, CCS, CHLD.*
6. Trace the historical development of the built environment professions. *L. Modules: Ascent of Man; Energy, Resources and Society; Ethics and Environment; Evolution and Man; Human Environment Planning: Frameworks; Chinese Religious Thought (CCS); American Urban History (CCS); Ideas in History: 19th and 20th Century Europe (CCS); Urban Environments: Introduction to the City (CCS); Concepts and Theories (CCS); Impact of Cybernation (CHLD); Urban Dynamics (CHLD); and other Learning Modules in CCS.*
7. Demonstrate an understanding of concepts and methods from the behavior and social sciences and apply them to the planning/design process. *L. Modules: New Communities Development; Planning and Creative Problem Solving I and II; Planning: A Communications Perspective; Planning: Future Forecasting; Planning Theory; Comprehensive Studio; Planning Process: A Systems View; Planning Methodology; Transportation Systems; Land Use Law Seminar; Urban Planning: Innovative Techniques; Planning: County and Regional Perspectives; Urban and Regional Planning: Principles and Practice; Health Planning I and II; Health Care Economics; Health Care Delivery: Values and Issues; Health Care Organization; Health Services Administration: Principles; Alcoholism: Current Concepts; Health Sciences: Recent Development in Allied Health Practice; Health Sciences: Introduction to Public Health; Health Services Administration: Public Finance; Health Services Administration: Financial Management; Health Services Administration Management Theories; and a variety of Learning Modules in CBPS, CCS, CHLD.*
8. Understand and apply the principles and practices of urban/environmental planning. *L. Modules: Environmental Assessment; Environmental Education; Environmental Systems Analysis; Environmental Management Seminar; Transportation Systems; Land Use Law Seminar; Urban Planning; Innovative Techniques; New Communities Development; Planning: County and Regional Perspectives; Urban and Regional Planning: Principles and Practice; Health Planning I and II; Health Care Economics; Health Care Delivery: Values and Issues; Health Care Organization; Health Services Administration: Principles; Alcoholism: Current Concepts; Health Sciences: Recent Development in Allied Health Practice; Health Sciences: Introduction to Public Health; Health Services Administration: Public Finance; Health Services Administration: Financial Management; Health Services Administration Management Theories; and a variety of Learning Modules in CBPS, CCS, CHLD.*
9. Demonstrate understanding of an ability to apply the concepts and methods of the environmental design and planning process. *L. Modules: Planning: Futures Forecasting; Planning Theory; Human Environment Planning: Comprehensive Studio; Planning Process: A Systems View; Planning Methodology; Environmental Assessment; Environmental Education; Environmental Systems Analysis; Environmental Management Seminar; Transportation Systems; Land Use Law Seminar; Urban Planning: Innovative Techniques; New Communities Development; Planning: County and Regional Perspectives; Urban and Regional Planning: Principles and Practice; Health Planning I and II; Health Care Economics; Health Care Delivery: Values and Issues; Health Care Organization; Health Services Administration: Principles; Alcoholism: Current Concepts; Health Sciences: Recent Developments in Allied Health Practice; Health Sciences: Introduction to Public Health; Health Services Administration: Public Finance; Health Services Administration: Financial Management; Health Services Administration Management Theories; and a variety of Learning Modules in CBPS, CCS, CHLD.*

The **Alcoholism Sciences** curriculum is designed to provide educational learning experiences at the BA level (and experimentally at the Graduate level) for two specific groups of students: those persons working in the field of Alcoholism Treatment and Prevention who desire to upgrade their skills and knowledge and those persons seeking to enter this newly-developing professional career area. The offerings are designed to prepare students in three domains of the alcoholism field: counseling, administration, and education. As such, the curriculum provides a se-



quence 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. In addition to providing learning experiences in the specific career area, the curriculum is designed to help students develop skills in interpersonal communication both in one-to-one and group situations. As an integral component of the speciality training, students will participate in a supervised field practicum experience that should enable each to develop a personal synthesis of theoretical constructs based on practical applications.

Additional Learning Modules in the curriculum are under development; students should contact the Director for a listing of modules and sessions in which they are offered. For further information about the Alcoholism Sciences curriculum, contact:

Director, Alcoholism Sciences Curriculum Development
Project
College of Environmental and Applied Sciences
Governors State University
Park Forest South, Illinois 60466
Telephone 534-5000

Science Teaching Program (Major)

Areas of Emphasis (Options)

Elementary Science Teaching (G)
 Secondary Science Teaching (G)
 Community College Science Teaching (G)
 K-12 Science Teaching (U, 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 earn an Illinois certificate as a School Science Specialist.
- (c) Those who wish to gain competence in the theory and practice of environmental education outside of formal educational settings.

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.

Science Teaching Program Competencies

A degree recipient in the Science Teaching Program of the College of Environmental and Applied Sciences should 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.

This interdisciplinary curriculum draws together the content and processes of science as applied to, and evidenced in, environmental studies. Its design integrates those elements of professional education which provide the greatest probability of enhancing learning, theories derived from the social sciences, and practical methods — especially from the field of science education. The humanistic, ethical, and philosophical elements provide a variety of frameworks in which the world and its problems can be examined and solutions sought.

The Instructional Program in Science Teaching draws its conceptual framework from that of the College as a whole, but with its central focus on issues and problems relating specifically to environmental education and the quality of life. Teaching science in a way that meets the needs related to these issues must emphasize the development of skills at inquiry, the active involvement of these skills in problem-solving, the relating of scientific processes and knowledge to meeting the needs of society, and the recognition of human and humane aspects of science. Science Teaching curricula and structures are constantly changing in attempts to accomplish these goals 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.

Areas of Emphasis that exist for certified teachers 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 non-formal settings such as nature centers and museums may enroll in either Elementary or Secondary Science Teaching and develop a study plan suited to their specific needs.

Area of Emphasis: Elementary Science Teaching

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. Curricula in this Area of Emphasis may stress (a) Teaching, (b) Curriculum/Supervision, or (c) Environmental Education depending on individual interests. The Environmental Education curriculum is open to students who have a bachelor's degree, and does not lead to a teaching certificate. Students stressing Teaching and Curriculum/Supervision will utilize the elementary school as the frame of reference for learning activities in the Student Study Plan, and that there be a Terminal Integrating Experience in research or application of knowledge having that same focus. The Environmental Education curriculum may be school or community agency based.

Elementary Science Teaching Competencies: MA

Recipients of a MA degree in Science Teaching, with an Emphasis in Elementary Science Teaching, will be able to:

1. Demonstrate knowledge of, and ability to apply, concepts of the environmental sciences including biotic, abiotic, and interactional concepts, and computational techniques, in teaching. *L. Modules: Electives depending on background; Environmental Earth Science; Probability and Statistics; Plant Growth and Development.*
2. Describe and utilize inquiry processes in generating,

testing, and applying knowledge in science and education. *L. Modules: Air and Water Pollution; Field Biology; Water Quality Research.*

3. Demonstrate knowledge of and ability to retrieve information from organized storage systems. *L. Modules: Researching Science Information; Science Teaching Orientation Seminar.*
4. Demonstrate knowledge of and ability to communicate in teaching the nature and evolution of scientific thought and its interactions with society. *L. Modules: Science and Inquiry; Ascent of Man.*
5. Demonstrate knowledge of and ability to apply contemporary concepts of learning processes in children to the diagnosis of children's learning needs and abilities, and in planning and implementing instruction. *L. Modules: Learning Processes: Children and Adolescents; Learning Processes: Advanced Topics in Piagetian Theory; Learning Processes: Informational-based Modules.*
6. Describe and apply concepts of curriculum development in evaluating, planning, and organizing curriculum for elementary schools. *L. Modules: Curriculum Development; Environmental Education; Teaching Elementary School Science.*
7. Demonstrate advanced skills in selecting and implementing teaching strategies and methods appropriate to cognitive, affective, and psychomotor goals, and skill in interactive processes in the teaching and community roles. *L. Modules: Science and Inquiry; Teaching Elementary School Science.*
8. Demonstrate knowledge of and ability to apply a variety of techniques in assessing student learning and in evaluating the effectiveness of their own teaching behaviors. *L. Modules: Assessing Educational Outcomes; Evaluation: Formative and Summative.*
9. Demonstrate knowledge of the variations of cultural and intellectual backgrounds, and the ability to apply it to effective interactions with individuals in the classroom. *L. Module: Teacher Behaviors in Inner-City and Multi-Ethnic Environments.*
10. Describe and act on a value set based on contemporary science and humanistic thought. *L. Module: 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. Curricula

are available in (1) Teaching (2) Curriculum/Supervision. A third curriculum, Environmental Education, is open for students who wish to become competent in the theory and practice of this field, but who intend to do so outside of the schools. For Environmental Education only a bachelor's degree is required for entry, and no teaching certificate is earned.

Students electing Teaching or Curriculum/Supervision will complete a terminal integrating experience such as research or implementation in the secondary school. For the Environmental Education curriculum, this experience will take place in outdoor education centers, museums, governmental agencies, the media, or the like.

Secondary Science Teaching Competencies: MA

Recipients of a MA degree in Science Teaching, with an Emphasis in Secondary Science Teaching, will be able to:

1. Demonstrate knowledge of, and ability to apply, concepts of the environmental sciences, including biotic, abiotic, and interactional concepts, and computational techniques, in teaching. *L. Module: Aquatic Biology; Environmental Education; Energy, Resources and Society; Plant Growth and Development; Radioisotope Techniques; Probability and Statistics.*
2. Describe and utilize inquiry processes in generating, testing, and applying knowledge in science and education. *L. Modules: Air and Water Pollution; Ecological Methods.*
3. Demonstrate knowledge of, and ability to retrieve, information from organized storage systems. *L. Modules: Researching Science Information; Science Teaching Orientation Seminar.*
4. Demonstrate knowledge of, and ability to communicate in, teaching the nature and evolution of scientific thought and its interactions with society. *L. Module: Science and Inquiry.*
5. Demonstrate knowledge of, and ability to apply, contemporary concepts of learning processes in adolescents to the diagnosis of student's learning needs and abilities, and in planning and implementing instruction. *L. Module: Learning Processes: Children and Adolescents; Learning Processes: Advanced Topics in Piagetian Theory; Learning Processes: Informational-based Models.*
6. Describe and apply contemporary concepts of curriculum development in evaluating, adapting, and designing curriculum for disciplinary and interdisciplinary settings. *L. Modules: Curriculum Development; Environmental Education.*
7. Demonstrate advanced skills in selecting and implementing teaching strategies and methods appropriate to curricular goals, and skill in interactive processes in the teaching and community roles. *L. Modules: Science and Inquiry; Teaching Secondary School Science.*
8. Demonstrate knowledge of, and ability to apply, a va-

riety of techniques in assessing student learning and in evaluating the effectiveness of their own teaching behaviors. *L. Modules: Assessing Educational Outcomes; Evaluation: Formative and Summative.*

9. Demonstrate knowledge of the variation of cultural and intellectual backgrounds, and the ability to apply it to effective interactions with individuals in the classroom. *L. Module: Teacher Behaviors in Inner-City and Multi-Ethnic Environments.*
10. Describe and act on a value set based on contemporary science and humanistic thought. *L. Module: Ethics and Environment.*

Area of Emphasis: Community College Science Teaching

Designed for prospective or practicing community college science faculty members, this curriculum leads to the MA degree in Environmental Science, and competency in community college teaching. Consequently, this Emphasis requires meeting a broader set of competencies than for the other Areas of Emphasis in Science Teaching. It involves greater depth of study in science, as well as the interdisciplinary perspective, and requires an internship of prospective community college teachers.

The competencies that are added to the professional education, and interdisciplinary competence required of all in Science Teaching, involve the special organization, purpose, and function of the community college.

A bachelor's degree with a major in Science is required for entry into this Area of Emphasis.

Community College Science Teaching Competencies: MA

Recipients of a MA degree in Science Teaching with an Emphasis in Community College Science Teaching, will be able to:

1. Demonstrate knowledge of, and ability to apply, advanced and generalized concepts of the environmental sciences, including biotic, abiotic, and interactional concepts, and computational techniques, in teaching and research. *L. Modules: See requirements for MA curricula in the Instructional Program in Science.*
2. Describe and utilize inquiry processes in generating, testing, and applying knowledge. *L. Modules: See requirements for MA curricula in the Instructional Program in Science.*
3. Demonstrate knowledge of, and ability to retrieve and use, information from organized storage systems. *L. Module: Researching Science Information.*
4. Demonstrate knowledge of the nature and evolution of scientific thought and its interactions with society. *L. Modules: Science and Inquiry; Ascent of Man.*
5. Demonstrate knowledge of, and ability to apply, contemporary concepts of learning in adults in diagnos-

ing students' learning needs, and in planning and implementing instruction. *L. Module: Learning Processes: Adults.*

6. Demonstrate knowledge of, and ability to apply, contemporary concepts of curriculum development in planning and organizing disciplinary and interdisciplinary curricula. *L. Module: Curriculum Development.*
7. Demonstrate skill in selecting and implementing teaching strategies and methods appropriate to community college students and curricula, and skill in interactive processes in the teaching and community roles. *L. Module: Community College Teaching.*
8. Demonstrate knowledge of, and ability to apply, a variety of techniques in assessing student learning, and in evaluating the effectiveness of their own teaching behaviors. *L. Modules: Assessing Educational Outcomes; Special Project in Evaluation.*
9. Demonstrate knowledge of the orientation, organization, and curriculum of the community college, and the ability to apply this knowledge to the needs of the students and problems of the community. *L. Module: Community College Student Personnel Services.*
10. Demonstrate knowledge of individual variations in cultural and intellectual backgrounds, in the goal orientations of community college students, and in the ability to apply this knowledge to effective interactions with individuals. *L. Module: Teacher Behaviors in Inner-City and Multi-Ethnic Environments.*
11. Demonstrate knowledge of the historical and philosophical foundations of the community college, and apply this knowledge in the selection of psychological, pedagogical, and curricular emphasis for instruction. *L. Module: Community College Administration.*
12. Describe and act on a value set based on contemporary science and humanistic thought that enables them to cope with change. *L. Module: Ethics and Environment.*

Area of Emphasis: K-12 Science Teaching

Designed for students who wish to acquire an Illinois teaching certificate in science and environmental science. This is the only Science Teaching curriculum open to undergraduates; it is also open to persons having a baccalaureate degree with a major in Science. Certification is concomitant with granting of the MA degree; undergraduates must first earn a BA degree. The emphasis at the undergraduate level is on the environmental sciences; the professional education modules are intended to orient students and allow them to test their interest in teaching in the classroom. While the BA and MA candidates work toward the same competencies, the MA candidate will be expected to demonstrate application to the classroom, whereas the BA candidate is not expected to do so in all cases. This unique curriculum prepares persons to teach in science disciplines, while emphasizing the ability to develop and teach interdisciplinary, environmentally-focused

curricula. Student teaching is the terminal integrating experience for this curriculum.

K-12 Science Teaching Competencies: BA and MA

A recipient of a BA and MA degree in Science Teaching with Emphasis in K-12 Science Teaching, will be able to:

1. Demonstrate knowledge of, and ability to apply, concepts of the environmental sciences, including biotic, abiotic, interactional and computational concepts. *L. Modules: Behavior of Animals; Analytical Chemistry; other electives based on background and goals; Probability and Statistics.*
2. Describe and utilize inquiry processes in generating testing and applying knowledge. *L. Modules: Ecological Methods; Physical Environments; Water Quality Research.*
3. Retrieve, interpret, and use information from organized retrieval systems. *L. Modules: Researching Science Information; Science Teaching Orientation Seminar.*
4. Demonstrate knowledge of the nature and evolution of scientific thought and its interactions with society. *L. Modules: Science and Inquiry; Ascent of Man.*
5. Utilize contemporary concepts of learning processes in diagnosing students' learning needs and abilities, and in planning and implementing instruction. *L. Modules: Learning Processes: Children and Adolescents; Learning Processes: Advanced Topics in Piagetian Theory.*
6. Describe and apply concepts of curriculum design in planning and organizing disciplinary and interdisciplinary curricula in science. *L. Modules: Curriculum Development; Environmental Education.*
7. Demonstrate advanced skills in selecting and implementing teaching strategies and methods appropriate to curricular goals, and skill in interactive processes in the teaching and community roles. *L. Modules: Science and Inquiry; Teaching Elementary School Science; Teaching Secondary School Science.*
8. Demonstrate knowledge of, and ability to apply, a variety of techniques in assessing student learning and in evaluating the effectiveness of their own teaching behaviors. *L. Modules: Assessing Educational Outcomes; Special Projects in Evaluation.*
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. *L. Modules: Electives; History and Philosophy of Education; Terminal Integrating Experience.*
10. Demonstrate knowledge of the variation of cultural and intellectual backgrounds and the ability to apply it to effective interactions with individuals in the classroom. *L. Module: Teacher Behaviors in Inner-City and Multi-Ethnic Environments.*

11. Describe and apply knowledge of modes of inquiry or expression from various non-science disciplines to decision-making and interdisciplinary perspective. *L. Module: electives.*
12. Describe and act on a value set based on contemporary science and humanistic thought. *L. Modules: Ethics and Environment.*



School of Health Sciences

Instructional Programs (Majors)

Programs and Areas of Emphasis available at the Undergraduate and Graduate levels:

Nursing BHS and MHS

Nursing Practice (U)

Restorative Nursing (G)

Nursing Teaching (G)

Nursing Administration (G)

Allied Health BHS and MHS

Medical Technology (U)

Allied Health Science Education (U, G)

Health Services Administration BHS and MHS

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.
- (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.

Programs are based on the following premises:

- (a) Before enrolling, undergraduate students will have developed competence in nursing or an allied health profession at the lower-division college level. Students in Health Services Administration Curricula may substitute a background in business. Those in the Medical Technology Curriculum may substitute

a background in chemistry and biology. Graduate students will also have appropriate professional background on enrollment in masters level work; and,

- (b) knowledge of biological, physical, and social sciences, and humanities, in addition to health science content, is essential to professional functioning in the health sciences.

School of Health Sciences Competencies

A degree recipient 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 systems and their application to the health care delivery system.
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 Bachelor of Health Science recipients and are prerequisites for all Master of Health Science Programs in the School of Health Sciences.

The School of Health Sciences offers Instructional Programs in: **Nursing, Allied Health, and Health Services Administration.**

Nursing Instructional Program (Major)

Areas of Emphasis (Options)

Nursing Practice (U)
 Restorative Nursing (G)
 Nursing Teaching (G)
 Nursing Administration (G)

The Nursing Instructional Program is concerned with education of nurses for delivery of primary care as well as administration and teaching at the professional level.

Area of Emphasis: Nursing Practice

The Baccalaureate program in Nursing Practice is designed to provide registered nurses with general clinical knowledge, skills, and attitudes for performing as professional nurses, with clients of all ages in episodic and distributive settings, and in the areas of primary care, acute care, and long-term care.

In addition to GSU criteria, these special admissions requirements will apply:

1. Graduation from a diploma or associate degree program in nursing;
2. Possession of a current Illinois registered nurse license;
3. Completion of at least 12 semester credit hours of lower division work in general education (arts, sciences, and humanities), with at least a C average, from accredited institutions of higher education, or evidence of equivalent achievement by examination, e.g., 50th percentile score on CLEP;
4. Presentation to a nursing counselor/adviser of:
 - a) evidence of current personal professional malpractice and liability insurance in the minimum amount of \$200,000/600,000, and
 - b) a written statement from a physician on personal health status, including evidence of a negative reading on a recent chest X-ray; and
5. For nurses with foreign credentials, review of those credentials by the Admission Office's Foreign Transcript Approval Service, and a passing score on the TOEFL examination when it is requested.

As it becomes available, the GSU Nursing Assessment Exam, or the College Proficiency Examination in Nursing, will be used for diagnostic purposes with all undergraduate students in this curriculum to determine proper placement.

Nursing Practice Competencies: BHS

Recipients of a BHS degree in Nursing, with Emphasis in Nursing Practice, will be able to:

1. Demonstrate knowledge of the major interrelated components and issues for organizing and delivering

health care. *L. Module: Health Care Organization.*

2. Demonstrate knowledge of various economic systems and their application to the health care delivery system. *L. Module: Health Care Economics.*
3. Demonstrate knowledge of the relationship of sociocultural influences on the health care directed behavior of consumers and of health professionals. *L. Module: Health Care Sociology.*
4. Demonstrate knowledge of the influence of differing personal, professional and social/ethical orientations on the health care delivery system. *L. Module: Health Care Delivery: Values and Issues.*
5. Demonstrate knowledge of research theory and statistical methods for use in application to health care related problems. *L. Modules: Health Care Research: Introduction; Probability and Statistics.*
6. Apply the knowledge and competencies gained from the core content of health science (see health science core competencies) and general education as they relate to the practice of nursing. *L. Modules: Learning Processes: Adults; Microbial Ecology; Physiologic Systems I and II; Social Psychology.*
7. Relate own nursing practice to a conceptual frame of reference based on a concept of self-care. *L. Modules: Nursing: Distributive Nursing Practicum; Nursing: Concepts and Processes.*
8. Utilize the nursing process to arrive at decisions related to health care and client management. *L. Modules: Nursing: Health Assessment I and II; Nursing: Distributive Nursing Practicum; Nursing Practicum.*
9. Select and utilize appropriate teaching/counseling techniques to facilitate instruction to clients/families. *L. Module: Nursing Didactics for Clients and Families.*
10. Design client management systems in episodic or distributive health care settings to facilitate nursing care delivery. *L. Modules: Nursing: Distributive Nursing I; Nursing: Distributive Nursing Practicum; Health Sciences: Introduction to Public Health; Epidemiology.*
11. Assess clients for assets and deficits in their health status and make appropriate referrals for either preventive or therapeutic assistance. *L. Modules: Nursing: Health Assessment; Nursing: Distributive Nursing I; Nursing: Distributive Nursing Practicum.*
12. Relate community health knowledge and concepts to the practice of nursing to provide primary health care. *L. Modules: Nursing: Distributive Nursing I; Nursing: Distributive Nursing Practicum.*
13. Utilize various communication patterns to communicate health information to clients, families, and others. *L. Modules: Culture and Communication; Nursing: Variables of Behavior in Nursing Environments; Nursing: Health Assessment; Health Care Research: Introduction; Researching Science Information.*

14. Evaluate and utilize research findings related to practice intended to improve nursing intervention. *L. Modules: Health Care Research: Introduction; Nursing Practicum; Researching Science Information.*
15. Serve as change agent in his/her role of health advocate. *L. Modules: Change Agency; Behavior Change; Nursing: Variables of Behavior in Nursing Environments.*
16. Practice self-evaluation activities to demonstrate professional accountability. *L. Modules: Nursing Practicum; Nursing: Distributive Nursing I; Nursing: Distributive Nursing Practicum; Nursing Didactics for Clients and Families; Nursing: Management of Client/Patient Care.*

In addition to admission criteria for the Nursing Practice (BHS) curriculum and University graduate admissions criteria, an applicant for graduate study in Restorative Nursing, Nursing Teaching, and the Nursing Administration Areas of Emphasis must:

1. Have had one year of full-time employment in nursing practice within the last two years prior to admission, or cumulative part-time work in nursing practice to equal one year of full-time employment; and,
2. Provide three letters of recommendation from professionals in nursing education or service. For further information contact the Nursing Coordinator.

Area of Emphasis: Restorative Nursing

This Area of Emphasis leads to a Master of Health Science degree, stressing development of knowledge, skills, and attitudes that will provide professional nurses with the clinical expertise to provide functional assistive nursing care for individuals with physical limitations and concomitant psychosocial changes. Theoretical and clinical content will provide experiences with clients of all ages in episodic and distributive settings.

Restorative Nursing Competencies: MHS

Recipients of a MHS degree in Nursing, with Emphasis in Restorative Nursing, will be able to:

1. Satisfy all of the BHS nursing orientation competencies.
2. Demonstrate understanding of physiologic and psychosocial principles of aging. *L. Modules: Psychosocial Aspects of Aging; Physiology of Aging.*
3. Correlate advanced knowledge of the psychosocial and physiological aging process with Orem's self-care theory in restorative nursing. *L. Module: Nursing: Theoretical Foundations of Restorative Nursing.*
4. Demonstrate advanced knowledge of the physical and behavioral sciences that provide understanding of effects of self-care deficits/assets of middle adulthood and aging. *L. Module: Nursing: Restorative Nursing Seminar and Practicum.*
5. Assist older adults with their self-care agency and

therapeutic self-care demands by utilizing concepts and techniques of rehabilitation to provide restorative nursing intervention. *L. Module: Nursing: Restorative Nursing Seminar and Practicum.*

6. Participate in clinical research and experimentation and document findings, and demonstrate understanding of research theory and techniques. *L. Module: Nursing: Restorative Nursing Research Projects.*
7. Select, design, and evaluate nursing care materials and techniques for restorative nursing care. *L. Module: Nursing: Restorative Nursing Seminar and Practicum.*
8. Demonstrate advanced knowledge of the behavioral and physical sciences through interdisciplinary study related to restorative nursing practice. *L. Module: Elective suggested: Physiology of Aging.*
9. Apply the research process in a clinical restorative nursing environment. *L. Module: Nursing: Restorative Nursing Research Projects.*
10. Demonstrate independent practice in restorative nursing utilizing Standards of Practice (1973) established by the ANA. *L. Module: Readings and Investigations in ...*

Area of Emphasis: Nursing Teaching

This Area of Emphasis leads to a Master of Health Science degree, stressing development of knowledge, skills, and attitudes that will prepare professional nurses for introductory level teaching positions in schools of nursing.

Nursing Teaching Competencies: MHS

Recipients of a MHS degree in Nursing, with Emphasis in Nursing Teaching, will be able to:

1. Satisfy competencies 1-6 for the Restorative Nursing Area of Emphasis or show evidence of completion of a clinical major in nursing at the masters level. *See Restorative Nursing/Area of Emphasis competencies 1-6.*
2. Demonstrate knowledge of educationally relevant psychobiological and social sciences at a level appropriate for nursing teaching. *L. Modules: Culture and Communication; Learning Processes: Adults; Psychology of Adult Learning; Sociology of Education.*
3. Demonstrate knowledge of contemporary theories and philosophies of education. *L. Modules: Health Professions Education: Values Clarification Techniques; Science and Inquiry.*
4. Select, design, and evaluate curricular materials and techniques in instruction that are appropriate for nursing. *L. Modules: Assessing Educational Outcomes; Curriculum Development; Evaluation: Formative and Summative; Health Science Education: Assessment of Clinical Instruction; Nursing Educational Trends.*
5. Demonstrate a repertoire of teaching strategies, select and use them in different educational settings in nursing. *L. Module: Nursing: Specialty Practicum.*
6. Design and implement appropriate plans for evaluating

student achievement and instructional effectiveness in nursing. *L. Modules: Research: Theory, Design and Implementation; Health Science Education: Assessment of Clinical Instruction; Nursing: Restorative Nursing Research Projects.*

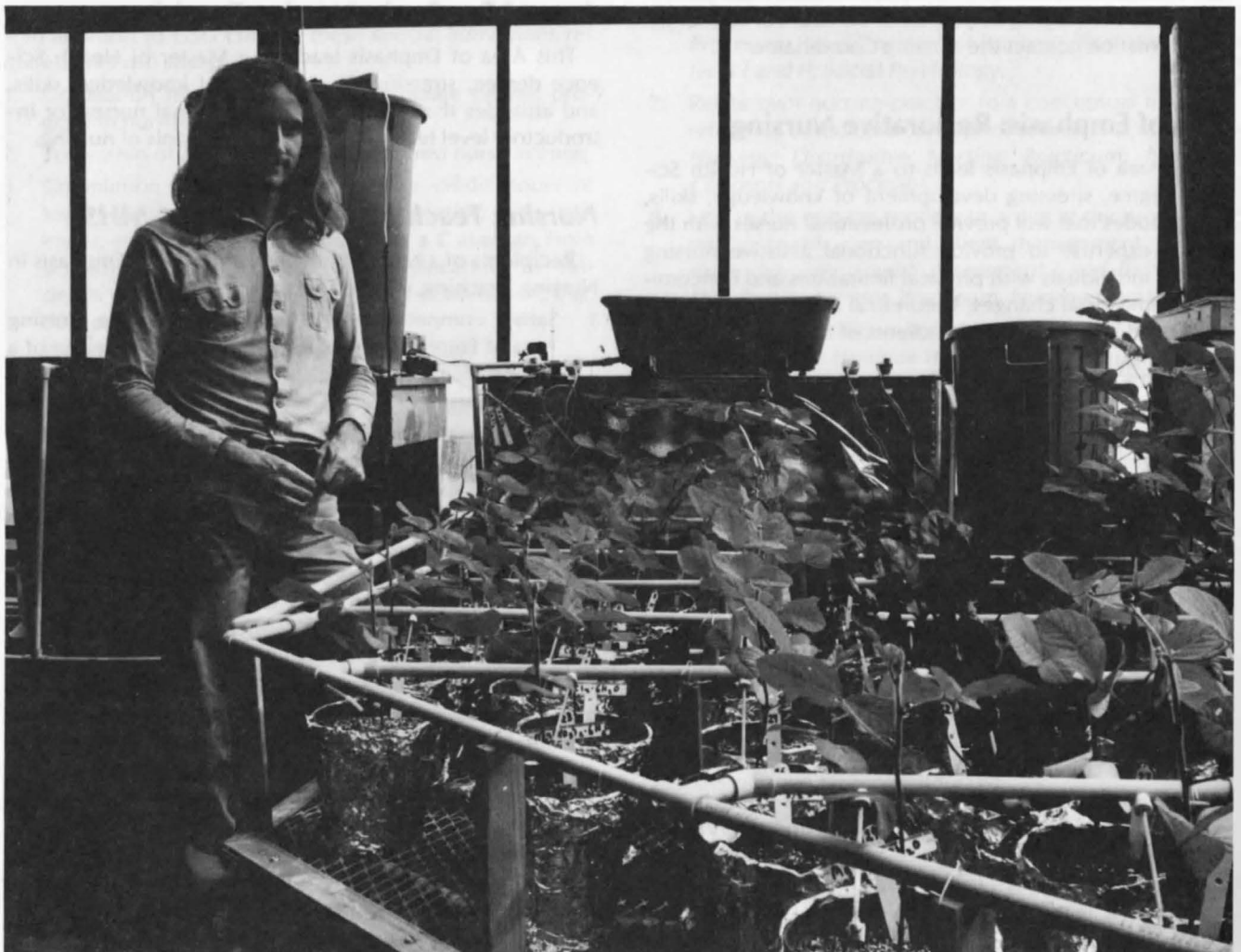
Area of Emphasis: Nursing Administration

This Area of Emphasis leads to a Master of Health Science degree, stressing development of knowledge, skills and attitudes that will prepare professional nurses for leadership positions in health care settings.

Nursing Administration Competencies MHS

Recipients of a MHS degree in Nursing, with Emphasis in Nursing Administration, will be able to:

1. Demonstrate desired performance in expected competencies 1-6 for the Restorative Nursing Area of Emphasis, or show evidence of completion of a clinical major in nursing at the masters level. *See Restorative Nursing Area of Emphasis competencies 1-6.*
2. Demonstrate advanced knowledge and understanding of the scope of nursing and health service administration theories and philosophies. *L. Modules: Health Services Administration: Management Theories; Nursing: The Nurse Executive; Health Service Administration; Principles.*
3. Demonstrate knowledge of the elements of management in planning and providing for delivery of nursing care in day-to-day management processes. *L. Modules: Nursing: The Nurse Executive; Health Services Administration: Personnel Administration and Labor Relations.*
4. Demonstrate knowledge of contemporary theories of organization and management. *L. Modules: Computer Programming; Health Care Organization; Organizational Administration; Nursing: The Nurse Executive.*
5. Assume middle management leadership positions in health care settings. *L. Modules: Nursing Specialty: Practicum; Nursing: The Nurse Executive.*
6. Conduct research investigations and plan, organize, and execute solutions to problems related to nursing or administration. *L. Modules: Nursing: Restorative Nursing Research Projects.*



Allied Health Program (Major)

Areas of Emphasis (Options)

Medical Technology (U)

Allied Health Science Education (U, G)

Area of Emphasis: Medical Technology

An Area of Emphasis in Medical Technology is jointly run by the College, St. James Hospital and Ingalls Memorial Hospital. This Area of Emphasis is open only to students who have completed a two-year associate degree program with appropriate chemistry (inorganic and organic), biology (biology or zoology, and microbiology), and mathematics (college algebra) courses. Clinical training and experience occur at St. James and Ingalls Memorial Hospitals; academic work is offered by the University. Completion of the BA degree requires two years of full-time work. The next group of students will enroll in the Medical Technology Area of Emphasis in September of 1977.

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.

Medical Technology Competencies: BHS

Recipients of a BHS degree in Allied Health, with an Emphasis in Medical Technology, will be able to:

1. Demonstrate knowledge of the major interrelated components and issues for organizing and delivering health care. *L. Module: Health Care Organization.*
2. Demonstrate knowledge of various economic systems and their application to the health care delivery system. *L. Module: Health Care Economics.*
3. Demonstrate knowledge of the relationship of sociocultural influences on the health care directed behavior of consumers and of health professionals. *L. Module: Health Care Sociology.*
4. Demonstrate knowledge of the influence of differing personal, professional, and social value/ethical orientations on the health care delivery system. *L. Module: Health Care Delivery: Values and Issues.*
5. Demonstrate knowledge of research theory and statistical methods for use in application to health care related problems. *L. Modules: 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. Demonstrate recognition and correction of a variety of errors, principles of operation, and the use and maintenance of complicated instruments. *L. Modules: Clinical Laboratory Science I-VI**; Instrumental Electronics I-II.*

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. *L. Modules: Clinical Laboratory Science I-VI**; Epidemiology; Physiologic Systems I-II; Probability and Statistics.*
8. Make knowledgeable decisions and prepare criteria and strategies to assist subordinates in solving anticipated problems or in making routine decisions. *L. Modules: Planning: Creative Problem Solving; Epidemiology; Planning Process: A Systems View*
9. Structure analytical and personnel schedules, prepare budgets, develop and maintain appropriate records, and communicate ideas and facts to others. *L. Modules: Epidemiology; Health Services Administration: Principles; Researching Science Information; Health Care Research: Introduction*
10. Assume responsibility for personal work and decisions, accept an accountability for all work performed in an area of responsibility, and evaluate the work of others in that area. *L. Modules: Health Services Administration: Principles*
11. Recognize the need for continued learning in areas such as educational methodology, managerial skills, evaluation techniques and planning. *L. Modules: Health Professions Education: Continuing Education; Health Planning I; Health Services Administration: Management Theories*
12. Assume a responsibility for the teaching of others, including the design, implementation, and evaluation of teaching learning experiences. **L. Modules: Health Professions Education: Continuing Education; Health Professions Education; Current Trends and Issues*

*Work toward degree, offered jointly by GSU and St. James and Ingalls Memorial Hospitals, includes theoretical work in sciences, social sciences and humanities as well as clinical laboratory experience.

**Required of all Medical Technology students; offered at St. James and Ingalls Memorial Hospitals.

Area of Emphasis: Allied Health Science Education

This Area of Emphasis is intended to prepare educators of allied health personnel for teaching roles in colleges, hospitals, laboratories, group-practice situations, public

and voluntary health organizations, and for continuing education of health personnel. Some nurses and school teachers may also find the curriculum appropriate for their needs. Most individuals entering the curriculum hold an associate or bachelors degree in an allied health field. 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 allied health field.

In order to be accepted as an educator in a specific health field, an individual must have acquired the basic training in that field. This basic training should include either an Associates or Baccalaureate degree. For many health fields, an individual should also have certification or registration to practice his/her profession or be eligible to take the certification or registration examination.

Allied Health Science Education Competencies: BHS

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. *L. modules: 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. *L. module: Health Care Economics.*
3. Demonstrate knowledge of the relationship of sociocultural influences on the health care directed behavior of consumers and of health professionals. *L. modules: Health Care Sociology; 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. *L. Modules: 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. *L. Modules: Health Care Research: Introduction; Probability and Statistics; Researching Science Information; Epidemiology.*
6. Demonstrate knowledge of the conceptual content and functional processes of a specific allied health discipline at a level appropriate for educating other professionals. *L. Modules: Will vary with specific allied health professions. Much work will be done independently using resources of GSU's cooperative education program and other institutions. Educational activities of professional associations may also be utilized, but these must be appraised by appropriately qualified faculty or other allied health professionals prior to granting of credit for competencies; Health Sciences; Recent Developments in Allied Health Practice; Health Professions Education: Practicum.*
7. Demonstrate understanding of the basic physical, biological, and social sciences that underlie content and processes of the specific health profession. *L. Modules: Will vary with specific allied health professions. Work may include cooperative education experiences, educational activities of professional associations or the following Learning Modules: Analytical Chemistry; Biochemistry; Chromatographic Techniques; Electrochemical Techniques; Epidemiology; Inorganic Chemistry; Organic Chemistry; Qualitative Organic Analysis; Physiologic Systems; Spectrochemical Techniques; Radioisotope Techniques; Probability and Statistics.*
8. Assess, interpret, use, and communicate information related to advancement in health fields and education. *L. Modules: Researching Science Information; Health Professions Education: Practicum.*
9. Demonstrate knowledge of contemporary theories of learning and apply these to instruction of allied health professionals. *L. Modules: Learning Processes: Adults; Health Professions Education: Continuing Education; Health Professions Education: Practicum.*
10. Design, select, evaluate, and use curricular materials and technology in instruction. *L. Modules: Curriculum Development; Health Professions Education: Assessment of Clinical Instruction; Health Professions Education: Continuing Education; Health Professions Education: Practicum.*
11. Demonstrate a repertoire of teaching strategies and select and use them appropriately in different educational settings. *L. Modules: Health Professions Education: Values Clarification Techniques; Health Professions Education: Practicum; Learning Management.*
12. Design and implement appropriate plans for evaluating student achievement and instructional effectiveness. *L. Modules: Assessing Educational Outcomes; Health Professions Education: Assessment of Clinical Instruction; Health Professions Education: Practicum.*
13. Demonstrate understanding of relationships among various health disciplines and between health disciplines and other fields. *L. Modules: Health Professions Education: Current Trends and Issues; Health Professions Education: Continuing Education; Epidemiology; Health Care Organization; Health Care Delivery: Values and Issues.*

Allied Health Science Education Competencies: MHS

Although the content in the Learning Modules for the MHS degree are similar to those for the BHS degree, additional 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

demonstrate the same competencies (1-13) as the BHS recipient in addition to:

1. Demonstrate comprehensive knowledge of components and issues of contemporary health care delivery. *L. Modules: Health Science: Recent Developments in Allied Health Practice; Health Services Administration: Introductory Graduate Seminar.*
2. Demonstrate knowledge of, and ability to use, research theory and methods in analyzing and investigating contemporary issues in health and education. *L. Modules: Probability and Statistics; Research: Theory, Design, and Implementation; Epidemiology.*
3. Demonstrate understanding of, and ability to apply, basic physical, biological, and social sciences that underlie content and processes of a specific allied health field. *L. Modules: Will vary with specific health profession. Much work will 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. *L. Modules: Will vary with specific health profession. Much work will 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. *L. Modules: Learning Processes: Adults; Health Professions Education: Practicum.*
6. Design, select, evaluate, and use curricular materials and technology in instruction. *L. Modules: Curriculum*

Development; Health Professions Education: Current Trends and Issues; Health Professions Education: Continuing Education; Health Professions Education: Practicum.

7. Demonstrate a repertoire of teaching strategies and select and use them appropriately in different educational settings. *L. Modules: Health Professions Education: Values Clarification Techniques; Health Professions Education: Practicum.*
8. Design and implement appropriate plans for evaluating student achievement and instructional effectiveness. *L. Modules: Learning Management; Assessing Educational Outcomes; Health Professions Education: Assessment of Clinical Instruction; Health Professions Education: Practicum.*
9. Assess, interpret, use, and communicate information related to advancements in health fields and education. *L. Modules: Research: Theory, Design, and Implementation; Researching Science Information.*
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. *L. Modules: Health Professions Education: Current Trends and Issues; Health Professions Education: Continuing Education; Health Professions Education: Practicum; Comprehensive Graduate Evaluation.*

The Learning Module *Health Professions Education: Practicum*, is the terminal integrating experience in Allied Health Science Education. This means that 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. This validation will constitute the University's requirement for a Comprehensive Graduate Evaluation of the student's work. This module, *Health Professions Education: Practicum*, should be taken in the calendar year in which the student expects to graduate.

Health Services Administration Curriculum Program (Major)

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. Through formal class work and practical experience, students will be prepared to adequately plan, organize, actuate, evaluate and manage health service functions, personnel, agencies, organizations and institutions.

There are no special admission requirements for undergraduates beyond those established by the University. Lower division study and/or work experience in health or management areas is encouraged.

Health Services Administration Program Competencies: BHS

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. *L. Module: Health Care Organization.*
2. Demonstrate knowledge of various economic systems and their application to the health care delivery system. *L. Module: Health Care Economics.*
3. Demonstrate knowledge of the relationship of sociocultural influences on the health care directed behavior of consumers and of health professionals. *L. Module: Health Care Sociology.*
4. Demonstrate knowledge of the influence of differing personal, professional, and social value/ethical orientations on the health care delivery system. *L. Module: Health Care Delivery: Values and Issues.*
5. Demonstrate knowledge of research theory and statistical methods for use in application to health care related problems. *L. Modules: Health Care Research: Introduction; Probability and Statistics; Researching Science Information.*
6. Demonstrate ability to synthesize issues and problems concerning health care organization and administration and evaluate their implications. *L. Modules: Health Care Organization; Organization Theory (CBPS); Health Services Administration: Principles.*
7. Demonstrate knowledge and understanding of the legal environment of American health care delivery systems. *L. Module: Health Care: Legal Aspects.*
8. Understand and be able to apply management techniques as they relate to policy setting and implementation within health services administration. *L. Modules: Health Services Administration: Principles; Health Services Management Theories.*
9. Understand and be able to apply principles of personnel management in delivery of health care. *L. Mo-*

dules: Health Services Administration: Personnel Administration and Labor Relations; Personnel Administration (BPS); Public Personnel Administration (BPS); Learning Processes: Adults; Health Services Administration: Principles.

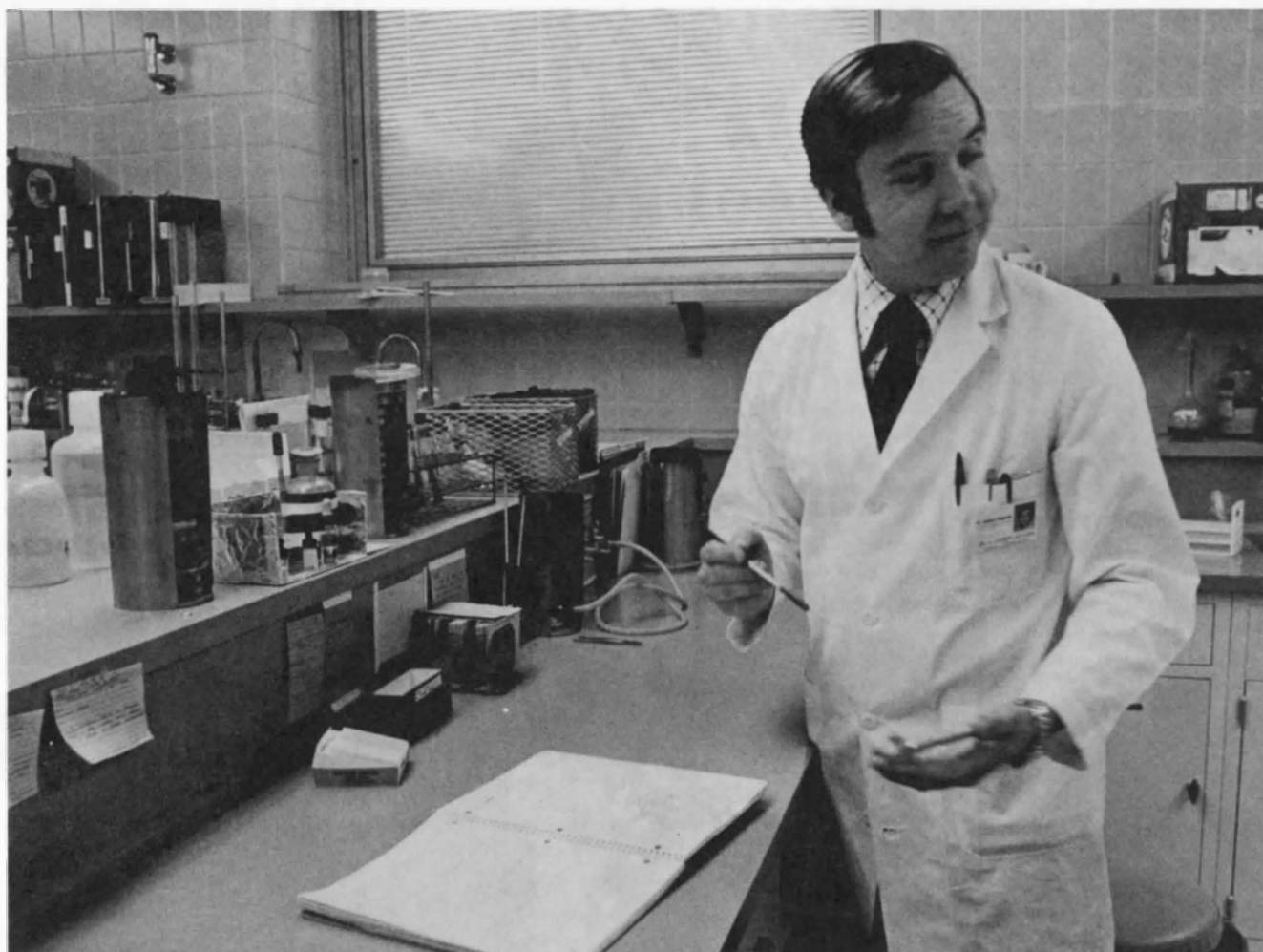
10. Understand basic economic tools of analysis and apply these to health care delivery administrative problems. *L. Modules: Health Care Economics I; Macroeconomic Analysis; Micro-economic Analysis; Health Services Administration: Public Finance and Systems Analysis.*
11. Understand and apply principles of fiscal management in budgeting and accounting. *L. Modules: Financial Accounting; Process and Reporting; Financial Management; Accounting for Health Service Organization.*
12. Understand essential planning concepts and legislation, and apply these in formulating and evaluating plans for change. *L. Module: Health Planning I.*
13. Utilize knowledge of personnel strengths and weaknesses, managerial skills, and basic principles of effective administration in the health care system. *L. Module: Health Services Administration: Field Experiences.*
14. Integrate knowledge and skills from several management, social sciences, natural science, and human perspectives in conceptualizing health services administration. *L. Module: Health Services Administration: Field Experiences.*

In addition to the general University admission requirements for graduate students, those seeking the MHS in Health Services Administration may be asked to demonstrate a high level of academic achievement, provide up to three (3) letters of reference, give evidence of relevant work experience, or have an interview with program faculty prior to admission.

Health Services Administration Program Competencies: MHS

Recipients of a MHS degree in Health Services Administration, will be able to:

1. Evaluate the impact on health care delivery of values, ethics, organizational structure, economics, manpower, administrative techniques, legislation, social demands, health planning, and health policies and politics. *L. Module: Health Services Administration: Introductory Graduate Seminar.*
2. Evaluate the effects on health and illness of social environment, physical environment, socio-economic status, cultural background, values, and the organiza-



tion of medical services. *L. Module: Health Care Sociology.*

3. Demonstrate the ability to apply skills in analyzing health care issues in terms of statistical concepts and data analysis. *L. Module: Probability and Statistics.*
4. Demonstrate the ability to apply research theories and methodologies to health care issues. *L. Module: Research: Theory, Design, and Implementation.*
5. Demonstrate the ability to synthesize the principles and concepts of health care organization and administration and evaluate their implications. *L. Modules: Health Care Organization and Administration: Concepts and Principles; Health Services Administration: Introductory Graduate Seminar.*
6. Demonstrate the ability to synthesize the issues and problems of health care organization and administration and evaluate their implications. *L. Modules: Health Care Organization: Issues and Problems; Health Services Administration: Introductory Graduate Seminar.*
7. Demonstrate the ability to utilize essential planning concepts and techniques to formulate and evaluate plans for change. *L. Module: 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. *L. Module: 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. *L. Module: 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. *L. Module: Health Services Administration: Personnel Administration and Labor Relations.*
11. Demonstrate the ability to understand, apply, and evaluate principles of fiscal management in budgeting, accounting, and decision making. *L. Module: Accounting Foundations for Financial and Management Accounting (CBPS).*
12. Achieve advanced competence appropriate to student's personal and professional goals as defined in the Student Study Plan. *L. Modules: Appropriate modules leading to an area of concentration.*
13. Evaluate and apply conceptual and theoretical knowledge to actual fields in health services administration. *L. Module: 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 faculty members and/or other professionals representing the student's area of specialization and supporting fields.



College of Environmental and Applied Sciences

Learning Module Descriptions

Key to Learning Module Descriptions

these catalog numbers indicated:

undergraduate level only 3000-4999

undergraduate and 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

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.**

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 alcoholic. The spectrum of multi-therapeutic approaches and techniques ranges from the traditional view to some of the current behavioral models. Specific attention will be given to the design of didactic seminar. Prereq: Permission. **Fall.**

EAS3101 Nursing: Health Assessment (6) Work is designed to develop skill in the assessment of clients. The components of taking a health history, making a nursing diagnosis, and beginning a care plan will be examined. Techniques of observation and communication affecting the nurse/client relationship will be focused upon. Students will acquire both theoretical and technical background in examination and diagnosis. Prereq: EAS4280, EAS6940, EAS6950, EAS3290. **Fall.**

EAS3110 Nursing: Health Assessment II (3) An advanced Learning Module for undergraduate nursing students in which assessment skills are refined. Students will acquire both theoretical and technical background in examination and diagnosis. Prereq: Health Assessment I. **Winter.**

EAS3180 Alcoholism Education: Philosophy and Methodology (4) Students will study the history and present status of alcoholism prevention efforts. A philosophy of primary and secondary prevention will be developed to reflect a public health orientation. Various methods of alcoholism prevention will be presented and analyzed. Prereq: EAS5060 and EAS5490. **Fall.**

EAS3200 Biochemistry (3) An introduction to biochemistry including enzymes, reaction sequences and control mechanisms. Prereq: One year General Chemistry or Permission. **Summer.**

EAS3280 Analytical Chemistry (4) Chemical stoichiometry, calculations, sampling techniques, statistical treatment of data, and en-

vironmental applications of gravimetric, and colorimetric analysis techniques. Lecture plus 4-6 hrs/week lab. Prereq: College level general chemistry. **Winter.**

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.**

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.**

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.**

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.**

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.**

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/Summer.**

EAS3440 Nursing: Community Mental Health Nursing (3) The student will examine the development of the community mental health movement, the role of nursing in community mental health and alternative therapeutic techniques available to the nurse in community mental health. **To be offered in 1978.**

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.**

EAS3640 Nursing: Distributive Nursing I (3) This learning module will include a study of the distributive pattern of nursing care including concepts and skills that are particularly relevant to distributive nursing. The student will have the opportunity to apply these skills and evaluate the concepts in a variety of settings. Suitable only for Health Science students. Prereq: EAS3110. **Winter.**

- EAS3660 Nursing: Distributive Nursing Practicum (4)** Students will analyze and participate in professional nurse relationships with patient/family in varied community settings. Designed for students in the Nursing Program. Prereq: EAS3640. **Spring.**
- EAS3810 Organic Chemistry I — Lecture (4)** Students will learn the fundamentals of organic chemistry especially nomenclature, bonding, synthesis, and reactions. Students must have had year of general chemistry or the consent of the coordinator. Prereq: One year of General Chemistry and Permission. **Fall.**
- EAS3820 Organic Chemistry I — Lab (1)** The student will learn general laboratory techniques of organic chemistry in the laboratory. Prereq: Must be taken concurrent with EAS3810. **Fall.**
- EAS3830 Organic Chemistry II — Lecture (4)** Students will study organic chemistry mechanisms, stereochemistry, structure elucidation, synthesis, and reactions. Prereq: EAS3810, EAS3820 or Permission. **Winter.**
- EAS3840 Organic Chemistry II — Lab (1)** Students will learn general laboratory techniques of organic chemistry. Prereq: EAS3810, EAS3820 or Permission. **Winter.**
- 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.**
- EAS3990 Nursing: Gerontological Nursing (3)** A study of the physiological and psychosocial changes which humans undergo with increasing age and their nursing implications. Nursing students only. **To be offered in 1978.**
- 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.**
- 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.**
- 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.**
- EAS4200 Health Services Administration: Field Experiences (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.**
- EAS4280 Nursing: Concepts and Processes (4)** Students will examine several approaches to the conceptual basis of nursing practice — self-care concepts, social system, homeodynamics — and begin to relate these to the body of knowledge designed nursing science. Application of concepts will be made to situations requiring nursing intervention and to identifying new modes of intervention. Emphasis will be placed on the student's competency to use the nursing process which is generally accepted to the methodology of practice. **Spring/Summer.**
- EAS4290 Nursing: Management of Client/Patient Care (3)** An examination of management concepts and concepts of change as they relate to quality nursing care at the individual, small group, unit or agency level. Beginning leadership principles expected of staff level nurses in the delivery of nursing care will be applied through specific situations. Suitable for undergraduate nursing students only. Prereq: EAS4280. **Summer; Fall.**
- EAS4340 Nursing Didactics for Clients and Families (3)** Students will assess a nursing situation and identify instructional needs of clients, formulate objectives, develop instructional approaches and evaluate possible outcomes. Prereq: EAS4280, EAS6540, or EAS6550. **Winter; Fall.**
- EAS4350 Nursing Systems for Clients and Families (3)** Students will be introduced to a psychosocial framework that can be utilized in making psychosocial assessments of client/families coping abilities on a health illness continuum. **To be offered in 1978.**
- EAS4440 Nursing Practicum (4)** Using a conceptual framework and the nursing process the student will develop an in-depth patient care plan and design and carry out a simple study directly related to patient care. Information gathering and study will be carried out in a selected clinical setting. Nursing Practicum is designed as the final module in the undergraduate nursing sequence. Students must be currently licensed and satisfy health and insurance requirements. Prereq: EAS3100, EAS3110, EAS3640 and Permission. **Winter; Summer.**
- EAS4450 Nursing: Rehabilitation Nursing Workshop (4)** This learning module will focus on rehabilitative nursing concepts and technique. Students will develop skill in clinical applications of rehabilitative nursing techniques in clinical settings. Prereq: The student must be a registered nurse enrolled at Governors State University as a regular degree seeking student in the nursing program or as a special student participant in the workshop. **Winter; Spring; Fall.**
- 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.**
- 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. **Winter.**
- 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. **Fall.**
- 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 institutions 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.**
- 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.**

- **EAS4790 Nursing: Variables of Behavior in Nursing Environments (3)** Designed to introduce nurses to a behavioral nursing process and help them in application of theory to nursing practice. **Winter.**

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.**

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.**

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: Permission. **Fall.**

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. **Fall.**

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 addition or abuse. Prereq: Permission. **Fall; Winter.**

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.**

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.**

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 G.S.U. collection. Strongly suggested for students interested in Water Quality Research. Prereq: General Biology. **Fall.**

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.**

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. **Spring/Summer.**

EAS5340 Alcoholism: Self-Help Groups (2) The module focuses on twelve steps and the twelve traditions of Alcoholics Anony-

mous and 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.**

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.**

EAS5360 Behavior of Animals: Introduction (4) An overview introduction to the study of animal behavior from the perspective of comparative psychology and ethology. 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.**

EAS5370 Atmospheric Physics and Chemistry (4) Students will examine chemical reactions which take place in the ionosphere, stratosphere and atmosphere; photochemical reactions of atmosphere with emphasis on those that result in formation of photochemical smog; and the chemistry and processes of standard pollutants such as NO₂, SO₂, Ozone, PAN. Prereq: EAS6481, EAS6910, and Basis Calculus. **Spring/Summer.**

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.**

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. **Fall.**

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.**

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.**

EAS5450 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.**

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.**

EAS5490 Alcoholism: Disease Concept and Intervention Techniques (2) This module focuses on the techniques of helping an alcoholic who hasn't asked for help. These techniques may be employed successfully by both the professional counselor and the layman. The disease concept of alcoholism will be analyzed. **Fall.**

EAS5501 Nursing: Advanced Community Health Nursing Practice (3) Students will concentrate on scientific approaches to the identification and management of family health problems. Special emphasis will be given to family central nursing. **Spring/Summer.**

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.**

EAS5540 Computer Programming: BASIC (2) Students will be introduced to fundamental computer systems and the data processing cycle. Problem solution with the BASIC language will cover concepts and operations of advanced branching and looping and program debugging. Graduate students will also write complete program documentation. **Spring/Summer; Fall.**

EAS5550 Computer Programming: FORTRAN IV (3) This module will concentrate on the FORTRAN language. Students will solve problems with programs involving all fundamental FORTRAN operations and subroutines. Numerical methods will be introduced. Prereq: College Algebra and Trigonometry required. Analytic Geometry and Calculus will be helpful. **Winter; Spring/Summer.**

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.**

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.**

EAS5720 Planning: Creative Problem Solving II (4) Students will engage in a week-long training session in Syntectics — a method for working positively and cooperatively in a group to attain highly creative, and implementable solutions to a wide range of problems. There will be one orientation session and one synthesis session in addition to the week-long training session. **Spring.**

EAS5730 Culture and Communication (4) Examines theories about the nature of the communication process in terms of animal and human societies. Components of the communication process, both verbal and non-verbal will be outlined with emphasis on roles, reasons for mis-communication. Inter-ethnic stress communication patterns will be viewed as dependent on both bio-evolutionary and cultural contexts. Open to all interested students. **Not offered until winter 1978. Alternates every other year with "Social Intervention and Conflict Resolution."**

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.**

EAS5800 Differential Equations (3) This module will develop major scientific and engineering applications of differential equa-

tions. 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.**

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.**

EAS5820 Economics and Environment (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. **To be offered in 1978.**

EAS5830 Electrochemical Techniques for Environmental Study (3) Theory and application of electrochemical techniques to analysis of environmental materials. Includes potentiometry, voltammetry, and recent modification. Lecture plus 12 hrs/week lab. Prereq: EAS3280 or equivalent. **Spring.**

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.**

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.**

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.**

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.**

EAS5920 Environmental Education: Field Camp (8) A special eight-week summer institute offered during July-August designed to give in-service elementary and secondary science and social studies teachers interdisciplinary training in environmental studies; use field techniques and teaching styles appropriate for environmental studies. Prereq: Teaching credential. **Summer.**

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.**

EAS5940 Environmental Land Use Planning (2) The urban and regional planner must live with and accommodate today two opposing forces: land development and environmental protection.

This module examines the ecological design methods and land use control techniques aimed at resolving this conflict. Included are methods for the selection of both developmental and sensitive lands and performance control techniques for the preservation and control of sensitive lands. **Winter.**

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: Organic chemistry. **Winter.**

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.**

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.**

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 between 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. **Spring/Summer; Fall.**

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.**

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.**

EAS6220 Field Biology I (2) An opportunity for the student to develop observational skills in a field setting. Prereq: permission. **Winter.**

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.**

EAS6240 Field Studies: Okefenokee Swamp (45) 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.**

EAS6270 Planning Future Forecasting (3) Review of the use of futures forecasting and the major theories developed to date in this area. To keep up with the state of this rapidly changing field, a heavy emphasis will be placed on journal articles. Students completing this learning module will have acquired basic skills in the techniques of future forecasting and will be able to move directly into the problem-oriented phase of the workshop. Prereq: one or more human environment planning modules. **To be offered Winter 1978.**

EAS6290 Health 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.**

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. Maybe of particular interest to students with interest in African studies, health science, international health, and women's studies. **To be offered 1978; offered in alternate years only.**

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. **Winter.**

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.**

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.**

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 'Val-

ues 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.**

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; Fall.**

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.**

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. **Spring.**

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.**

EAS6410 Human Environment Planning: Comprehensive Studio (3) 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.**

EAS6411 Human Environment Planning: Advanced Environmental Interventions (4) A view of advanced intervention and consultative skills as applicable to the areas of environmental psychology and planning. As such, the module will study human relationships, the relationships between behavior patterns and social/physical factors affecting behavior patterns, and methods for analyzing and creatively intervening in such systems. **Winter.**

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; Summer.**

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: EAS3830 or equivalent. **Winter.**

EAS6470 Instrumentation Electronics I (2) To be offered in 1978.

EAS6480 Instrumentation Electronics II (2) To be offered in 1978.

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.**

EAS6500 Land Use Law Seminar (3) This module is designed to provide students with a broad overview of the rapidly evolving and changing state of the law concerning the public control of land use. The module will begin with an analysis of the historical and philosophical basis of current land use law and proceed into an examination of fundamental legal principles, zoning law, racial and economic discrimination in planning and development control, and emerging issues in land use regulation. Emphasis in the latter part of the course will be placed on evolving growth management techniques and on possible future legal issues. **Spring/Summer.**

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, EAS6930 (Physical Chemistry, 1 year) and one year of calculus. **Summer.**

EAS6530 Learning Management (3) Students will critically examine past, current, and projected models for the implementation and management of instruction, discriminate the crucial characteristics of each model, and design an implementation and management model of their own based on learning objectives and instructional setting of their choice. **Winter.**

EAS6540 Learning Processes: Adults (1-3) Exploration of contemporary theories of learning and motivation and use of these theories in analyzing adult learning and in planning instruction for adults in community, clinical and/or classroom settings. **Winter; Fall.**

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.**

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.**

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 docu-

mented, and how they might fit within a degree program. Prereq: Permission. **Winter; Fall.**

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.**

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.**

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.**

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.**

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.**

EAS6670 Human Environment Planning: Frameworks (1-4) The module is aimed at providing 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. **Winter; Fall.**

EAS6720 Meteorology (2) A general survey of basic principles of meteorology and their application to the movement of air pollutants. Prereq: Calculus and college physics helpful though not necessary. **Winter.**

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.**

EAS6740 Human Environment Planning: Cultural Theory and Design (4) The module presents basic theoretical premises in cultural anthropology as a framework for approaching and rethinking life in modern American society. Rituals, objects, built and natural structures, settlement patterns, conceptions of time and space, myths, and worldview are treated as adaptive design strategies within the over-arching construct of "culture." Attention is focused on contemporary techno-environmental modification. Prereq: Prior academic experience in social sciences (sociology, anthropology, social history, social psychology, or urban studies). **Fall.**

EAS6760 Human Environment Planning: Networking (1-4) This module presents conceptual tools and interactive skills in order that students may understand networks as socio-cultural phenomena and participate in them to gauge their effectiveness as communicative process. Students identify basic network parameters, participate in a network, propose changes in an existing network for more effective interaction, and predict consequences of network growth and transformation. The option exists to participate in the Midwest Energy Alternatives Network at G.S.U. **Winter; Spring/Summer; Fall.**

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.**

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.**

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.**

EAS6900 Ornithology II (2) Continuation of EAS 684. Prereq: EAS6840 or permission. **Spring.**

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 general chemistry, one year of calculus. A course in analytical chemistry is recommended. **Fall.**

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.**

EAS6930 Physical Chemistry II (3,4) A continuation of Physical Chemistry I in which chemical equilibria, chemical bonding, elementary kinetics, liquids, phase equilibria and multicomponent systems will be covered. Laboratory experiments will be available.

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.**

EAS6950 Physiologic Systems II (3) A study of cardiovascular, pulmonary, renal and gastrointestinal physiology involving both theory and laboratory applications. Prereq: EAS6940. **Winter, Fall.**

EAS6970 Human Environment Planning: A Communication Perspective (4) The revolution in communication theory, practice, and technology has had interesting and future-oriented impact on the planning, and related, profession(s). This module explores these innovations in thinking and doing. **Fall.**

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.**

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.**

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.**

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.**

EAS7050 Plant Microenvironments: Spring Phenophases (2) Students will study various environmental factors and how they relate 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.**

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.**

EAS7070 Plant Propagation (2) Students learn theory and practical methods in vegetative plant propagation; plant maintenance, nutrition, and aseasonal bud production are emphasized. **Summer.**

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.**

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. **Offered in alternate years only — Next offered in 1978.**

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, 1977, so that a suitable placement can be arranged by the time the module starts in May. Prereq: Permission. **Spring/Summer.**

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.**

EAS7170 Psychosocial Aspects of Aging (2-3) Students will examine the psychological and social components of aging. Ageism and its discriminatory effects will be analyzed. 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. Students selecting 3 units will conduct an observational study of selected aspects of the life style of middle-aged and/or aged adults. **Fall.**

EAS7180 Quantitative Methods for Urban Analysis (3) Students will investigate a variety of quantitative and statistical methods used to represent for analytical purposes a variety of urban phenomena. Predictive and estimating techniques, optimizing techniques and simulations will be examined. Prereq: Introductory statistics, introductory research recommended (EAS9360 or EAS4140). **Winter.**

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: One year of general chemistry, EAS6910 and EAS6930 or equivalent; EAS3810, EAS3830 or equivalent. Recommended prior course: EAS7720. **Fall.**

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.

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, Fall.

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.

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.

EAS7590 Soil Analysis (4) Students will learn the analytic processes involved with studying soil ecosystems and soil fertility. Prereq: EAS5830, EAS3810, EAS3820, EAS3830, EAS3840, EAS7720, EAS5450. Fall.

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: One year of general chemistry, EAS3810, EAS3840, and EAS3280 or equivalents. One year of calculus is recommended. Fall.

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, EAS5310, and Permission. Winter.

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. Fall.

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, Summer, Fall.

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.

EAS7920 Urban Geography (3) The module applies perspectives from environmental psychology, proxemic analysis, cultural anthropology, and cultural geography to a transdisciplinary synthesis of urban geography. Emphasis is placed upon the urban individual's adaption to the variety of urban environments he/she experiences as a matter of course in daily living, and students learn to

recognize cultural and natural symbols that facilitate this adaption. Prereq: At least one upper division module in human/environment planning or human ecology. Winter.

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. Spring/Summer.

EAS7950 Urban Sociology (3) Students will examine the social and structural components of urbanization. The organization of urban space and life will be analyzed. Political processes and metropolitanization trends will be discussed. Students will conduct an empirical, observational, or library study of selected aspects of urban phenomena. Spring.

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 EAS3280 or EAS5200 and EAS5310. Spring/Summer.

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.

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.

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.

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. Competency in basic economic concepts is required or permission of coordinator. Fall.

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.

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.

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 geologic

processes. Local examples are used; mapping skills are included. **Spring, Summer, Fall.**

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, Spring, Fall.**

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. **Winter, Spring, Fall.**

EAS8831 Environmental Systems Analysis: Basic Quantitative Methods (2) This module will introduce students to the major quantitative analytical methods for environmental management decision analysis. Topics will include matrix methods, linear programming, Queing theory, Monte-Carlo methods and Continuous Systems Computer Simulation. Prereq: Statistics, Probability and Decision Theory, Computer Programming. **Fall.**

EAS8832 Environmental Systems Analysis: Models and Applications (4) This module is a continuation of the concepts and methods begun in ESA: Basic Quantitative Methods. Students will focus on Air, Water, and Land use models and applications. Introduction of Game Theory and a framework for integrated environmental Quality Management will be undertaken in the latter part of the module. Prereq: EAS8831. **To be offered in 1978.**

EAS8840 Environmental Management Seminar (2) Provides forum for reporting an analysis, simulation and quantitative methods to environmental assessment and management problems. Prereq: EAS8831, 8832. **To be offered in 1978.**

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.**

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. **Winter.**

EAS8920 Health Care Delivery: Control of Cost, Utilization, and Quality (PSRO's) (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. **Winter.**

EAS8930 Health Care Organization and Administration: Problems and Issues (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.**

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 objec-

tives, 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.**

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. **Spring.**

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.**

EAS8960 Health Services Administration: Introductory Graduate Seminar (2-5) An introduction to the organization, issues and problems of the contemporary American health care delivery system. Major topical areas will include the role of government, the hospital and the consumer, and issues of manpower, financing and quality of care. Prereq: Graduate standing in Health Services Administration or permission. **Fall.**

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. **Spring, Fall.**

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.**

EAS8990 Health Services Administration: Field Experiences (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.**

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. **Summer, Winter.**



EAS9060 Learning Processes: Information-based Models (1-3) An application of information-processing, learning hierarchy and mastery approaches to issues of program and instructional design in the area of science teaching. Students will investigate the implications of informational-based models and propose, conduct a guided, mini-research or mini-curricula project using this model. Prereq: EAS6540 or 6550 and written consent of instructor. **Spring.**

EAS9090 Nursing: The Nurse Executive (2) The purpose of this module is to provide the nurse-specialist the opportunity to develop knowledge and understanding of administrative functions necessary to direct the operations of nursing service and to relate the administrator role to the nurse-specialist role within a conceptual frame of reference. Prereq: EAS9860. **Winter.**

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: EAS6950.

EAS9270 Nursing: Restorative Nursing Research Projects (3,4) Students will conduct empirical research projects in an aspect of Restorative Nursing practice, administration or education. In addition to group discussion, individual supervision for the project will be provided. Students seeking 4 units of credit will utilize one of the available computer programs for data analysis. Prereq: EAS9350 or EAS9360 or equivalent; EAS986, EAS7170 or equivalent. **Spring.**

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.**

EAS9450 Nursing: Restorative Nursing Seminar and Practicum (6) An investigation of advanced techniques of restorative nursing and their application in a variety of health care settings. This course is designed to compliment theoretical knowledge of biopsychosocial, medical and nursing areas. Prereq: EAS9130, EAS9860. **Winter.**

EAS9480 Nursing: Specialty Practicum (2-4) Designed for graduate nursing students to acquire a high level of skill and in-depth knowledge in a chosen nursing area or speciality in a supervised episodic or distributive setting. Prereq: EAS9450. **Spring.**

EAS9500 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.**

EAS9510 Science Teaching: Approaches to Modern Science Curricula (1-3) This module encompasses in-service, off-campus offerings for teachers. Science curricula, their bases, and appropriate teaching methods are covered. Special education applications are available. **Module available by arrangement.**

EAS9540 Statistics: Non-Parametric (2-3) A SIM with seminar meetings; develops skill in selecting and applying non-parametric tests. Selected tests will be used in criticizing research reports. Prereq: Introductory statistics or permission. **Winter, Fall.**

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, Fall.**

EAS9780 Teaching Secondary School Science (3) Students will examine advanced approaches for secondary science curriculum and instruction. **Summer.**

EAS9860 Nursing: Theoretical Foundations of Restorative Nursing (3) Students will acquire a conceptual frame of reference for restorative nursing, examining the self-care theory of nursing, philosophies of rehabilitation, and the role of the professional nurse in the rehabilitation process. Suitable for graduate students in nursing. Prereq: EAS9180. **Fall.**

EAS9940 Nursing Education Trends (2) Students will examine a general concept of nursing, assess its validity, reliability and utility as a conceptual framework for curriculum development in nursing, compare and contrast various nursing education programs and develop a model curriculum for nursing education. Suitable for graduate students only. Student should have knowledge of learning and curriculum theory before beginning this module. Prereq: EAS9860. **Winter.**

EAS9960 Urban Anthropology Fieldwork (4) Students learn to adapt fieldwork techniques of more traditional cultural anthropology to the study of complex urban society. Approximately one month's time will be spent on intensive technique training. The major portion of the module will be spent in the field, each student conducting his or her own ethnographic survey of an urban cultural environment. A monthly seminar for student presentation of ongoing research will serve as a stimulus for students to refine and modify their techniques. Prereq: At least one upper division or graduate course in cultural anthropology or cultural ecology. **Spring/Summer.**

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 Human Environment Planning: Framework EAS 6670
 Human Environment Planning: Networking EAS 6760
 Human Environment Planning: Social Intervention and Conflict Resolution EAS 6640
 Inorganic Chemistry EAS 6461
 Instrumentation Electronics I EAS 6470
 Instrumentation Electronics II EAS 6480
 Land Use Law Seminar EAS 6500
 Learning Management EAS 6530
 Learning Processes: Adults EAS 6540
 Learning Processes: Advanced Topics in Piagetian Theory EAS 9050
 Learning Processes: Children and Adolescents EAS 6550
 Learning Processes: Informational-based Models EAS 9060
 Life Experience Workshop EAS 6590
 Limnology EAS 6610
 Local Flora EAS 6630
 Meteorology EAS 6720
 Microbial Ecology EAS 6730
 Microscopy: Light and Electron EAS 8750
 Natural Regulation of Plant and Animal Populations EAS 6770
 New Communities Development EAS 6800
 Nursing: Advanced Community Health Nursing Practice EAS 5501
 Nursing: Community Mental Health Nursing EAS 3440
 Nursing: Concepts and Processes EAS 4280
 Nursing Didactics for Clients and Families EAS 4340
 Nursing: Distributive Nursing I EAS 3640
 Nursing: Distributive Nursing Practicum EAS 3660
 Nursing Education Trends EAS 9940
 Nursing: Gerontological Nursing EAS 3990
 Nursing: Health Assessment EAS 3101
 Nursing: Health Assessment II EAS 3110
 Nursing: Management of Client/Patient Care EAS 4290
 Nursing Practicum EAS 4440
 Nursing: Rehabilitation Nursing Workshop EAS 4450
 Nursing: Restorative Nursing Research Projects EAS 9270
 Nursing: Restorative Nursing Seminar and Practicum EAS 9450
 Nursing: Specialty Practicum EAS 9480
 Nursing Systems for Clients and Families EAS 4350
 Nursing: The Nurse Executive EAS 9090
 Nursing: Theoretical Foundations of Restorative Nursing EAS 9860
 Nursing: Variables of Behavior in Nursing Environments EAS 4790
 Organic Chemistry I—Lecture EAS 3810
 Organic Chemistry I—Laboratory EAS 3820
 Organic Chemistry II—Lecture EAS 3830
 Organic Chemistry II—Laboratory EAS 3840
 Ornithology I EAS 6840
 Ornithology II EAS 6900
 Photochemistry EAS 6510
 Physical Chemistry I EAS 6910
 Physical Chemistry II EAS 6930
 Physical Environments: Characteristics and Development EAS 6920
 Physiologic Systems I EAS 6940
 Physiologic Systems II EAS 6950
 Physiology of Aging EAS 9180
 Planning: Advanced Process Concepts EAS 7000
 Planning: County and Regional Perspectives EAS 6980
 Planning: Creative Problem Solving I EAS 5710
 Planning: Creative Problem Solving II EAS 5720
 Planning: Futures Forecasting EAS 6270
 Planning Methodology EAS 7021
 Planning Process: A Systems View EAS 6990
 Planning Theory EAS 6400
 Plant Growth and Development EAS 7060
 Plant Microenvironments: Summer Phenophases EAS 7040
 Plant Microenvironments: Spring Phenophases EAS 7050
 Plant Propagation EAS 7070
 Poisonous Plants EAS 4540
 Pollution Control Techniques EAS 7080
 Pornography, Censorship and Society EAS 7090
 Probability and Statistics EAS 7130
 Psychosocial Aspects of Aging EAS 7170
 Qualitative Organic Analysis EAS 4650
 Quantitative Methods for Urban Analysis EAS 7180
 Radioisotope Techniques EAS 7210
 Researching Science Information EAS 7410
 Research: Theory, Design and Implementation EAS 9360
 Science and Inquiry EAS 7420
 Science Program Orientation EAS 7440
 Science Teaching: Approaches to Modern Science Curricula EAS 9510
 Science Teaching Orientation Seminar EAS 9500
 Social Behavior in Animals and Humans EAS 7560
 Sociocultural Processes EAS 4720
 Soil Analysis EAS 7590
 Spectrochemical Techniques for Environmental Analysis EAS 7720
 Statistics: Non-Parametric EAS 9540
 Stream Ecology EAS 7750
 Student Teaching in Science EAS 9700
 Teacher Behaviors in Inner City and Multi-Ethnic Environments EAS 7780
 Teaching Elementary School Science EAS 7800
 Teaching Secondary School Science EAS 9780
 Theory of the Photographic Process EAS 7840
 Transportation Systems EAS 4740
 Urban and Regional Planning: Principles and Practices EAS 7940
 Urban Anthropology Fieldwork EAS 9960
 Urban Geography EAS 7920
 Urban Planning: Innovative Techniques EAS 6600
 Urban Sociology EAS 7950
 Water Quality Research EAS 7960
 Water Quality Research Seminar EAS 7970
 Writing Comprehension EAS 4860



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:

Behavioral Studies (BA)

Psychology/Personal Growth (U)
Mental Health (U)

Communication Science (BA and MA)

Interpersonal Communication (U, G)
Educational Technology (U, G)
Communication Disorder (U, G)

Human Relations Services (MA)

Elementary School Counseling (G)
School Psychology at the elementary level (G)

Human Services (BA)

Human Justice (U)
Social Welfare (U)
Special Education (U)

Urban Teacher Education (BA and MA)

Elementary Urban Teacher Education (U, G)

Philosophy

The College of Human Learning and Development has as its major objective the preparation of students who are professionally competent and self actualizing: students who understand and 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. Such individuals have a practical understanding of self and one's relations to others, as well as being concerned with developing competencies that result in practical professional skills useful to society.

A second objective of 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 student's past experiences and future goals. This program centers around learning modules which include extensive laboratory and field experiences in a reality-based setting, using performance objectives and terminal behaviors describing successful completion of each learning experience.

A fourth objective is to create a collegial system which operates openly with concern for students, faculty, and community in a cooperative venture in new approaches to learning.

There are eight administrative offices in CHLD: (1) Dean, (2) Assistant Dean for Administration, (3) Assistant Dean

for Community and Student Affairs, (4) Assistant Dean for Academic Affairs, (5) Student Assistant Dean, (6) Operations Officer, (7) Administrative Secretary, (8) Program Coordinator. Policies are carried out through a line and staff organization.

Governance

The CHLD Governance System is based upon the premise that the best procedures and policies will result when rooted in the best information available. The Governance System represents all individuals and groups affecting or affected by the functions of the College, students, civil service staff, and faculty who advise and recommend to the Administration. Policy generation is performed by six standing committees which provide recommendations to the HLD Assembly which recommends to the Dean.

The HLD Assembly includes all faculty, two civil service persons and five students.

Each standing committee includes one faculty member from each program.

Students are selected for participation through yearly elections and may achieve up to two units of credit for participation through an independent study project. Faculty members are selected through their Programs.

Grievance A faculty member, civil service employee, and/or student may file a grievance against another person if specific attempts have been made to reconcile the issue(s) have failed. The aggrieved person must contact the Chairman of the CHLD Grievance Committee for further information.

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 adviser for explanation of Program requirements and development of the Student Study Plan.

Student Study Plan The student's Study Plan to be developed by the end of the eighth week of the student's first Trimester of enrollment is a prerequisite to degree status within each program. 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 contract changes must be signed by the advisor and filed in the S.R.I.

Graduation In addition to the Application for Graduation, students must complete a Student Progress Report verifying completion of all modules and the Student Study Plan. The Student Progress Report may be obtained in the SRI office and must be signed by the advisor.

Behavioral Studies Program (Major)

Areas of Emphasis (Options)

Psychology/Personal Growth (U)
Mental Health (U)

Our philosophy in developing these guidelines is to maintain maximum flexibility. Each student is unique with different sets of experiences in upbringing, socialization, formal education, employment, etc. resulting in strengths and weaknesses. It is our hope that the student will develop a program in conjunction with his/her advisor, that will complement these strengths and develop areas that were previously weak. Obviously a predetermined required set of learning modules would not allow for uniqueness and maximum individual development. The Behavioral Studies Program does have Areas of Emphasis to concentrate learning; these include Psychology/Personal growth and Mental Health.

Area of Emphasis: Psychology/Personal Growth

Students are required to satisfy competencies for both divisions in Psychology/Personal Growth.

Psychology

Students wishing to go on to graduate school at another university to major in Psychology or some related discipline should plan their programs to include specific Learning Modules which are prerequisites for entering a graduate school. Usual prerequisites are 24-30 hours in Psychology including Statistics, Experimental Psychology, Social Psychology, Developmental Psychology and a Learning Module(s) that is research or data oriented, in addition to a number of electives and scores on one of several standard tests, e.g., The Graduate Record Exam, The Miller's Analogy Test, etc. taken in November or December in the year prior to entrance.

The American Psychological Association publishes a book yearly called **Graduate Study in Psychology** which usually summarizes all existing psychology programs and their entrance requirements.

Psychology Competencies and Learning Modules

1. Explain theoretical interpretations of perceptual experience. *L. Module: Concept Acquisition, Learning Cognition II.*
2. Identify, compare and contrast tests of intelligence, personality and aptitude. *L. Module: Human Assessment.*
3. Identify, describe and apply paradigms of behavior modification. *L. Module: Principles of Behavior Change, Special Fields of Behavior Modification and Therapy.*
4. Identify, describe paradigms of research in human memory. *L. Modules: Human Memory, Learning Cognition I.*
5. Identify and use appropriately inferential and descriptive statistics. *L. Modules: Probability & Statistics, Advanced Statistics.*
6. Identify and apply theories of motivation to human behavior. *L. Modules: Cognitive Psychology Applied to Instruction I.*
7. Identify paradigms and theories of problem solving. *L. Modules: Concept Acquisition, Cognitive Psychology.*
8. Identify the issues and methodology of experimental approaches to personality. *L. Module: Experimentation and Research in Personality.*
9. Identify and describe the issues and methodology of Experimental Psychology. *L. Modules: Advanced Experimental Psychology, Research Methodology.*
10. Describe the sociological structure and process of graduate education in psychology, sociology, anthropology and education. *L. Module: Sociology of Graduate Education.*
11. Complete a research project in Behavioral Science which is either naturalistic or experimental in design. *L. Modules: Research Methodology, Human Memory, Advanced Experimental Psychology, Independent Study, Learning Cognition I, Learning Cognition II, Concept Acquisition, Research Methodology: Emphasis in Social Psychology, Research Methodology in HLD: Interdisciplinary Research Methods.*
12. Describe the interaction of genetic and hormonal factors and physical and social environments as they affect the development of the human behavioral repertoire through the life cycle. *L. Modules: Child Development, Adolescent, Adulthood, Psychological and Sociological Aspects of Aging, Psychology of Women.*
13. Describe the basic similarities and differences in at least five of the following theoretical approaches to psychopathology and therapy: Gestalt (Perls), Psychodrama (Moreno), Transactional Analysis (Berne/Harris), Reality Therapy (Glasser), Contract Therapy (Mowrer), Rational-Emotive (Ellis), Behavior Modification and Therapy (Skinner/Wolpe), Psychoanalysis (Freud/Sullivan/Fromm-Reichman/Greenson), Client-Centered (Rogers/Axline/Moustakas), Communication (Laing/Bateson/Schatzman/Satir/Haley), Adlerian (Adler/Dreikurs), Crises Intervention (Sifneos), Primal (Janov), Sexual Therapy (Masters & Johnson) *L. Modules: Counseling Theories, Personality Theory, Psychotherapy: Theories of the origin and treatment*

- of Emotional Disturbance I, Psychotherapy (Adult): Theories & Treatment II, Psychotherapy (child): Theories & Treatment I, II, Lab in the Mystification Process in Interpersonal Communication: Cognitive Explanations of Emotional Disturbance, Therapeutic Communications, Lab in Transactional Analysis, Communication and Human Sexuality, Special Fields of Behavior Modification and Therapy.
14. Apply the key concepts to a specific case to explain the persons behavior for 5 of the above theories of psychopathology and therapy. *L. Modules: Psychotherapy: Theories of the Origin & Treatment of Emotional Disturbance I, Principles of Behavior Change, Special Fields of Behavior Modification.*
 15. Identify maturational and related health issues through the life cycle. *L. Modules: Child Development, Adolescence, Adulthood, Social & Psychological Aspects of Aging.*
 16. Identify needs for and available environmental resources in your community which facilitate growth through the life cycle. *L. Modules: Individual Growth and the Community Alternative Helping Modes for Women.*
 17. Identify and describe research related to the determinants of aggression, altruistic behavior and attraction. *L. Modules: Experimentation and Research in Personality, Social Psychology.*
 18. Identify and describe theories of stress and the determinants of the reactions to stress. *L. Modules: Lab in Personal Power and Self-Management, Lab in Transactional Analysis, Experimentation and Research in Personality, Handling Hypertension, Lab in the Mystification Process in Interpersonal Communication, Cognitive Explanations of Emotional Disturbance.*
 19. Identify the basic characteristics of the human internal model of the world. *L. Module: Learning Cognition I.*
 20. Identify how language, memory and cognitive development are affected by the nature of our internal model of the world. *L. Module: Learning Cognition II.*
 21. Acquire the ability to characterize the nature of conceptual organization of information. *L. Module: Concept Acquisition.*
 22. Identify the basic factors of motivation. *L. Module: Cognitive Psychology Applied to Instruction I.*
 23. Identify primary factors involved in comprehension and knowledge acquisition. *L. Module: Cognitive Psychology Applied to Instruction II.*
 24. Identify and describe ways culture affects personality. *L. Module: Culture and Personality.*
 25. Identify and describe the issues and methods in cross-cultural research. *L. Module: Culture and Personality.*
 26. Identify origins and dynamics of collective behaviors. *L. Modules: Advanced General Psychology, Social Psychology.*
 27. Identify and describe the issues of Social Psychology of Education. *L. Modules: Social Foundation of Urban Education: Urban Elementary School: Structure & Context, Lab in Humanistic Teaching Skills, TA in the Classroom, Social Psychology.*
 28. Identify and describe social classes and ethnic differences in the use of language, culture and personality.
 29. Identify and describe issues of person-perception (personal attraction). *L. Modules: Person-Perception: Interpersonal Attraction.*
 30. Identify and describe conceptual approaches to beliefs, values, attitudes and attitude change. *L. Modules: Beliefs, Values, Attitude Change.*
 31. Identify and describe social-psychological components of alcoholism and drug abuse. *L. Module: Alcohol-Current Concepts (EAS).*
 32. Identify and describe community applications of Social Psychology. *L. Modules: Individual Differences and Society, Individual Growth in the Community, Alternative Helping Modes for Women, Social Psychology.*
 33. Identify and describe social-psychological theories (cognitive, role, field, etc.) and show understanding of their application to social problems (issues). *L. Module: Social Psychology.*
 34. Identify the relevant ethical and legal principles involved in a variety of situations where human services are offered. *L. Module: Ethics and Issues in Human Services.*
- Personal Growth** Students interested in an emphasis in Personal Growth may choose competencies and modules simply because they wish to learn and to grow, with no specific career plans. Others may want to use interpersonal relations skills in their professions: i.e., counseling, teaching, leading personal growth laboratories, etc.
- Students considering a subsequent masters degree in Interpersonal Communications or Human Relations Services should select modules and competencies that would be appropriate preparation for graduate work in the Communication Science Program or the Human Relations Services Program.

Personal Growth Competencies and Learning Modules

1. Identify classes and characteristics of abnormal emotional behavior. *L. Modules: Abnormal Psychology Psychotherapy: Theories of the Origin and Treatment of Emotional Disturbance I, Psychotherapy (Adult): Theories and Treatment II, Psychotherapy (Child): Theories and Treatment I, Psychotherapy (Child): Theories and Treatment II.*
2. Identify the basic tenets of humanistic, behavioristic, and psychoanalytic theories of personality. *L. Modules: Personality Theory, Humanistic Teaching Skills Lab.*
3. Identify sex roles, sex stereotypes and sex differences and describe their effects upon behavior, feelings, expectations, beliefs and self concept. *L. Modules: Child*

Development, Adolescence, Adulthood & Aging, Social & Psychological Aspects of Aging, Lab in Authentic Woman/Man Relations, Psychology of Women, Communication & Human Sexuality, Lab in Authentic Relationships Among Women, Family Counseling, Lab in the Mystification Process in Interpersonal Communication: Cognitive Explanations of Emotional Disturbance.

4. Identify the uses and kinds of statistics in Psychology. *L. Modules: Probability & Statistics, Advanced Statistics, Advanced Experimental Psychology.*
5. Identify the Issues of Social Psychology. *L. Module: Social Psychology.*
6. Identify the methodology of Social Psychology. *L. Module: Research Methodology in HLD: Emphasis in Social Psychology.*
7. Identify and describe techniques of Research Methodology. *L. Modules: Research Methodology, Research Methodology in HLD; Interdisciplinary Research Methods, Research Methodology in HLD: Emphasis in Social Psychology.*
8. Identify the issues and methodology of Developmental Psychology. *L. Modules: Child Development, Adolescence, Adulthood & Aging, Social and Psychological Aspects of Aging.*
9. Identify at least three learning theories and a practical application of each. *L. Module: Principles of Behavior Change.*
10. Human Relations-become aware of one's behavior, the effects these behaviors have upon others and upon oneself. Accept the responsibility of one's behavior and its consequences. Accept the responsibility for behaving appropriately with respect to one's needs and the needs of "significant other(s)". *L. Modules: Lab in Basic Human Relations, Lab in Authentic Woman/Man Relations, Psychotherapy: Theories of the Origin and Treatment of Emotional Disturbance I, Psychotherapy (Adult): Theories and Treatment II, Psychotherapy (Child): Theories and Treatment I, Psychotherapy (Child): Theories and Treatment II, Lab in TA, Lab in Human Consciousness, Lab in Advanced Human Relations Communication & Human Sexuality, Lab in Personal Power and Self-Management, Lab in Assertiveness Training, Lab in Authentic Relationships Among Women, Lab in Mystification Process in Interpersonal Communication, Cognitive Explanations of Emotional Disturbance.*
11. Personal Growth-identify the issue(s) of one's own personal growth, take responsibility for one's personal growth and report one's progress toward awareness, spontaneity and authenticity. *L. Modules: Lab in Basic Human Relations, Lab in Authentic Woman/Man Relations, Psychotherapy: Theories of the Origin & Treatment of Emotional Disturbance I, Psychotherapy (Adult): Theories and Treatment II, Psychotherapy (Child): Theories and Treatment I, Psychotherapy (Child): Theories and Treatment II, Lab in the Mystification Process in Interpersonal Communication: Cog-*

nitive Explanations of Emotional Disturbance, Lab in Human Consciousness, Lab in Advanced Human Relations Communication & Human Sexuality, Lab in Personal Power and Self-Management, Lab in Transactional Analysis, Lab in Authentic Relationships Among Women, Lab in Assertiveness Training.

12. Demonstrate familiarity with alternative helping services for women offered in the metropolitan Chicago area. *L. Module: Alternative Helping Modes for Women.*
13. Demonstrate assertiveness skills. *L. Modules Lab in Assertion Training, Lab in Personal Power and Self-Management.*
14. Recognize and describe the mystification process and apply to own experience. *L. Modules: Mystification Process in Interpersonal Communication: Cognitive Explanations of Emotional Disturbance, Lab in Personal Power and Self-Management.*
15. Identify and describe the current issues and methods in child development. *L. Module: Child Development.*
16. Identify and describe the current issues and methods in adolescent development. *L. Modules: Adolescence, Family Counseling.*
17. Identify and describe the current issues and methods in adult development. *L. Module: Adulthood and Aging.*
18. Identify and describe the current issues and methods in the development of the aged. *L. Module: Social and Psychological Aspects of Aging.*
19. Identify and describe issues of Person Perception (personal attraction). *L. Module: Person-Perception: Interpersonal Attraction.*

Area of Emphasis: Mental Health

The Area of Emphasis in Mental Health is for students who intend to work in community-run agencies, clinics, hospitals, private practice under the supervision of a registered psychologist or in alternative mental health settings, such as hotlines, drop-in centers, etc.

Students planning to pursue a masters degree or doctorate in clinical psychology, human development, and/or social psychology should consult *Graduate Study in Psychology* for the admission requirements of specific schools.

In either case it is strongly recommended that students become familiar with the ethical standards of the helping professions as well as the rights of client groups. Also suggested are competencies in Theories of the Origin of Pathology, Methods of Treatment, Human Relations Skills, and Basic Psychological Processes, which clarify human functioning.

Mental Health Competencies and Learning Modules

1. *Alleviate the emotional disturbance of a child while under close supervision. *L. Modules: Psychotherapy:*

Theories of the Origin and Treatment of Emotional Disturbance I, Psychotherapy (Child): Theories & Treatment I, II, III, IV; Theories and Treatment of Emotional Disturbance in Children IV, Consultation, Family Counseling.

2. *Alleviate the emotional disturbance of an adolescent while under close supervision. *L. Modules: Psychotherapy: Theories of the Origin & Treatment of Emotional Disturbance I, Psychotherapy (Adolescent): Theories and Treatment I, II, III, IV, Consultation, Family Counseling.*
3. *Alleviate the emotional disturbance of an adult while under close supervision. *L. Modules: Psychotherapy: Theories of the Origin and Treatment of Emotional Disturbance I, Psychotherapy (Adult): Theories & Treatment II, III, IV, Consultation, Family Counseling.*
4. *Alleviate the emotional disturbance of a couple while under close supervision. *L. Modules: Psychotherapy: Theories of the Origin and Treatment of Emotional Disturbance I, Psychotherapy (Adult): Theories and Treatment II, III, IV, Consultation, Family Counseling.*
5. *Alleviate the emotional disturbance of a family while under close supervision. *L. Modules: Psychotherapy: Theories of the Origin & Treatment of Emotional Disturbance I, Psychotherapy (Adult): Theories and Treatment II, Psychotherapy (Child); Theories & Treatment I, II, Family Therapy I, II, III, Consultation.*
6. *Alleviate the emotional disturbance of individuals through group processes while under close supervision. *L. Modules: Psychotherapy: Theories of the Origin and Treatment of Emotional Disturbance I, Psychotherapy (Adult): Theories and Treatment II, Group Therapy I-II, Consultation.*

*All learning modules listed for this competency are needed for its completion.

7. Able to apply therapeutic skills to alleviate emotional difficulties. *L. Modules: Psychotherapy (Adult): Theories and Treatment III, IV, Psychotherapy (Child): Theories and Treatment III, IV, Consultation on Psychotherapy, Family Counseling.*
8. Able to apply theories of the development of psychopathology to a case study integrating the childhood experiences which led to specific expectations about self and others, the self-concepts, rational and irrational beliefs, and the creation of current experiences. *L. Module: Psychotherapy: Theories of the Origin and Treatment of Emotional Disturbance.*
9. Able to infer the thoughts, feeling, and expectations which motivate the behavior of the therapist, helper, friend and adult client, and to identify the destructive and the therapeutic aspects of the interaction between the people. *L. Modules: Psychotherapy (Adult): Theories and Treatment II, Psychotherapy (Child): Theories and Treatment II.*
10. Behavior Modification. *L. Modules: Principles of Behavior Change, Special Fields in Behavior Modification and Therapy.*
11. Describe the basic similarities and differences in at least five of the following theoretical approaches to psychopathology and therapy: Gestalt (Perls), Psychodrama (Moreno), Transactional Analysis (Berne/Harris), Reality Therapy (Glasser), Contact Therapy (Mowrer), Rational-Emotive (Ellis), Behavior Modification & Therapy (Skinner/Wolpe), Psychoanalysis (Freud/Sullivan/Fromm-Reichmann/Greenson), Client-Centered (Rogers/Axline/Moustakas), Communication (Laing/Bateson/Schatzman/Satir/Haley), Adlerian (Adler/Driekurs), Crises Intervention (Sifneos), Primal (Janov), Sexual Therapy (Masters and Johnson). *L. Modules: Personality Theory, Psychotherapy: Theories of the Origin and Treatment of Emotional Disturbance I, Psychotherapy (Adult): Theories and Treatment II, Psychotherapy (Child): Theories & Treatment I, II, Lab in the Mystification Process in Interpersonal Communication: Cognitive Explanations of Emotional Disturbance, Therapeutic Communications, TA Lab, Communication and Human Sexuality, Special Fields in Behavior Modification, Counseling Theories, Family Counseling.*
12. Describe and apply methods of behavioral observation. *L. Modules: Principles of Behavior Change, Psychotherapy (Child): Theories & Treatment I, II, Psychotherapy (Adult): Theories and Treatment II, Psychotherapy: Theories of the Origin & Treatment of Emotional Disturbance I, Child Development, Research Methodology: Emphasis in Social Psychology.*
13. Select and evaluate correctly inferential and descriptive statistics. *L. Modules: Probability & Statistics, Advanced Statistics, Advanced Experimental Psychology.*
14. Identify and describe the socio-psychological basis for sexism and its effects upon behavior, feelings, expectations, beliefs, and self-concept. *L. Modules: Child Development, Adolescence, Adulthood & Aging, Social and Psychological Aspects of Aging, Lab in Authentic Woman/Man Relations, Psychology of Women, Communication & Human Sexuality, Social Psychology, Lab in Authentic Relations Among Women, Lab in Mystification Process in Interpersonal Communication: Cognitive Explanations of Emotional Disturbance, Lab in Assertion Training.*
15. Identify and use techniques of Research Methodology. *L. Modules: Research Methodology: Interdisciplinary Research Methods, Research Methodology: Emphasis in Social Psychology.*
16. Identify, compare, contrast, and use tests of intelligence, personality, and aptitude. *L. Module: Human Assessment.*
17. Define the issues and methodology of Community Psychology. *L. Module: Community Psychology: Multi-Faceted Approach.*
18. Identify and describe the socio-psychological basis of racism and its effects upon behavior, feelings, expectations, beliefs, and self-concept. *L. Modules: Racism: Individual & Institutional, Social Psychology.*

19. Identify the relevant ethical and legal principles involved in a variety of situations where human services are offered. *L. Module: Ethics and Issues in Human Services.*
 20. Personal Growth — Identify the issue(s) of one's own personal growth, take responsibility for one's personal growth, and report one's progress toward awareness, spontaneity, and authenticity. *L. Modules: Lab in Basic Human Relations, Lab in Authentic Woman/Man Relations, Psychotherapy: Theories of the Origin and Treatment of Emotional Disturbance I, Psychotherapy (Adult): Theories & Treatment II, Psychotherapy (Child): Theories & Treatment I, II, Lab in Advanced Human Relations, Lab in Transactional Analysis, Lab in Authentic Relations Among Women, Lab in Assertiveness Training, Lab in Mystification Process in Interpersonal Communication, Cognitive Explanations of Emotional Disturbance.*
 21. Identify and describe the current issues and methods in child development. *L. Module: Child Development.*
 22. Identify and describe the current issues and methods in adolescent development. *L. Module: Adolescence.*
 23. Identify and describe the current issues and methods in adult development. *L. Module: Adulthood and Aging.*
 24. Identify and describe the current issues and methods in the development of the aged. *L. Module: Social and Psychological Aspects of Aging.*
 25. Demonstrate familiarity with alternative helping services offered in the Metropolitan Chicago area. *L. Module: Alternative Helping Modes for Women.*
 26. Describe the characteristic behaviors in the family and in the classroom as well as the characteristic thoughts, beliefs, expectations, and feeling 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 other's behavior on the child's thoughts, feelings, expectations, and behavior. *L. Module: Psychotherapy (Child): Theories and Treatment I.*
 27. Able to infer the thoughts, feelings, and expectations which motivate the behavior of the therapist, friend, teacher, and the child client, and to identify the destructive and the therapeutic aspect of the interaction between the people. *L. Module: Psychotherapy (Child): Theories and Treatment II.*
 28. Describe specific appropriate methods for alleviating the destructive elements in the situation and/or disturbing thoughts, feelings, expectations or behaviors in a child with emotional difficulties. *L. Module: Psychotherapy (Child): Theories and Treatment II.*
 29. Demonstrate assertiveness skills. *L. Modules: Lab in Assertion Training, Lab in Personal Power and Self-Management.*
 30. Recognize and describe the mystification process and apply to own experience. *L. Modules: Lab in Mystification Process in Interpersonal Communication; Cognitive Explanations of Emotional Disturbance, Lab in Transactional Analysis, Lab in Personal Power and Self-Management.*
 31. Identify and describe the issues of Social Psychology of Education. *L. Modules: Social Foundation of Urban Education, Urban Elementary School: Structure and Context Humanistic Teaching Skills Lab, TA in the Classroom, Psychotherapy (Child): Theories & Treatment II.*
 32. Identify and describe issues of person-perception (personal attraction). *L. Module: Person Perception: Interpersonal Attraction.*
 33. Identify and describe psycho-social factors (humor, laughter, dominance, approval, etc.) affecting personality. *L. Module: Social Psychology.*
 34. Identify and describe social-psychological components of alcoholism and drug abuse. *L. Module: Drug Abuse & Treatment 1, 2, 3, 4, Alcoholism-Current Concepts (EAS).*
 35. Identify community service agencies in any given locale and describe the formal or informal system existing between them and how it operates in relation to community needs that are or are not being met. *L. Module: Alcoholism: Available Community Services.*
 36. Identify and describe the various theories and methods of mental health education and be able to apply the principles to their specific interest area. *L. Module: Alcoholism: Primary & Secondary Prevention I & II.*
- Additional Concentrations: Mental Health**
- The learning modules listed under a given heading are suggested because of their appropriateness, but not all Learning Modules need be taken.
- Mental Health and Women:** *Child Development, Adolescence, Adulthood and Aging, Social and Psychological Aspects of Aging, Lab in Authentic Relations Among Women, Lab in Mystification Process in Interpersonal Communication: Cognitive Explanations of Emotional Disturbance, Lab in Personal Power and Self Management, Lab in Assertiveness Training, Psychology of Women, Alternative Helping Modes for Women, Psychotherapy: Theories of the Origin & Treatment of Emotional Disturbance I, Psychotherapy (Adult): Theories & Treatment II, Communication and Human Sexuality, Individual Growth and the Community, Person-Perception: Interpersonal Attraction, Ethics & Issues in Human Services (Rights of Women), Family Counseling, Culture and Personality.*
- Mental Health and Adults:** *Sequence: Ethics & Issues in Human Services (Rights of mental patients), Psychotherapy: Theories of the Origin & Treatment of Emotional Disturbance I, Psychotherapy (Adults): Theories & Treatment II, Family Counseling, Principles of Behavior Change, Special Fields in Behavior Modification and Therapy, Lab in Transactional Analysis, Adulthood and Aging, Social and Psychological Aspects of Aging, Lab in Authentic Woman/Man Relations, Lab in Authentic Woman/Man Relations, Lab in Authentic Relations Among Women, Lab in Mystification Process in Interpersonal Communication: Cognitive Explanations of Emotional Disturbance, Communication*

and Interpersonal Perception, Person Perception: Interpersonal Attraction, Advanced Human Relations Training, Counseling Theories, Social Psychology, Lab in Personal Power and Self-Management, Therapeutic Communication, Personality Theory, Individual Growth and the Community, Drug Abuse and Treatment, Alcohol: Current Concepts, Alcoholism: Available Community Services, Alcoholism: Primary and Secondary Prevention I & II, Human Assessment, Individual Differences and Society, Abnormal Psychology.

Mental Health and Children: Ethics & Issues in Human Services, Psychotherapy: Theories of the Origin & Treatment of Emotional Disturbance I, Psychotherapy (Child): Theories & Treatment I, II, Child Development, Family Counseling, Principles of Behavior Change, Special Fields in Behavior Modification, Lab in Mystification Process in Interpersonal Communication, Cognitive Explanation of Emotional Disturbance, Lab in Transactional Analysis in the Classroom, Lab in Humanistic Teaching Skills, Personality Theory, Adolescence, Learning Cognition I & II, Abnormal Psychology, Concept Acquisition, Cognitive Psychology Applied to Instruction I & II, Human Assessment.



Communication Science Program (Major)

Areas of Emphasis (Options)

Interpersonal Communication (U, G)
Educational Technology (U, G)
Communication Disorders (U, G)

The Communication Science Program addresses itself to the study of the creation, perception and effect of information communicated in an interpersonal, intergroup or organizational setting, or disseminated through the various communication media. Emphasis is upon the study of communication as a transactional process on socio-psychological research and methodology that allows the communicator to assess the effects of communication, and on the behavioral applications of communication to business, education counseling, and human relations services. Specifically, the Communication Science Program is concerned with: (1) scientific analysis of communication process, communication effects, and disturbances in communication process; (2) scientific development and production of contexts, interpersonal interactions, organizational and institutional settings, and media in or through which communication can occur; (3) application of communication science and theory to problems of communicating a message to an audience and determining its impact; and (4) identification and remediation of communication disorders.

Common to all areas are emphasis on (1) an overview of the area, (2) theory and research, (3) a choice of interdisciplinary learning at the University and (4) practical experience in the special skills.

Communication Science Program Competencies

Students enrolled in the Communication Science Program are expected to achieve the following core competencies:

Undergraduate

1. Identify theories and elements underlying the processes of communication.
2. Develop skills in generating messages using one or more channels of communication.
3. Design and implement research that will enhance our understanding of the process of communication.
4. Analyze the effects of special messages in situations involving individuals, groups and organizations via face-to-face situations or mass media.
5. Study the special nature of communication that occurs in different contexts such as socio-psychological frames, cultural settings, and technological environments.

6. Apply the competencies from other disciplines to the student's own work in the field of communication.

Graduate

1. Operate at an advanced level of responsibility.
 - (a) Use theory, either selecting, synthesizing, or devising theories that fit the problem and solution.
 - (b) Determine the output, standards, input, tools and equipment, and procedures needed to do the work.
 - (c) Identify the feedback types and loops to determine if the work is proceeding as planned.

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 the student enrich and enhance interpersonal communication skills and use them effectively in various situations and professions. It is generally recognized that a student competent in interpersonal communication skills will have advantages in almost every field. Interpersonal Communication is a broad field providing opportunities for preparation and specialization in careers related to **Interpersonal Communication** in therapeutic relationships, **Organizational Communication** and **Intercultural Communication**. Specific career possibilities include group facilitator, interpersonal communication educator/consultant, therapeutic communication specialist, organizational communication consultant, public communication specialist, communication researcher, community relations specialist, intercultural communication specialist, cultural adviser and intercultural educator.

Interpersonal Communication Core Competencies

Theory

Undergraduate

1. Identify at least three models of communication involving persons and/or organizations.
2. Describe the nature and functioning of the process of symbolic and nonsymbolic communication.
3. Define concepts such as Attitude, Value, Norm, Role, Culture, Message and Meaning.

Graduate

4. Identify at least five models of communication involving persons and/or organizations.
5. Describe the nature and functioning of the process of symbolic and nonsymbolic communication.
6. Define concepts such as Attitude, Value, Norm, Role, Culture, Message and Meaning.
7. Synthesize a model of communication in a specific in-

terpersonal, intercultural, and/or organizational setting.

Research

Undergraduate

1. Identify the various approaches to interpersonal, organizational, and/or intercultural communication research.
2. Describe at least one published major study in the area of interpersonal, organizational, and/or intercultural communication research.
3. Develop a research design aimed at a specific aspect of interpersonal, organizational, and/or intercultural communication.

Graduate

4. Identify the various approaches to interpersonal, organizational, and/or intercultural communication research.
5. Describe more than one published major study in the area of interpersonal, organizational, and/or intercultural communication research.
6. Develop a research design aimed at a specific aspect of interpersonal, organizational, and/or intercultural communication.
7. Implement the research design as developed above.
8. Write a publishable report of a research designed and implemented by the student.

Skill

Undergraduate

1. Distinguish between effective and non-effective listening behavior.
2. Demonstrate the ability to use various forms of feedback in effective interpersonal, organizational, and/or intercultural communication.
3. Distinguish between verbal and non-verbal messages and examine their congruence.
4. Develop role-playing skills in a variety of situations.
5. Distinguish between informative and persuasive messages.
6. Develop an effective message to accomplish a specific goal.
7. Develop sensitivity to various modes of communication as exhibited in student's own behavior.
8. Assess the effectiveness of a message in terms of its intended goal(s).

Graduate

9. Distinguish between effective and non-effective listening behavior.
10. Demonstrate the ability to use various forms of feedback in effective interpersonal, organizational, and/or intercultural communication.
11. Distinguish between verbal and non-verbal messages and examine their congruence.
12. Develop role-playing skills in a variety of situations.
13. Distinguish between informative and persuasive messages.

14. Develop an effective message to accomplish a specific goal.
15. Develop sensitivity to various modes of communication as exhibited in student's own behavior.
16. Assess the effectiveness of a message in terms of its intended goal(s).
17. Analyze and synthesize the above competencies, including theory and research competencies, in a major research project.

Career Goal Competencies

In addition to the Area of Emphasis core competencies, students may select specific competencies relevant to their particular career goals. These competencies are broken down into **Theory**, **Research**, and **Skill** categories. Students may generate additional competencies in the dimension of Skill Implementation relevant to their professional and educational objectives. The competencies described below are suggested guidelines and students may combine competencies from various goals to fit their personal and professional needs and interests.

Therapeutic Relationships

Theory

1. Identify various elements of interpersonal communication interaction.
2. Describe at least two theories (*four for graduates) and models of interpersonal communication.
3. Distinguish between the processes of "interpersonal" and "intrapersonal" communication.
4. Describe the role, scope, and function of intrapersonal and interpersonal communication in confirming one's self-image and developing one's self-esteem.
5. Describe the nature and functioning of the human mind.
6. Define human consciousness; distinguish between its various states and describe at least three different states of consciousness.
7. Identify the various means of extending human consciousness and transcending from one state of consciousness to another.
8. Describe the nature and functioning of symbolic processes.
9. Analyze symbolic activity as a process and the means for integration of individual's psycho-social functions.
10. Examine the structure and function of fantasy.
11. Describe the relevance of his/her fantasies to his/her personal growth.
12. Describe the therapeutic implications of fantasy and other symbolic behavior.
13. Describe the nature, functioning and scope of non-verbal communication.
14. Describe personal, interpersonal, environmental, socio-psychological, and cultural variables that facilitate or obstruct interpersonal communication.
15. Define the following concepts and give examples of

each from literature and real life situations: attitudes, values, roles and norms culture.

16. Describe the process involved in "valuing".
17. Describe the variables that distinguish between "effective" and "noneffective" listening.
18. Describe the variables that distinguish between "defensive" and "facilitative" communication.
19. Describe the nature and structure of human language and how it affects the process of interpersonal communication.
20. Describe the process involved in assigning "meaning" to various objects, events, etc., and how language represents a map of subjective experiences.
21. Describe the concepts "feedback" and "empathy" and examine their role in satisfying interpersonal communication.
22. Define mental health and psychopathology in terms of interpersonal and intrapersonal communication disturbances.
23. Identify 'Mental Health' as a culture-bound concept.
24. Identify and describe the elements necessary for effective therapeutic and facilitative communication.
25. Describe the process of self-revelation and its impact on one's communication with self and others.
26. Identify the concepts of Gestalt theory.
27. Describe application of Gestalt concepts in educational counseling, and interpersonal communication settings.
28. Identify basic techniques and elements of psychodrama.
29. Describe the relationship between "communication" and "sexuality".
30. Describe sexual dysfunctions in terms of interpersonal and intrapersonal communication disturbances.
31. Compare and contrast American cultural assumptions underlying the concept of 'mental health' with those from at least one other culture.

Research

1. Identify the various approaches to interpersonal communication research.
2. Describe at least one published major study in the area of interpersonal communication research.
3. Develop a research design aimed at a specific aspect of interpersonal communication.
4. Implement the design as developed above.
5. Write a publishable report of a research study designed and implemented by the student (graduate competency).

Skill

1. Analyze specific communication situation(s) in terms of at least two (*three for graduates) theories and/or models of interpersonal communication.
2. Intervene in an interpersonal communication transaction with a view to improving the quality of that interaction.

3. Analyze a symbolic activity such as verbal message, nonverbal gesture, dream, fantasy, in terms of its interpersonal/intrapersonal communication content.
4. Identify personal, interpersonal, environmental, socio-psychological and cultural variables that facilitate or obstruct a specific inter-personal communication interaction.
5. Examine and explore his/her own value structure and the resultant behavior patterns.
6. Compare his/her values with those of others and appreciate the difference among different value systems subscribed to by different people/culture communities.
7. Recognize the difference between one's perception of oneself and the perception others have of him/her, and its effect on his/her communication.
8. Identify nonverbal messages that are sent during intrapersonal, interpersonal, and intergroup communication transactions.
9. Identify the ways in which nonverbal behaviors affect the client-therapist interaction patterns.
10. Facilitate group behavior and help groups in developing skills in interpersonal and intercultural communication.
11. Utilize various forms of feedback (paraphrasing, mirroring, perception check, etc.) and recognize the consistency (or inconsistency) of nonverbal feedback with verbal feedback.
12. Utilize fantasy and meditation in therapeutic settings.
13. Identify therapeutic interventions that improve the quality of interpersonal communication.
14. Analyze a defensive communication and its antecedents and consequences.
15. Utilize role-playing in a variety of settings like counseling, management, theatre, and Intercultural Communication.
16. Identify his/her own interpersonal communication strengths and areas of difficulties.
17. Identify the interpersonal communication processes through which he/she initiates, maintains, and terminates his/her relationships with others.
18. Analyze a given human interaction and describe how the same interaction can be described differently using different sets of assumptions about mental health and illness.
19. Apply Gestalt concepts to his/her own behavior.
20. Design, implement and evaluate a psychodrama warm-up.
21. Design, implement and evaluate a laboratory in interpersonal/personal growth.
22. Design, implement and evaluate a workshop on "Communication and Human Sexuality".
23. Identify the affects of a couple's interpersonal communication behavior and style on their relationship and sexual responsiveness.
24. Identify his/her sex injunctions and their effects upon

his/her communication of feelings, expectations, beliefs and self-concept.

Organizational Communication

Theory

1. Analyze communication/information systems in an organization in terms of theory.
2. Utilize cybernetic theory to facilitate information processes in a human organization.
3. Assess and analyze the interaction between a cybernetic system/organization and its environment.
4. Analyze and critique a public communication campaign from systems, media and interpersonal viewpoints.
5. Analyze the general systems relationships in a functioning communication organization.
6. Describe competencies which relate specific communication theories to the student's goal.
7. Synthesize graduate level theoretical framework in organizational communication from a cognate discipline.
8. Design an administrative process for organizing and controlling an active administrative unit.
9. Design a communication system for affirmative action objectives to eliminate discriminatory behavior in management.
10. Design a strategy to provide an administrative communication system to accomplish the goals of a communication organization.
11. Design a strategy to achieve the goals of an educational organization.
12. Design a strategy for a community organization to build a strong positive relationship with other organizations.
13. Describe competencies which relate specific organizational communication processes to the student's degree goal.
14. Design intervention in a function organization of communication system utilizing at least two processes derived from graduate level cognate disciplines.

Research

1. Develop and execute a description of a functioning human communication organization.
2. Utilize content analysis to describe major themes in a functioning human organization.
3. Utilize factor analytic techniques to design task themes for an organization.
4. Assess the effectiveness of the information flow between an organization and its environment.
5. Assess the effectiveness of the types of communication networks and managerial communication styles in several organizational settings.
6. Develop and execute a communication audit of a functioning organization.
7. Describe the competencies which relate specific organizational communication research to the student's

degree goal.

8. Design and complete graduate level communication research study in a cognate discipline.

Skill

1. Apply theoretical approaches to Human Communication Systems in a real setting with accurately predicted results.
2. Demonstrate competence in clear and effective verbal and nonverbal communication in a functioning human organization.
3. Analyze phenomena concerning organizational change as related to the multi-media communication environment.
4. Relate the communication process to the problems of the advertising communicator in a practical and useful manner.
5. Present plans for improving the communication structure of a functioning human organization.
6. Establish an instructional program using speech, videotape, film, audio, photography and group mode(s) of communication.
7. Produce and utilize for organizational development videotape, film, audio or slide-tape media programs.
8. Utilize organizational and public communication principles to establish a solution to a public relations problem.
9. Utilize survey research and media production skills to complete a public communication campaign with accurately predicted results.
10. Describe at least two competencies implementing Organizational Communication Concepts in a functioning human communication organization.

Intercultural Communication

Theory

1. Explain at least two models of communication and apply the models to specific intercultural situations.
2. Define concepts such as: Values, Beliefs, Ethnocentrism, Stereotyping, Adaption and Meaning.
3. Distinguish between Intercultural, International, Interethnic, and Intracultural Communication.
4. Identify the institutions that originate and reinforce cultural values and communicative behaviors.
5. Explain how concepts of Perception in the major philosophical systems of the world reflect the cultural values of the peoples who believe in the systems.
6. Show how the Perception of the world of a person affects his communicative behavior.
7. Show how cultural values of a person shape his communicative behavior.
8. Show how culture of a person shapes the nature of the messages transmitted by him via a medium.
9. Show how the culture of a person affects the way in which he receives and interprets a message.
10. Distinguish between a behavioralistic and a humanistic message transmitted in an intercultural situation.

11. Explain the role played by cultural values and beliefs in language development and intercultural communication.

Research

1. Explain the research terminology such as Sample, Hypothesis, Content Analysis, Interview Schedule, Coding, Inference, and Validity as applied to intercultural research.
2. Develop a research method designed to study a specific problem in a specific culture.
3. Implement the methodology developed above.
4. Review research literature on communication in a specific culture, etc., or between specific culture, etc.

Skill

1. Demonstrate the ability of "creative listening" in intercultural situations.
2. Identify the sources of information for cultural values, beliefs, expectations, customs, attitudes, language, and communication of a people with whom the student wishes to communicate.
3. Demonstrate sensitivity to cultural values etc., while interacting with members of another culture including students and teachers.
4. Develop messages to achieve a specific goal directed to audience of a specific culture, subculture, ethnic group or race.
5. Interview audience of a particular culture etc., to collect a specific type of data.
6. Transmit messages in above via a medium or in a face-to-face situation.

Learning Modules for Interpersonal Communications

Introduction to Sociometry and Psychodrama
Adhocracy and Team Building I
Fundamentals of Game Theory and General Applications
Advertising as Communication
Advertising Strategy and Consumer Behavior
Communication & Alcoholism
Alternative Learning Environments
Applied Approaches to Human Communication
Culture and Organizations
Communication Sensitivity
Community Communication Systems
Culture and International Organization
Culture and Communication Process
Culture and Message Development
Culture, Media and Satellites
Complex Organizations
Fundamental Concepts in Human Communication
Fundamentals of Cybernetics Generic Systems
Gestalt Theory & Practice
Human Consciousness
Human Values
Impact of Cybernation
Laboratory in Interpersonal Growth
Managing Communication Systems
Intercultural Variables in Communication Research

Laboratory in Personal Growth

Psychocybernetics

Research in Human Learning and Development:

Emphasis in Interpersonal Communication
Semantics and Communication
Theory & Analysis of Communication Content
Toward Quality Group Decisions
Introduction to Intercultural Communication
Communication Research
Physical and Recreational Activity for Elementary Schools
Culture and Stress
Explorations in Self, Culture and Communication
Fantasy for Personal Growth
Media in Organizations
Organizational Public Communication
Therapeutic Communication
Culture and the Classroom Teacher
Communication and Human Sexuality
Videotape and Therapeutic Communication
Communication of Innovations
Cultural Aspects of Mental Health
Communicating Aesthetic Values Through Sport
Counter-Stress Alternatives for Adults
Psychology of Sport

Area of Emphasis: Educational Technology

Educational Technology is an Area of Emphasis involved in the facilitation of human learning through the systematic identification, development, organization and utilization of a full range of learning resources, and through the management of these processes. It includes, but is not limited to, the development of instructional systems, the identification of existing resources, the delivery of resources to learners, and the management of these processes and the people who perform them.

Some of the fields to which Educational Technology can contribute skills are: teaching, media production, curriculum, psychology, counseling. The professional association in the field, the Association for Educational Communications and Technology, is currently developing national certification and accreditation guidelines for three careers: instructional program developer, media product developer, media manager. The Area of Emphasis and suggested competencies are based on these guidelines. If national accreditation and certification are adopted, GSU will have an accredited program and GSU graduates will meet requirements for certification. (NOTE: The Area of Emphasis does not lead to ALA Certification as a Librarian.)

In general, a Masters degree will do for most jobs in the three careers. Exceptions are:

Instructional Program Developer — Ph.D. required in professional schools and many universities
 Media Product Designer — BA usually required for lower level jobs in all locations
 Media Manager — Ph.D. usually required in universities, often in junior colleges

There are state requirements for certification as a media manager in public schools (K-12 public schools only). A

certified teacher may receive a certificate either in "audiovisual," "library" or "instructional materials" (a combination of audiovisual and library) at either a "coordinator" or "specialist" level. GSU does not have an approved program, so each candidate wanting this certificate must submit an individual application.

Educational Technology may also be selected as an "Area of Specialization" (at least 12 units) in the Urban Teacher Education Program.

Guidelines for Selecting Competencies Students are encouraged to select those competencies and modules which they feel will enhance their performance on the job or which relate to their own identified needs or interests.

Content Competencies are one basic set of competencies a student gains related to the specific content of the field of Educational Technology. These are the tasks that must be done everyday to fulfill the purpose of the field. There are 10 competency areas, one or two for each of the Development and Management functions:

THEORY: generate knowledge related to the various learning resources, their effects upon the learner, the other educational technology functions, and the total field; assess already generated knowledge

RESEARCH: empirically test knowledge generated in the theory function

DESIGN: write specifications for systematically designed learning resources

PRODUCTION: create actual learning resources/products based on design specifications

EVALUATION/SELECTION: assess the effectiveness and/or suitability of produced resources according to specified criteria

LOGISTICS: locate, acquire, organize, store, maintain and distribute learning resources

UTILIZATION: bring learners into contact with learning resources; evaluate learners

UTILIZATION/DISSEMINATION: bring learners/self into contact with resources about the field of educational technology

ORGANIZATION MANAGEMENT: determine and implement the policies of an organization performing one of the educational technology functions

PERSONNEL MANAGEMENT: interact with and/or supervise people who perform the educational technology functions

These specific content competencies make up the field of Educational Technology. No one person, though, is expected to be able to possess all these competency areas.

While the definition of Educational Technology provides a set of specified content competencies which the Area of Emphasis must provide, these are not enough to make a person a competent educational technologist. In addition to these skills, an educational technologist must possess General Process Competencies.

Process Competencies are the affective and cognitive predispositions and skills which enable us to learn to accept ourselves, to adapt to change, and to accept certain values. Without the effective operation of these Process Competencies, no learning would take place.

General Skills Competencies are skills which apply to the overall intellectual and emotional growth of an individual, applied in any field of work. While field-independent, they are necessary to perform successfully in any field, including educational technology.

General Skills include Worker Instruction Competencies, a measure of the amount of responsibility a person is able to accept on a job; and Functional Skills Competencies, a measure of the level of complexity at which a person can deal with Data, People, and Things.

Degree Distinctions Governors State University offers both a BA and an MA in Educational Technology.

The differentiation between the bachelors and masters levels is **not** based primarily on the content competencies one gains, but on what one can do with those content competencies on the job; how much responsibility one can take for using the competencies to get the job done.

Two key elements in this "greater responsibility" include (a) the use of theory in making decisions, and (b) the ability to synthesize or develop, rather than merely copy, standards and procedures.

Some differentiation of levels might also occur based on the level of content competency met at one of three levels: (1) identify/describe (2) apply/analyze; (3) synthesize/evaluate; each level is more complex than the preceding one.

The Practicum is a way of (a) synthesizing all other competencies a student has attained, (b) demonstrating responsibility for designing and implementing a complete project, (c) performing educational technology competencies in a real-world setting, involving real people and a real organization and (d) doing something which is useful to the student. As such, it represents a logical culmination of the student's Masters Program at Governors State. It should be carried out in the student's own institution (if possible), and should involve the performance of some activity which the learner does, or will, perform on his/her job in that institution.

The project should show: (1) correct performance of ed tech competencies; (2) improved performance over performance on entering program; (3) synthesis of all skills into one project; (4) acceptance of responsibility for design and implementation of project.

Educational Technology Competencies and Learning Modules

It is impossible to attain all the competencies listed. Select those that will be useful in a particular career.

Process Competencies

1. Learn to Learn. *L. Modules: Alternative Learning Environments, Access to Information in CHLD.*
2. Accept self as learner and as a resource. *L. Modules: Alternative Learning Environments, Communication Sensitivity Lab in Personal Growth, Personal Power & Self Management Lab, Fantasy for Personal Growth*
3. Accept and adopt to change in the future. *L. Modules: Mass Media: Trends & Futures (CCS), Synergy & Society (CCS).*

4. Accept and produce the values which underlie Educational Technology. *L. Modules: Theories of Educational Technology, Instructional Development: Design.*

General Skills Competencies

Worker Instruction

1. Undergrad: Operate at a Technician to Specialist Transition level with output specified, synthesize standards; select needed inputs, tools, and equipment; select procedures, feedback interval, time schedule; employ standard theory; may delegate to others. *L. Modules: all Educational Technology Learning Modules (undergraduate competencies), Alternative Learning Environment.*
2. Graduate: Operate as a low level specialist, with various possible outputs given, select output; devise standards; devise input; select tools & equipment; devise procedures, feedback interval, and time schedule; creatively use theory; may delegate to others. *L. Modules: Ed. Tech. Practicum, Educational Technology Learning Modules (graduate competencies), Alternative Learning Environment.*

People

1. Exchange Information. *L. Modules: Lab in Interpersonal Communication, Communication Sensitivity, Nonverbal Communication.*
2. Persuade others. *L. Modules: Management of ID, Communication Sensitivity, Human Values, Conflict Resolution, Advertising as Communication.*
3. Consult with others. *L. Modules: Management of ID, Communication Sensitivity, Human Values, Human Service Consulting.*
4. Instruct others (Graduate only). *L. Modules: Instructional Development; Design and Production, Implementation, Evaluation in ID, Learning Modules on Indiv. Inst., CBE, Etc.*

Data/Things

1. Copy Data. *L. Module: Independent Study.*
2. Compile Data. *L. Module: Independent Study.*
3. Analyze Data. *L. Module: Independent Study.*
4. Operate/control/set up equipment. *L. Modules: Classroom Use of Instructional Materials, Independent Study.*

Content Competencies

Theory

1. Compare, apply, (evaluate and develop) definitions and theories of educational technology; its purposes, functions, resources and operation in real life settings. *L. Module: Theories in Educational Technology.*
2. Compare, apply (evaluate) philosophies of the effects of Educational Technology on society and on specific educational and Educational Technology problems. *L. Modules: Theories of Educational Technology, Synergy & Society (CCS).*
3. Apply theories of the following disciplines to Educa-

tional Technology problems and solutions: learning & cognition. *L. Modules: Cognitive Psychology Applied to Inst. I or II, Learning & Cognition I or II, Learning Processes (EAS), Human Memory.*

Communication *L. Modules: Fundamental Concepts in Human Comm., Communication Sensitivity, (ADV) Applied Approaches to Human Comm., (ADV) Theory of Interpersonal Comm., Nonverbal Communication, Culture & Comm. Process.*

Curriculum *L. Modules: Curriculum Modules (EAS), Curriculum Theories (EAS).*

Human Development *L. Modules: Child Development, Adolescence, Adulthood & Aging.*

Cybernetics/General Systems *L. Modules: Fundamentals of Cybernetics, General Systems, & Information Science, (ADV) Impact of Cybernation, or (ADV) Fundamentals of Game Theory & General Application.*

Behavior Modification *L. Module: Introduction to Behavior Modification.*

Perception *L. Module: Advanced General Psychology.*

Humanistic Education *L. Modules: Humanistic Education or Transactional Analysis in the Classroom.*

Mass Media/Advertising *L. Modules: Advertising as Communication, Advertising Strategy and Consumer Behavior, or Introduction to Mass Communications (CCS), Mass Communication Law (CCS).*

Innovation *L. Module: Communication of Innovation.*

Organizational Development *L. Modules: Managing Communication Systems, or Organization Theory (BPS), or Adhocracy & Team Building, or Media in Organizations.*

Human Consciousness *L. Modules: Human Consciousness, or Explorations in Self, Culture & Communication.*

Intercultural Communication/Society *L. Modules: Social Psychology, Introduction to Intercultural Comm., Culture & Communication Process of Culture, Media, & Satellite Comm., or Blacks in Films (CCS), or Racism: Individual & Institutional.*

Information Science *L. Modules: Introduction to Information Sciences for HLD, Information Sources, and any computer programming Modules (EAS).*

Film & Television *L. Modules: Filmmakers Vision & Techniques (CCS), Film & TV Documentary, or Aesthetics Education (CCS), or Children & Television (CCS), Film: History of Creative Film (CCS), or History of Radio & TV (CCS).*

Research

1. Identify, summarize, apply (evaluate) past research in areas of and related to Educational Technology. *L. Modules: Research into Visual Literacy (CCS), Independent Study.*
2. Identify and use methods and tools/techniques for performing research in Educational Technology. *L. Modules: Research Methodology in HLD, Theory &*

Analysis of Communication Content of Communication Research.

Design

1. Identify, compare, (synthesize, critique) the steps in the instructional development process, and the components needed to make up a good instructional design. *L. Module: Instructional Development: Design.*
2. Develop design specifications for an instructional system including: Needs assessment, Learner and Setting analysis, Task analysis/content analysis, Behavioral objectives, Evaluation instruments, Types of Learning and instructional conditions, Learning Hierarchies, Instructional Strategy, Media selection, Prescriptions for all media, Management for system operation. *L. Module: Instructional Development: Design.*
3. Revise design specifications based on evaluation data. *L. Module: Instructional Development: Design, Production, Implementation & Evaluation in ID, Culture & Message Development.*

Production

1. Identify, describe and apply the steps involved in the production of all instructional system components. *L. Modules: Production, Implementation & Evaluation in ID, or Classroom Use of Instructional Media.*
2. Produce an Audiotape. *L. Module: Independent Study: Audio Production (ICC).*
3. Produce non-projected still visuals. *L. Modules: Photography for Instructional Support (CCS) and Prereq., Photo Essay as Cultural Study (CCS), or Prereq., Camerawork (CCS).*
4. Produce projected still visuals. *L. Modules: Photography for Instructional Support (CCS) and Prereq., Photo Essay as Cultural Study (CCS), or Prereq., Camerawork (CCS).*
5. Produce a 16mm film, write a script, produce a film, use animation techniques. *L. Modules: Film: Script-writing (CCS), Film Production (CCS), Film Animation & Experimental Techniques.*
6. Produce a television program Studio: Basic Direction, Color. *L. Modules: Television Production (CCS), Directing for TV (CCS), Color TV Production (CCS), Location/Portable Equipment: Classroom, Community modules: TV for Teachers, TV and Its Use in the Community.*
7. Produce a multi-image presentation. *L. Modules: Producing Instructional multi-image presentations or Independent Study.*
8. Produce an 8mm film. *L. Modules: Producing Bmm Instructional Films or Independent Study.*
9. Produce basic graphics for above media. *L. Modules: Producing graphics for Instructional media or Independent Study.*
10. Produce above materials incorporating instructional techniques Programmed Instruction, Computer-Assisted Instruction, Simulation and Gaming. *L. Modules: Producing Programmed Instructional Materials, Computer-Aided Education (EAS), Simulation and*

Games (CCS).

11. Revise productions based on evaluation data. *L. Module: Production, Implementation, Evaluation in ID.*

Evaluation

1. Identify, compare apply formative and summative evaluation models, to evaluating an instructional system. *L. Modules: Production, Implementation & Evaluation in ID, Formative & Summative Evaluation (EAS).*
2. Develop criterion measures to assess achievement of competencies/objectives. *L. Modules: Assessing Educational Outcomes (EAS).*
3. Develop and utilize criteria for selection of already existing resources/media. *L. Modules: Evaluation of Media for the Classroom, AV Materials in Libraries, Selection of Library Materials or Library Materials for Children.*
4. Administer & interpret standardized tests. *L. Module: Human Appraisal.*

Logistics

1. Select Instructional materials, devices, facilities. *L. Module: AV Materials in Libraries, Selection of Library Materials.*
2. Organize instructional materials, devices, facilities. *L. Modules: Organization of Library Materials, AV Materials in Libraries.*
3. Distribute instructional materials, devices, facilities. *L. Modules: Administration of Services in Libraries, Information Sources, AV Materials in Libraries, Library Materials for Children.*
4. Maintain instructional materials, devices, facilities. *L. Module: Independent Study.*
5. Operate instructional materials devices, facilities. *L. Modules: AV Materials in Libraries or Classroom Use of Instructional Materials.*

Utilization

1. Identify, compare, and perform the role and competencies for operating as a human resource in an instructional system. *L. Modules: Production, Implementation & Evaluation in ID, Humanistic Teaching Skills, Transactional Analysis in the Classroom, Continuous Progress: Mastery Learning, Culture & Classroom Teacher.*
2. Identify, compare, (evaluate) alternative methods of organizing, managing, and paying for instruction made possible by educational technology. *L. Modules: Management of Instructional Development, Productions, Implementation, Evaluation in ID, and other modules on indiv. instruction, CBE, etc.*
3. Utilize materials, devices, techniques and facilities in teaching. *L. Module: Classroom Use of Instructional Media.*

Utilization and Dissemination

1. Maintain professional status in the field of educational technology. *L. Modules: Independent Study (join AECT, NAEB, IAVA; attend conventions, read publications).*

2. Inform others about, and promote adoption and use of educational technology processes and resources. *L. Modules: All Educational Technology modules, Advertising and Consumer Strategies, Lab in Interpersonal Communications, Information Sources.*
3. Teach courses in Education Technology. *L. Modules: All Educational Technology Modules, Transactional Analysis in the Classroom or Humanistic Teaching Skills.*

Organization Management

1. Design (implement) an administrative process for organizing and controlling an active administrative unit in educational technology. *L. Modules: Educational Technology Administration Workshop, Managing Communication Systems or Organizational Theory (BPS), Adhocracy & Team Building, Management by Objectives (BPS), Administration of Services in Libraries, Complex Organizations.*
2. Identify, define, develop a plan for (implement) an organizational structure which facilitates the implementation of educational technology in an institution. *L. Modules: Management in ID, Practicum in Educational Technology.*
3. Identify alternative institutions to facilitate learning made possible by educational technology. *L. Module: Alternative Learning Environments.*
4. Identify and apply legal issues affecting educational technology. *L. Modules: Mass communications Law (CCS).*
5. Perform the educational technology functions in an organizational institution. *L. Module: Practicum in Educational Technology.*

Personnel Management

1. Identify and improve communication patterns among personnel involved in Educational Technology Functions. *L. Modules: Practicum in Educational Technology and Managing Communication Systems and Lab in Interpersonal Communication.*
2. Obtain support for educational technology in an institution. *L. Modules: Practicum in Educational Technology and Management of ID and Advertising and Consumer Strategies and Lab in Interpersonal Communication.*
3. Work with personnel in an educational technology institution to perform one or more of the ten educational technology functions. *L. Modules: Practicum in Educational Technology and Management of ID and Lab in Interpersonal Communication and Appropriate other Ed Tech modules.*

Learning Modules for Educational Technology

Administration of Services in Libraries
Classroom Use of Instructional Media
Alternative Learning Environments
Audiovisual Materials in Libraries
Information Sources
Instructional Development

Management of Instructional Development
Production, Implementation, Evaluation in ID
Literature for Children
Organization of Library Materials
Evaluation of Media for the Classroom
Educational Technology Administration Workshop
Programmed Instructional Materials
Selection of Library Materials
TV and Its Use in the Community TV for Teachers
Theories of Educational Technology
Practicum in Educational Technology
Film and TV Documentary
Multi-Image Presentation

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 learning and 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, physical therapy, sociology, etc. Competencies in educational systems and management are needed by those work in public schools.

Professional standards for the field of Communication Disorders are established and maintained nationally by the American Speech and Hearing Association (ASHA) through its Certificate of Clinical Competence in Speech Pathology (CCC-SP). The Office of the Superintendent of Public Instruction, through its Certification in Speech and Language Impaired, maintains professional standards for Speech Pathologists employed in public schools of the State of Illinois. The requirements for these two certificates are similar and have been combined here. They require a Masters Degree with specified credits and experiences in Communication Disorders, related areas and practicum. The curriculum outlined is designed to meet those requirements. The Bachelors degree in Communication Disorders involves

only pre-professional training. It does not meet certification requirements and is regarded as preparation for graduate study.

Career opportunities in Communication Disorders appear to be good. The supply of speech pathologists is well below the current demand and much farther below the potential demand.

The following competencies are organized around learning modules, grouped in three areas, consistent with certification guidelines: A) **Fundamental Area** normal aspects of speech, language and hearing. B) **Professional Area** management of communication disorders including sections in Speech Pathology, Audiology and Supplementary areas. C) **Education** relates to OSPI certification and includes Education and Psychology (the latter also covered in Supplementary areas).

Graduate students who have not completed the undergraduate requirements must complete them, in addition to the graduate competencies, in order to obtain the Master's degree.

Communication Disorders Competencies

General

1. Undergraduate: the student must be able to describe and analyze normal speech, language and hearing processes.
2. Graduate: the student must be able to provide diagnostic, therapeutic and consultative services for persons of all ages and all types of communicative disorders.

Fundamental Area

Phonetics (U)
Speech and Language Development (U)
Hearing Science (U)
Analysis of Verbal Behavior (U)
Speech Physiology
Sociolinguistics (U/G)

Professional Area

1. Speech Pathology
Introduction to Communication Disorders (U)
Articulation Disorders (U)
Diagnostic Methods in Communication Disorders (U)
Voice Disorders (G)
Language Disorders in Children (G)
Stuttering Seminar (G)

Aphasia Seminar (G)
Behavior Principles in Communication Disorders (G)
Communication Disorders in Craniofacial Anomalies (G)
Communication Disorders in Cerebral Palsy (G)
Practicum in Communication Disorders (G)

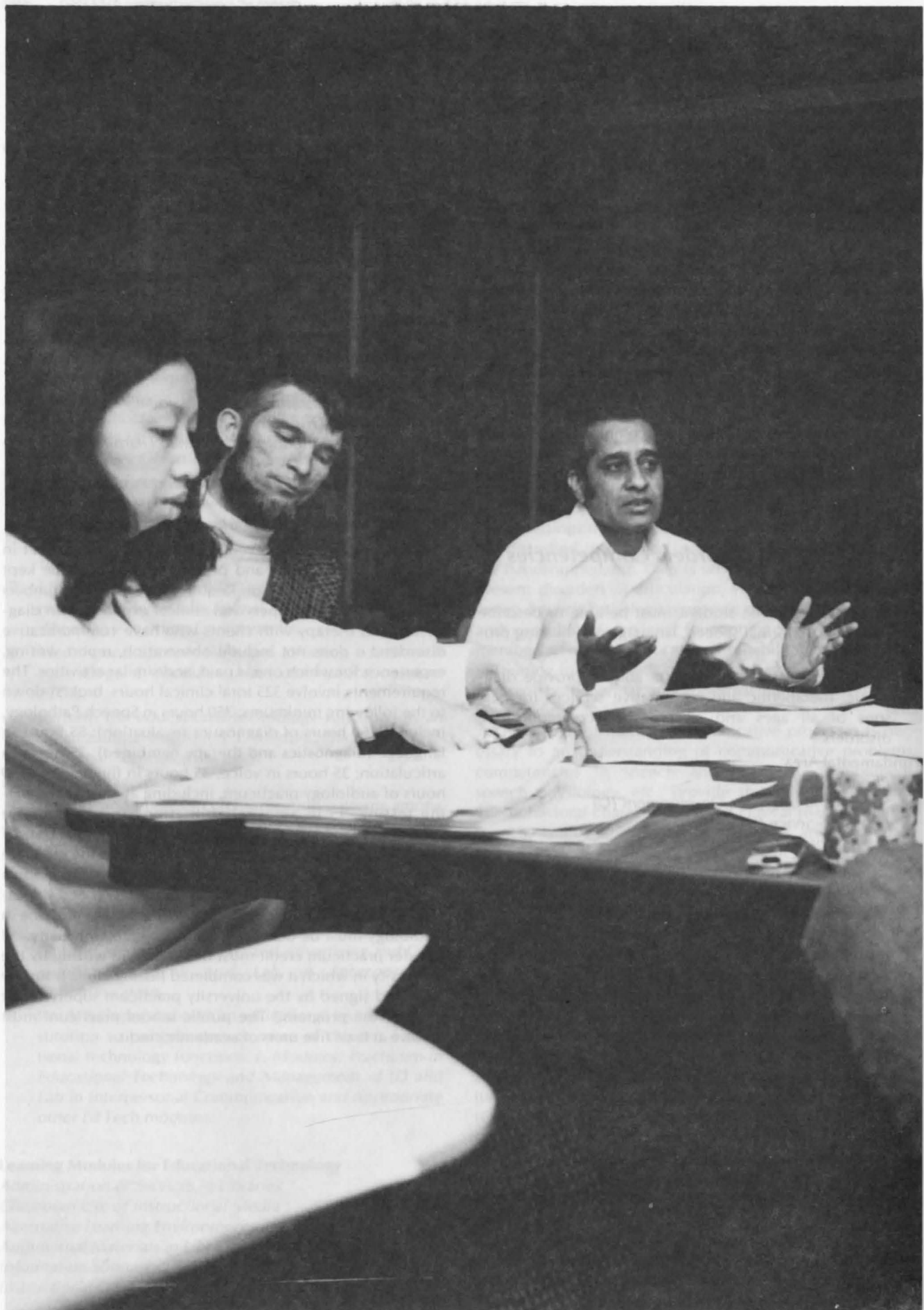
2. Audiology

Introduction to Clinical Audiology (U)
Introduction to Rehabilitative Audiology (U)
Speech and Language of the Hearing Impaired (G)
Clinical Audiology (G)
Advanced Rehabilitative Audiology (G)
Practicum in Audiology (G)

Supplementary

History, Philosophy and Professional Aspects of Communication Disorders (G)
Research Methodology in Human Learning and Development (U)
Survey of Exceptional Children and Programs (U)
Abnormal Psychology (U)
Child Development, Adolescence, or Adulthood

Practicum There are several criteria that must be met in practicum experiences, and precise records must be kept by the student and advisor. Requirements involve numbers of contact hours of supervised clinical experience in diagnostics and therapy with clients who have communicative disorders; it does not include observation, report writing, experience for which one is paid, and similar activities. The requirements involve 325 total clinical hours, broken down to the following minimums: 250 hours in Speech Pathology, including 60 hours of diagnostics (evaluation); 85 hours in language (diagnostics and therapy combined); 35 hours in articulation; 35 hours in voice; 35 hours in fluency; also, 50 hours of audiology practicum, including at least 15 in hearing testing, 15 in aural rehabilitation, and 15 hours in speech and language therapy with the hearing impaired. Of the 325 hours required, at least 175 must be at the graduate level. There must be at least 100 in public school, some in a mental health facility and some in a hospital or medical setting. At least one practicum in Speech Pathology and one in Audiology must be done at Governors State University. All transfer practicum credit must be verified in writing by the university in which it was completed (listing clinic hours by area, and signed by the university practicum supervisor or head of the program.) The public school practicum must involve at least five units of academic credit.



Human Relations Services Program (Major)

Areas of Emphasis (Options)

Elementary School Counseling (G)
Elementary School Psychology (G)

The program in Human Relations Services is a Master's degree program, designed to prepare human relations professionals who can function in a variety of settings. Students work to achieve competencies in counseling, therapy, human relations, and group work. The program enables them to understand behavior and attitudes and to assist people in effecting changes in inter- and intra-personal relationships and in human service institutional settings. Fields such as school psychology, corrections, social welfare, counseling in elementary schools or in community colleges, family therapy, general agency or institutional work and community psychology are all possible areas of application. In such settings, students skilled in human and therapeutic relations have the opportunity to effect change in the social environment and in human beings.

A basic goal of the Human Relations Services program is to identify and design a program which touches the core of skills and knowledge that are demanded of all pupil personnel workers and of human relations services professionals. Special focus of the program is the disadvantaged school and the community setting.

The program involves much observation, practice and small group interaction as well as extensive field work, human relations laboratory experiences and intercollegial learning modules. The instructional program includes a common core of competencies which focus on the counseling process for all areas.

Human Relations Services Program Core Competencies and Learning Modules

Research Statistics: Tests and Measurement & Evaluation

1. Demonstrate knowledge of research design and introductory statistics. *L. Module: Research Statistics.*
2. Carry out a statistical research study related to his/her field. *L. Module: Applied Research.*
3. Demonstrate competency in gathering, interpreting & evaluation of data.
4. Demonstrate a basic knowledge of measurement concepts.
5. Demonstrate ability to select, administer, interpret, apply the results of evaluation devices. *L. Modules: Human Appraisal or Evaluation of Human Services.*

Human Relations (Small Group Experiences)

Apply competencies in sensitivity in human relations

and facilitative skills in a small Group Human Relations Lab. *L. Module: Human Relations Lab.*

Small Group Dynamics and Group Process

1. Apply basic knowledge of the roles, functions and dynamics among group leaders and group participants.
2. Demonstrate a basic understanding of Group Process Theory, and the research pertaining to group process.
3. Identify the dynamics within a group, and demonstrate small group process techniques. *L. Modules: Group Dynamics; Group Counseling.*

Theories of Counseling and Psychotherapy

1. Develop an understanding of basic counseling theories which include: Behavioral, I.A., Gestalt, Adlerian, Client-Centered, Reality, R.E.T., and Others.
2. Demonstrate an in-depth knowledge of one major counseling theory.
3. Develop one's own counseling theory taking into account assumptions of the nature of humanity, expectations concerning behavior change, typical interventions, values of goals, and methods of evaluation.
4. Demonstrate knowledge of human service ethics in APA, APGA, NASW, and/or ABSW. *L. Module: Theories of Counseling.*

Processes and Skill Building in the Helping Relationship

The learner will demonstrate knowledge of the counseling processes, and demonstrate ability to bring about desired and effective change in the behavior and attitudes of clients in the counseling process. Processes include the following:

Demonstrate the ability to establish a facilitative relationship characterized by: empathy, concreteness, respect, genuineness and self-disclosure, high action, appropriate confrontation. *L. Module: Counseling Process*

Marriage Counseling

1. Compare and contrast the major contemporary theories of marriage counseling.
2. Demonstrate competency in the critique of Marriage Counseling Sessions.
3. Demonstrate basic skill in bringing about positive growth in the marriage relationship.

Psychotherapeutic Processes

1. Demonstrate competence in the analyzing of the basic theoretical approaches and techniques of psychotherapy as applied to a setting appropriate for psychotherapy.
2. Develop their own operational framework for the application of psychotherapeutic techniques and process in the mental health prevention and treatment setting.
3. Demonstrate competence in the application of psychotherapeutic processes in a preventative approach

to enhancing mental health in the community and the institutional setting.

Differential Diagnosis

Demonstrate competence in the diagnosis of disorders of behavior and personality, and the utilization, interpretation and integration of test results.

Therapeutic Relations

Demonstrate competence in the synthesis of knowledge and application of psychotherapeutic processes in a supervised practicum in a psychotherapeutic setting.

Community College Counseling

1. Develop a systematic model of assessing the needs and developing a comprehensive community college student personnel services program.
2. Demonstrate competence in individual and group counseling, and therapy in the Community College setting.
3. Provide evidence of internship experience in the Community College.

Brain Function

Demonstrate competence in the analysis of brain functions, structure and brain-behavior relationships.

Neuropsychology

Demonstrate ability to administer, score and interpret, standardized procedures in diagnosis of brain damage, and integrate findings with other measures of personality.

Understanding of the Structure of Community Psychology

1. Demonstrate understanding of the local governments and their roles in problem solving.
2. Demonstrate an ability to diagnose and assess community problems.
3. Demonstrate competency in interviewing community leaders.
4. Describe the political power structure of the community and its relationship to Human Service Delivery System.
5. Develop a working relationship with institutional representatives.
6. Demonstrate ability to assess community attitude and identify resources.

Career Counseling

Demonstrate competence in the integration and analysis of required knowledge and skills and the successful application of the career counseling process.

Parapsychology

1. Participate in sharing their own experience that are relevant to the field of study.
2. Analyze the positions of contemporary authorities.
3. Describe basic research in the field.
4. Participate in some basic exercises designed to test the validity of parapsychology concepts.

5. Design and conduct basic experiments in the study of the Mind Sciences.

Area of Emphasis: Elementary School Counseling

A core of competencies is integrated through tutorial groups culminating in a supervised practicum with certification by the state as a school counselor. The practicum must be done during the regular school hours and requires one day per week in the Human Relations Services off-campus center for 16 weeks. The program focuses on a milieu model using group procedures, parent and family counseling and the consulting relationship. Students are able to complete this in two years of part-time evening attendance with the exception of the supervised practicum. A valid Illinois teaching certificate is required. This Area has been approved by the State Board of Education for certification of teachers completing the degree program at GSU.

Area of Emphasis: Elementary School Psychology

This requires completion of the sequence in Elementary School Counseling followed by a 16-week seminar in diagnostic assessment of the atypical child. The extensive nature of the state certification program on a part-time basis typically requires a minimum of 2½ years.

Elementary School Counseling and School Psychology Competencies

Diagnosis & Reorientation of Behavior Problems

1. Demonstrate to analyze the motivation of human behavior and ability to apply effective processes and techniques that bring about change in the behavior and attitudes of children in the milieu setting.
2. Demonstrate a procedure that accurately communicates this understanding of human behavior to others, i.e., is able to diagnose goals and purposes of behavior on the adult-child relationship.
3. Demonstrate an operational knowledge of how to implement this understanding of human behavior into practice; i.e., is able to diagnose and provide appropriate reorientation procedures using an Adlerian Psychology model.

L. Module: Behavior Problems.

Family and Child Development

1. Describe and diagnose Patterns of Child Development.
2. Relate child development concepts to the family milieu.
3. Identify family atmosphere themes and family and child development indicators.
4. Diagnose goals of behavior, and problems in family relating behavior problems to the development of the child.

5. Can provide appropriate reorientation to bring about a positive change in the functioning of a family in daily routines and the management of children.
6. Is proficient in parent and family group counseling utilizing the family Education center model, utilizing Adlerian Psychology.

L. Module: Family and Child.

Parent Group Leadership

1. Lead or co-lead a process oriented group providing accurate critique of the process and content.
2. Initiate and maintain for 10 weeks a successful parent study group series using a systematic parent-child relationship study guide in a Family Education Center setting.

L. Module: Parent Group Leadership.

Change Through Consultation

1. Conduct an individual consulting interview.
2. Develop and facilitate productive consulting groups with adults.
3. Assist others in working effectively with the clientele within their organization in matters of communication, conflict resolution, and social change.
4. Design an effective change strategy for bringing about change in a setting appropriate to the system the learner will function within.

L. Module: Consultation Process.

Psycho-Social Development

1. Describe basic child development processes and apply these concepts in the counseling and consulting process.
2. Demonstrate knowledge of and integrate basic human growth and development concepts in the consulting and counseling role.

L. Module: Child Development.

Group Counseling

1. Compare and contrast basic group counseling theories and authorities.
2. Demonstrate basic group counseling techniques.
3. Evaluate participation in Group Counseling in the HRS Program in the didactic group experience.

L. Module: Group Counseling.

Urban Dynamics

Demonstrate ability to describe, analyze and work within the urban community. *L. Module: Urban Dynamics.*

Principles, Techniques and Administration of Pupil Personnel Services

1. Describe and evaluate organization and administration of a comprehensive Pupil Personnel Program.
2. Develop a plan integrating basic principles and techniques of the basic guidance services, counseling, school psychology, etc. into an overall K-8 plan for pupil personnel services.

L. Module: Principles, Techniques and Administration of Pupil Personnel Services.

Human Appraisal in the School Setting

1. Apply basic testing and measurement concepts in the school setting.
2. Select and administer evaluation devices and techniques including standardized group measures in intelligence, aptitude, and achievement.
3. Interpret and apply the results of these evaluation devices and techniques.
4. Design a basic testing program for the Pupil Personnel Program.

L. Module: Human Appraisal.

Practicum

1. Be able to apply skills and knowledge of the core and area of emphasis competencies in a supervised practicum center in the school setting.
2. Demonstrate specific skills in diagnosis of psychological, social and learning problems and provide proper reorientation in consulting, individual, and group counseling in the milieu setting with the influencing figures in the child's immediate environment. This includes peers, teachers, and parents — both at the elementary and pre-school level.
3. Demonstrate competency in counseling pupils; in counseling parents concerning their children's school adjustment problems; identifying problems that can be predicted from the present life style; and in consulting with teachers on both an individual and group basis.
4. Demonstrate a professional commitment by participation in a related professional organization.

L. Module: Supervised Practicum.

Career Development, Theory & Practice

1. Demonstrate an understanding of career development theory and practice.
2. Plan, organize, and evaluate career development programs and activities.
3. Use occupational, education, personal, and social information materials and resources in helping others.

L. Module: Career Development.

Personality and Learning**

1. Relate the basic personality theories to the counseling process.
2. Demonstrate ability to utilize learning theories in the practice of school psychology.

L. Module: Personality and Learning.

Diagnostics in School Psychology

1. Compare the principle theories of the development of intelligence and relate these to the measurement of intelligence.
2. Analyze approaches to detecting organicity and apply basic techniques and instruments assessing organicity.
3. Demonstrate proper procedures for valid individual psychological assessment.
4. Select appropriate differential diagnostic instruments for the assessment of problems typically referred to the school psychologist.

- Evaluate basic technique and procedures of personality diagnosis.

L. Module: Diagnostics in School Psychology.

Individual Intelligence Assessment

Demonstrate competency in the administration, scoring, and interpretation of the WISC, BINET, SLOSSON and other comparative instruments used in individual psychological assessment.

L. Module: Individual Testing

Personality Diagnosis**

- Demonstrate competency in the administration, scoring, and interpretation of basic group personality assessment instruments.
- Demonstrate competency on the administration, scoring, and interpretation of individual personality assessment techniques including Bender Gestalt, HTP, TAT and Life Style Analysis.

L. Module: Personality Diagnosis.

Life Style Analysis

- Display competency in conducting accurate "Life Style Analysis".
- Provide evidence of competency in using Life Style Analysis in a therapeutic setting to bring about insight and change of behavior and attitudes of the individual.

L. Module: Life Style Analysis.

*Required for Elementary School Counseling.

**Required for Elementary School Psychology.

HRS Generalist Studies

Although General Counseling is **not** an official Area of Emphasis, students may achieve competencies in this area which enable them to be 1) sensitive to the ideological basis for human service systems; 2) competent to develop, implement and evaluate human service systems in terms of real community needs; 3) advocacy-oriented workers capable of making human service systems responsive to consumers. Each Learning Module has both didactic and experimental components. Students learn to conceptualize organizational aspects of human service systems. At the heart of the curriculum is a major field experience consistent with the responsive human service.

HRS Generalist Competencies

Human Service Systems (Organization and Administration)

- Describe, define, identify and examine the organization process of a Human Service System.

- Describe, define, identify and examine the administrative process of a Human Service System.
- Demonstrate ability to develop short range and long range program development.
- Demonstrate ability to identify and seek project financing (Federal, State, City, Local).
- Differentiate and describe the role of Human Service Systems and their positive and negative effects on the consumers.
- Demonstrate ability to identify referral systems to meet the needs of the consumer.

L. Module: Human Service Systems.

Human Systems Change

- Be able to express his motivation in seeking change, his philosophy of change, and his personal strengths and weaknesses in dealing with resistance.
- Be able to select a concrete, specific, and important aspect of a system and support his reason for selecting that aspect as a change target.
- Be able to present a complete diagnosis of the system and the specific change target in terms of Problem Solving.
- Be able to present a written change strategy based upon his diagnosis of the problem and his philosophy of change.
- Present evidence that he has implemented this strategy.
- Be able to evaluate, in oral and written form, his success or failure in implementing his change strategy.

L. Module: Change Agency.

Psycho-Social Development

Describe and contract characteristics of behavior and development (normal and/or atypical) within the following areas, biological, cognitive, motivational, personality, social, communication.

L. Module: Psycho-Social Development.

Observation & Supervised Field Placement in HRS

- A minimum of 20 hours in a Human Service Field placement where the student takes the role of observer.
- A minimum of 100 hours in a field placement where the student is a helper and is supervised at least 1 hour for every 4 hours spent on the job.

L. Module: Supervised Field Experience.

Human Services Program (Major)

Areas of Emphasis (Options)

Human Justice (U)
Social Welfare (U)
Special Education (U)

The Human Services Program leading to a B.A. Degree in Human Services provides development of competencies which enable the individual to work with people in a variety of human service delivery settings.

The program is a good choice for those who wish careers in human justice services, group work services, family or individual therapy, special training and care for mental, physical, and/or emotional handicaps, etc.

Whether focusing on the preschool child, the elderly, the adolescent, or relating to clientele of all ages, much of the necessary theory and techniques needed can be gained through the Human Services Program.

The objectives of the program are to provide 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.

The Human Services Program provides the student with a core of experiences that develop precepts and skills necessary to encourage independent functioning in individuals with social problems such as being aged, physically or mentally handicapped, socially alienated, and economically deprived in a society traditionally unresponsive to these needs. Students interact with persons of all ages, races, and economic backgrounds who have emotional and social needs and experience all aspects of the human service delivery system affecting the lives of such individuals.

Learning experiences in the program can occur in an exciting variety of ways, including modules taught at Chicago area learning sites; on the job work experiences; planned practicum experiences in human service settings; and participation in workshops, conferences, retreats and institutes.

A conscious effort is made to enable learners to integrate the practical with the theoretical so that resultant competencies reflect whole rather than fragmented or partial understanding.

Human Services Program Core Competencies and Learning Modules

1. Interpret and evaluate theoretical and applied research studies in Human Services. *L. Modules: Program Design & Change; Academic Committee Seminars, Research Methodology.*
2. Design a theoretical and/or applied research study which addresses problems or issues in human services. *L. Modules: Program Design & Change, Academic Committee Seminars, Racism: Individual & Institutional, Human Services for Individuals with Special Needs.*
3. Calculate and Interpret Basic Descriptive and Inferential Statistics.
4. Identify evaluation models and processes and their implications for service delivery. *L. Modules: Program Design & Change II, Normalization Ideology & Evaluation in Human Services, Assessment of Individuals with Special Needs.*
5. Describe learning motivation and personality theories. *L. Module: Generic Human Services.*
6. Analyze the characteristics, forces, and institutions in the community. *L. Modules: Racism: Individual & Institutional, Program Design & Change, Urban Dynamics, Community Organization, Trends & Issues in Life Management, Survey on Exceptional Children.*
7. Identify historical approaches and current status (traditional, alternative, and emerging) patterns of human service delivery systems. *L. Modules: Fields of Welfare Services, Generic Human Services, Public Policy & the Education of Exceptional Children.*
8. Identify principles of human service delivery system which meet the needs of the consumer as determined by the consumer. *L. Modules: Fields of Welfare Service, Social Services to Individuals, Generic Human Services, Human Service Workshop, Black/White Society & Human Services Delivery, Trends & Issues in Life Management, Survey on Exceptional Children, Human Service Systems: Ideology & Evaluation.*
9. Design an alternative program for human service delivery which is based upon the maximization of human rights. *L. Modules: Human Service Program Planning & Evaluation, Social Services to Individuals, Black/White Society & Human Service Delivery, Social Services to Children I, II, Normalization Ideology, Human Services for Individuals with Special Needs.*
10. Identify, evaluate, and apply change models to human services. *L. Modules: Program Design & Change II, Black/White Society & Human Service Delivery, Advocacy in Human Services.*
11. Conduct and interpret results of a program analysis of service systems. *L. Modules: Program Design & Change II, Normalization Ideology & Evaluation in Human Services.*
12. Identify, describe and facilitate in the group setting, the dynamics of the group process.
13. Demonstrate ability to facilitate interpersonal relationships in a one-to-one relationship with emphasis

on relations with different ethnic groups and handicapped population. *L. Modules: Social Change and Minority Groups, Social Services to Individuals.*

14. Identify and evaluate the impact of family attitudes on the self. *L. Modules: Social Change and Minority Groups, Social Service to Individuals.*
15. Identify the impact of personal attitudes and values on human service. *L. Modules: Academic Committee Seminars, Black/White Society & Human Service Delivery, Human Service Program Planning and Evaluation.*
16. Identify the effects that existing legislation has on the delivery of human services. *L. Modules: Human Service Workshop, Social Services to Children I, II, Social and Urban Planning, Trends & Issues in Life Management I, II, Survey of Exceptional Children, New Dimensions in Corrections.*
17. Identify the legal foundations of Human Service Delivery Systems and their relationships to human rights of individuals. *L. Modules: Human Service Workshop, Advocacy & Change Process in Human Services, Ethics in Human Services.*
18. Identify relevant ethical and legal issues and principles related to the delivery of human services. *L. Modules: Human Service Workshop, Black/White Society & Human Service System, Racism: Individual and Institutional, Social Service to Individuals, Human Service Systems: Ideology & Evaluation, Emotional Disturbance in Children I, II, Overview of the Criminal Justice System.*

Other Learning Modules, listed under Area of Emphases descriptions are available to fulfill competencies and provide learning experiences in special interest areas.

These Learning Modules are not the only ones acceptable to the Human Services Program. The student may select Learning Modules and learning experiences from any of the four Colleges. Documentation of life experience to fulfill certain competencies may also be submitted as evidence of completion of such requirements. Field and cooperative education experiences may serve as practical experience, learning through actual work in human services.

These optional ways to fulfill competencies may be negotiated with the human service faculty. Of course, the negotiation should occur before the student embarks upon the particular learning activity.

These competencies fall in the following broad categories: Research methods; Program analysis and evaluation; Application of knowledge about psycho-social development; The impact of race and culture on individuals, groups and society; Analysis of human service delivery systems; Group dynamics and group process skills; The analysis of community; Community organization; Practical experience.

All Human Service Students are required to develop a Student Study Plan by the end of their first Trimester. The Plan may be developed with the aid of individual advisers or through the Module *Program Design and Change* which

also includes a component for the design of a work project related to a human service problem.

Introductory Modules for students interested in gaining a general knowledge of the human service system, include (to be taken in sequence): *Fields of Welfare Services, Generic Human Services, Program Design and Change.* More advanced learning modules for students beginning to specialize are: *Social Services to Individuals, Group Process, Community Organization, Human Service Systems, Social Services to Children, Human Service Delivery Teams, Normalization Ideology and Evaluation in Human Services, etc.*

Area of Emphasis: Human Justice

The Human Justice Area of Emphasis focuses on theoretical knowledge and practice skills for delivery of human services to consumers in the Human Justice System.

Possible career goals for students in the Human Justice Area of Emphasis leading to a Bachelor of Arts degree are: correctional work with juveniles or adults; probation work, court services and para-legal services; service related to substance abuse in the areas of treatment, education and prevention; teaching, counseling, and consulting in Human Justice Parole services, community based treatment and advocacy Criminal Justice, particularly in the development of preventive and diversion program.

Human Justice Core Competencies

1. Describe basic sociological concepts essential to a conceptual understanding of the structure and function of human justice apparatus.
2. Describe the stages of the American Criminal Justice process and analyze the definitive interrelationships of the human service agencies related to each of the various stages.
3. Apply at least one of three theoretical approaches to crime prevention and treatment of offenders.
4. Apply the basic premises of criminal law to theoretical problems posed by the machinery of justice.
5. Undergraduate students can demonstrate accountability in their chosen area of professional competency, e.g., court services, probation, etc. by participating, for two sessions, in a supervised work/study experience.
6. Describe the steps in the present United States correctional system and be prepared to compare it according to the following criteria, with three other systems:
 - a view of man
 - effectiveness (success, recidivism)
 - major characteristics
 - treatment process (modalities)
 - community (society).
7. At each of these steps the student will:
 - identify his attitude toward the offender
 - identify the operations of each step

identify the psychological and social impact of each step on the offender.

identify the law regarding each step

identify at least three services available at each step

identify the professions and the institutions that provide services at each step.

8. Demonstrate performance skills at each of the steps.
9. At each of the steps, the student will:
 - identify possible changes in the step operation
 - identify possible changes in the laws
 - identify possible changes in the services
 - identify possible changes in the professions
 - identify possible changes in the institutions.
10. Design new systems (Diversion).
11. Demonstrate ability to work with people already in the correctional system and be able to maintain own ideas and criterion through:
 - class-small group discussion
 - field work
 - internships.

Learning Modules for Human Justice

Overview of the Criminal Justice System

New Dimensions in Corrections

Program Design & Change in Human Services

Introduction to Organized Human Services Experiential Learning

Implementable Human Services Alternatives in Social Agencies

Social Change Practices in Human Service Systems

Theoretical Practices of Human Services Delivery Systems

Quality of Life Human Service Theories

Workshop on Social Planning for Human Services

Workshop on Career Mobility for Human Service Workers

Area of Emphasis: Social Welfare

The Social Welfare Area of Emphasis is neither focused on a particular consumer population, nor does it concern itself with only one major overriding societal problem.

Social Welfare relates to the gamut of human social problems, and is involved in the delivery of human services. Professionals also intervene to aid in the enhancement of normal developmental and growth processes. Thus, social welfare intervention is 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 in their attempts to resolve discrepancies in their social existence or to achieve social goals.

The breadth of the social welfare profession requires that professional workers develop skill and knowledge in a wide range of content areas combined with a set of values which emphasize human dignity. Due to the range of so-

cial work practice, it is no easy task to conceptualize that which makes social welfare work unique, or "social work."

The following social welfare interventive roles are viewed as umbrellas, encompassing the more specific problem-centered or consumer-group oriented social welfare careers: Outreach Worker, Broker, Advocate, Evaluator, Mobilizer, Teacher, Behavior Changer, Consultant, Community Planner, Data Manager, Administrator, Care Giver.

These roles may be performed in divergent settings, with individuals, groups, communities and organizational systems, and they relate to a new way of categorizing developed by social work educators and practitioners.

Through learning experiences in the classroom, self-instructional modules, in controlled laboratory settings and in real-life practice settings, the student is assisted in the acquisition and application of social work knowledge, skills and values to actual work with client systems.

Social Welfare Competencies

These competencies provide the general framework to social work practice in all settings, augmented by competencies appropriate to the student's particular interest.

Social Context

1. Analyze social work practice areas:
 - identify and describe social work services in the major practice areas of casework, group work, community organization, social policy and planning, research, supervision, administration;
 - compare and contrast social work services in the major practice areas.
2. Analyze the organization of social work services:
 - identify, describe and analyze the problems and conditions requiring social work services;
 - identify, describe, and analyze social work services delivered thru Human Service Public agencies, Human Service Private Agencies;
 - identify and describe the populations served by agencies and the services delivered by agencies;
 - identify and describe the deployment of manpower in social work services;
 - identify and describe linkages between agencies and other related organizations;
 - identify, describe and analyze the impact of human service agency function and structure on social work practice.
3. Analyze the relationship of systems theory to the organization of social work practice:
 - identify and describe transactions and interfaces between systems;
 - identify and describe characteristics and purposefulness of human systems.
4. Identify, describe and analyze the characteristics of bureaucracies which influence social work practice:
 - identify, describe and analyze de-bureaucratization in agencies.

5. Historical and contemporary philosophical issues in the delivery of social work services: adopt or develop a position on the philosophical issues affecting the development, organization, and delivery of social work services:
 - identify and describe historical and contemporary philosophical value issues affecting delivery of social work services;
 - identify and evaluate the implications of historical and contemporary philosophical value issues affecting delivery of social work services;
 - synthesize your own philosophical position.
6. Social, legal, and ethical issues in social work practice: adopt or develop a position on the social, legal and ethical issues affecting social work practice:
 - identify human values and social norms which shape social work policies and services;
 - identify and describe elements common to all professional relationships: concern for others, commitment, obligation, empathy, genuineness and congruence, authority and power, purpose, accountability;
 - identify, delineate, and evaluate the various social work ethics statements;
 - analyze the social, legal, and ethical issues implicit in social work codes of ethics;
 - delineate and analyze the licensing and registration regulations for social work practice;
 - synthesize your own position on social, legal, and ethical issues effecting human service systems.
7. Environmental influences on social work practice: analyze the characteristics, forces, and institutions in local, national, and international communities which effect the delivery of social work services:
 - identify, describe, and analyze the basic characteristics of community, its internal processes, modes of development and change;
 - identify social, cultural, political, governmental, economic, and ecological institutions and systems in communities;
 - describe social, cultural, political institutions and systems in communities;
 - identify and describe the interplay and reciprocal relationships of social, cultural, political, governmental, economic and ecological institutions and systems in communities;
 - analyze the interplay and reciprocal relationships of social, cultural, political, government, economic and ecological institutions and systems in communities.
8. Human Service System (Social Welfare) Policy: develop Human Service policy which fosters the development, strengthening, and altering of Human Service systems so that consumers of human services receive the maximum benefits:
 - identify the kinds of needs which influence Human Service policy;
 - describe the ways in which need and expressions of

- need influence policies and services;
- identify and describe the kinds of policies which influence authority, financing, and programming of social welfare services;
- compare kinds of policies which influence authority, financing, and programming of social welfare services;
- analyze the kinds of policies which influence authority, financing, and programming of social welfare services;
- develop policies for selected social work services which maximize the delivery of effective services.

Life-Span Development

1. Human Development and Variance: delineate human development and individual variance across the life-span continuum in the areas of physiological, psychological, and sociological functioning:
 - identify and delineate human development and variance factors;
 - describe and analyze the influence of socio-cultural forces on human development;
 - identify and describe the interplay of socio-cultural forces affecting individuals' modes of adapting to stress and change;
 - delineate the *reciprocal* influences of man and his total environment: social, economic, cultural and physical.
2. Develop your own theory of personality which influences social work practice taking into account assumptions about the nature of man, principles and processes of intervention strategies:
 - describe the theory of personality which influences social work practice taking the account assumptions about the nature of man, principles and processes of intervention strategies;
 - analyze the theory of personality which influences social work practice taking into account assumptions about the nature of man, principles and processes of intervention strategies;
 - delineate the concepts of dependancy, interdependency, and independencies related to consumers of Human Services.

Evaluation

1. Demonstrate an understanding of the use of data collection and assessment tools in social work practice for the purposes of appraising individual group and organizational functioning, and developing and/or selecting intervention strategies designed to maximize strengths and minimize weaknesses:
 - identify data collection tools and approaches in social work practice;
 - describe data collection tools and approaches in social work practice;
 - explain the purposes of data collection tools and approaches in social work practice;
 - utilize the purposes of data collection tools and

approaches in social work practice;
interpret and draw conclusions through data collection tools and approaches in social work practice;
select intervention strategies including alternatives based on conclusions resulting from data collection and assessment.

2. Apply a system appraisal technique to evaluate the quality and effectiveness of a human service program:
 - identify alternative system appraisal techniques;
 - describe alternative system appraisal techniques;
 - explain the use of alternative system appraisal technique;
 - evaluate a human service program using *Program Analysis of Human Service Systems*.
3. Apply research methodology and analyze social work research:
 - identify, describe and analyze research methodology;
 - identify, describe and analyze the difficulties and obstacles inherent in cross-cultural research studies
 - identify social work research studies;
 - interpret and analyze selected social work research studies;
 - design a research study related to social work practice;
 - implement a research study related to social work practice.

Intervention Strategies

1. Human Relations and Communications: use appropriate personal, interpersonal and group relationship and communication skills with consumers of social work services and with other human service professionals which will facilitate the resolution of human problems and improve human conditions:
 - describe the concept of relationship as central to social work practice;
 - identify and describe the qualities social workers need to develop and nourish to work effectively with others;
 - identify the common elements of all professional relationships;
 - describe the common elements of all professional relationships;
 - identify the types of social work relationships including the three major views of the: collaborative, cooperative, and conflicted relationships;
 - describe the types of social work relationships including the three major views of the: collaborative, cooperative, and conflicted relationships;
 - analyze obstacles to effective social work relationships including prejudices based on racial, ethnic, nationality, cultural and class differences;
 - identify and describe effective human relations skills;
 - evaluate effective human relation skills;

use effective human relation skills.

2. Use effective communication skills with social work consumers and with other Human Service professionals:
 - identify the ways in which people communicate with and without language and give outer expression to inner feelings;
 - describe verbal and nonverbal communication skills with social work consumers and with other Human Service professionals;
 - identify and describe verbal and nonverbal communication skills with social work consumers and with other Human Service professionals;
 - identify and describe nonverbal cultural movement;
 - identify, describe, evaluate, and use effective interviewing skills and techniques;
 - identify and describe factors of client preference and satisfaction in the interview.
3. Behavioral Management: design humanistic intervention strategies for consumers of social work services requiring behavioral management facilitating maximum growth potential:
 - identify intervention strategies utilized by social workers;
 - identify, describe and analyze advocacy as an intervention strategy;
 - identify, describe and analyze the use of milieu interventive techniques;
 - identify, describe and analyze the team as a vehicle for delivering intervention strategies;
 - identify, describe and analyze teaming processes in intervention strategies;
 - design a team approach to service delivery;
 - evaluate a team approach to service delivery;
 - participate in a team approach to service delivery.
4. Program Design: design a human service program:
 - design an alternative human service or modify an existing one which will facilitate the maximum development and functioning of consumers of social work services: identify, describe, compare, evaluate, and design alternative program design;
 - design an ideal human service program which will facilitate the maximum development and functioning of consumers of social work services.
5. Social Change: design social change strategies for consumers of social work services:
 - identify, describe, and evaluate social change strategies and the history of their development;
 - compare social change strategies;
 - design social change strategies for selected consumers of social work services.
6. Administration and Supervision Strategies: identify, describe, evaluate, and design administration and supervision strategies.

Practicum Competencies

1. Utilize supervision by demonstrating an ability to communicate receptivity to ideas and concepts related to practice in the agency, organization, etc.
2. Identify, describe, and apply a knowledge of agency policies, procedures, and purpose.
3. Apply, at a beginning level, a variety of social work intervention modes: clinical and organizing skills.
4. Apply and integrate knowledge learned in the classroom and in professional practice settings.
5. Practicum in: community mental health settings, family service settings, residential settings, vocational settings, school settings, community center settings, medical settings.

The Council on Social Work Education requires at least 300 hours of supervised practicum prior to receiving the baccalaureate degree for approved Bachelor's level programs.

1. 150 hours per Trimester (16 wks.) approximately 9½ hours weekly or 20 hrs. weekly (8 weeks) for 8 units credit.
2. 300 hours in a 16 week block, approximately 19 hours weekly for 16 units credit.
3. 300 hours in an 8 week block, approximately 37 ½ hours weekly for 16 units credit.

Students may not be involved in supervised practicum less than eight hours a week.

Three hundred hours is the maximum amount of time for which credit will be granted. Units for practicum range from eight to sixteen.

Learning Modules For Social Welfare

Fields of Welfare Services

Human Service Delivery Teams

Social Services to Children

Black/White Society and Human Service Delivery

Racism: Individual and Institutional

Administration and Supervision in Human Services

Urban Dynamics

Social Policy and Urban Planning

Community Organization

Group Process

Social Change and Minority Groups

Area of Emphasis: Special Education

This provides the learner with an opportunity to focus on theoretical knowledge and practical skills for delivery of services to individuals with special needs: intellectual, physical, psychological, or sociological, including mental retardation, learning disabilities, sensory impairments, physical disabilities, systemic conditions, emotional disturbances, and/or socio-cultural problems. 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 retarda-

tion. Emphasis is on the development of philosophical assumptions, theoretical positions, and practical skills to prepare student 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 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:

1. Early infancy stimulation programs
2. Residential programs which range on a continuum from large institutional settings to supervised group homes and semi-independent to independent apartment living.
3. Prevocational and vocational work settings for persons with special needs which include:
 - (a) Prevocational educational training programs for adolescents in High School special education programs in segregated specialized schools for mildly and moderately handicapped adolescents.
 - (b) Vocational training and work programs for individuals with special needs which occur in sheltered workshops and work activity centers to job training stations in local industry or community business establishments.
 - (c) Vocational employment and training agencies (workshops, vocational rehabilitation offices, generic community service agencies).
4. Community service agencies profit-making or not-for-profit agencies.
5. Community advocacy programs.
6. State agencies providing services to the handicapped such as Mental Health, Development Disabilities, Vocational Rehabilitation, Children and Family Services, or Corrections.
7. Proprietary and/or not-for-profit organizations providing services to persons with disabilities such as local associations for retarded citizens, foundations for persons with cerebral palsy, the blind, etc.

Advising Guidelines

Section IV lists the terminal competencies and the levels at which these competencies can be met. In many instances, students will have alternative Modules and learning experiences to select in fulfilling their Student Study Plans.

Students should first determine the type of population they would like to serve and the type of role to adopt. A student is expected to examine and select the competencies most appropriate for a particular area of specialization. With the approval of a program advisor the student will then develop a Student Study Plan and select those competencies that are best suited for a specialized career in Human Services for Individuals with Special Needs.

Major emphasis is placed on academic and field experience which will sensitize students to the quality, intensity, and extensiveness of services required to provide services

to individuals with special needs using maximum individual potential:

To improve the quality of the learning experience, the following sequences for competency acquisition are suggested:

Sequence A: Programs and systems serving individuals with special needs

1. Human service delivery systems
2. Human service program and systems evaluation
3. Program design
4. Systems design
5. Social change
6. Administration and supervision in human services
7. Practicums

Sequence B: Individual assessment and Individual program design

1. Human development and variance
2. Psychology of the exceptional individual
3. Assessment of individuals with special needs
4. Instructional system design
5. Behavioral management
6. Individual life-plan management
7. Practicums

The student may engage in Sequence A and B simultaneously.

Areas of competence which have no need for sequencing may be contracted for at any point in a student's career. Non-sequenced areas of competence core:

1. Historical and contemporary philosophical issues in the delivery of services to individuals with special needs
2. Social, legal, and ethical issues in human services
3. Socio-cultural influences on development
4. Theories of personality, motivation and/or cognitive psychology
5. Human relations and communications (self; one-to-one; group)
6. Research methodology

The systems approach implemented by the Area of Emphasis within the Human Service Program dealing with services to individuals with special needs attempts to interface with and stress the basic concepts, philosophy and assumptions inherent in the competency based GSU learning environment.

Special Education Competencies

Social Context

1. Human Service Delivery systems: analyze a specific human service program which provides services for the needs of exceptional children, adolescents, and adults in the following settings: (a) educational programs, (b) residential programs, (c) vocational programs, (d) community programs, (e) and combinations of the three:

identify, describe, and compare and contrast human service programs;

analyze a specific human service program.

2. Historical and contemporary philosophical issues in the delivery of services to individuals with special needs: adopt or develop a position on the philosophical issues affecting the development, organization, and delivery of human services for exceptional individuals:

identify, describe, identify implications of and evaluate historical and contemporary philosophical issues affecting delivery of human services;

synthesize your own philosophical positions.

3. Special legal and ethical issues in the delivery of human services: adopt and develop a position on the social, legal and ethical issues affecting human service systems and the life of exceptional individuals:

identify, describe, identify implications of, and evaluate social, legal and ethical issues in human services;

synthesize your own position on social, legal and ethical issues affecting human service systems.

4. Community dynamics: analyze the characteristics, forces and institutions in the community affecting the delivery of human services to individuals with special needs:

identify and describe characteristics, forces and institutions in the community;

analyze community dynamics as they affect the delivery of services to individuals with special needs.

Life-Span Development

1. Human Development and Variance: delineate human development and individual variance across the life-span continuum in the areas of physiological, psychological and sociological functioning:

identify and delineate human development and variance factors.

2. Psychology of the exceptional individual: delineate and evaluate alternative theoretical explanations of the constructs of mental retardation, learning disabilities, and behavioral disorders and relate to such issues as: causation, intervention, and prevention:

identify and delineate the constructs and alternative theoretical explanations;

evaluate major theoretical explanations;

analyze issues of causation, intervention, and prevention.

3. Theories of personality: initiate the development of your own theory of personality taking into account assumptions on the nature of humanity, human development, individual variance, intervention strategies and evaluation:

identify, describe, compare, and evaluate major theories of personality;

synthesize one's own theory of personality.

4. Socio-cultural influences on development: adopt or develop a position on historical and contemporary atti-

tudes and perceptions held by society and self towards human worth and potential and their effect on normative development of the individual with special needs:

- identify, describe, identify implications of, and evaluate socio-cultural influences on development;
- synthesize your own position on socio-cultural influences on development.

Evaluation

1. Assessment of individuals with special needs (ability assessment): demonstrate an understanding of the use of individual and group appraisal techniques for evaluating strengths, and potential level of functioning of individuals with special needs and develop intervention strategies to maximize strengths and weaknesses:
 - identify, describe, and explain the use of assessment techniques;
 - interpret results of assessment for intervention purposes;
 - develop intervention strategies based on findings from assessment measures.
2. Human service program and system evaluation: apply a system appraisal technique to evaluate the quality and effectiveness of a human service program:
 - identify, describe, and explain the use of alternative system appraisal techniques;
 - evaluate a human service program using *Program Analysis of Human Service System*.
3. Research methodology: apply research methodology to a problem in human services:
 - identify and use descriptive and inferential statistics;
 - identify and describe research methodologies;
 - design and implement a research study related to human services.

Intervention Strategies

1. Human relations and communications: use positive personal, interpersonal and group relations and communications skills with primary and secondary consumers of human services and other human service professionals which facilitate the maximization of normative life functioning for the exceptional individuals:
 - identify, describe, compare, identify implications of, evaluate, and use positive human relations and communication skills.
2. Behavioral management: design humanistic intervention strategies in individualized programs for exceptional individuals which will maximize human growth and independence:
 - identify, describe, and explain the use of alternative intervention strategies;
 - design a humanistic intervention strategy for an individual with special needs.

3. Instructional systems design: design competency based instructional strategies which will maximize self-determination and self-sufficiency of the exceptional individual:
 - identify, describe, compare, and evaluate alternative instructional strategies;
 - Design a competency based instructional strategy.

4. Individual life-plan development: design individualized life plan management programs which will maximize the exceptional individuals' potential, normative development and integration to the community (childhood and/or adulthood):
 - identify, describe, compare, and evaluate alternative life plan management programs;
 - design an individualized life plan management program.

5. Program design: design innovative human service program or modify existing ones which will facilitate normative physiological, psychological and social-emotional development of exceptional individuals:
 - identify, describe, compare, and evaluate alternative human service programs;
 - design an innovative human service program.

6. Systems design: design an "ideal" comprehensive human service system for exceptional individuals and contrast this futuristic system with current practices:
 - identify, describe, compare, and evaluate alternative human service systems;
 - design an ideal comprehensive human service system.

7. Social change: design social change strategies which will improve the quality of life and services for individuals with special needs in schools, institutions and/or community settings:
 - identify, describe, compare, evaluate, and design social change strategies.

8. Administration and supervision: design innovative administrative and supervisory strategies or modify existing ones which will facilitate the smooth operation of a human service program and maximize the potentialities of personnel:
 - identify, describe, compare, evaluate, and design administrative and supervisory strategies.

9. Social change: design social change strategies which will improve the quality of life and services for individuals with special needs in schools, institutions and/or community settings:
 - identify, describe, compare, evaluate, and design social change strategies.

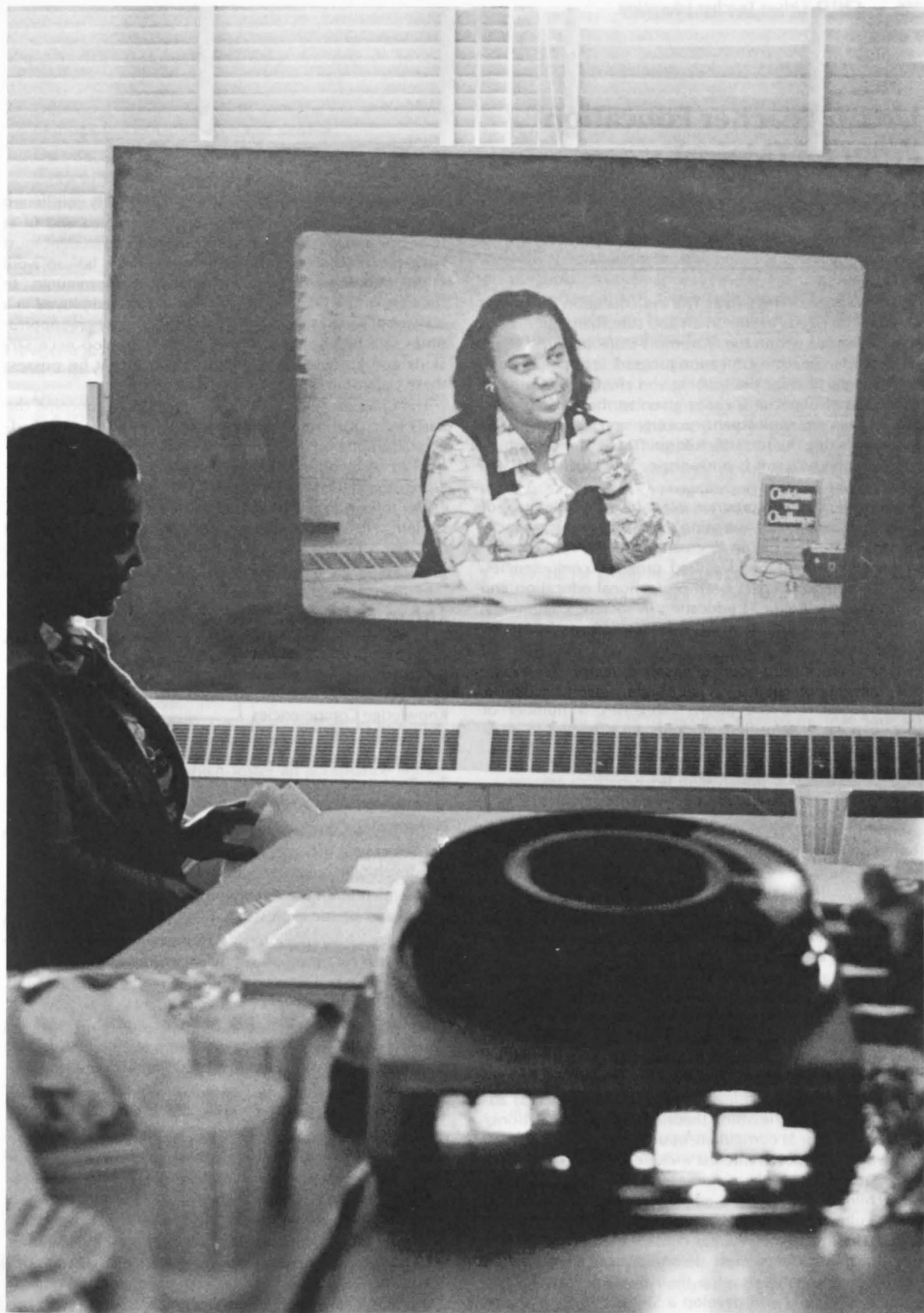
10. Administration and supervision: design innovative administrative and supervisory strategies or modify existing ones which will facilitate the smooth operation of a human service program and maximize the potentialities of personnel:
 - identify, describe, compare, evaluate, and design administrative and supervisory strategies.

11. Administration and supervision: design innovative administrative and supervisory strategies or modify existing ones which will facilitate the smooth operation of a human service program and maximize the potentialities of personnel:
 - identify, describe, compare, evaluate, and design administrative and supervisory strategies.

12. Administration and supervision: design innovative administrative and supervisory strategies or modify existing ones which will facilitate the smooth operation of a human service program and maximize the potentialities of personnel:
 - identify, describe, compare, evaluate, and design administrative and supervisory strategies.

Practicum Competencies

1. Implementation: practicum in residential and/or vocational setting, and/or practicum in school and/or community settings.
2. Seminar in self-evaluation: self-evaluate your competence as a human service professional in effectively designing, implementing, modifying and evaluating human service delivery programs and systems.



Urban Teacher Education Program (Major)

Area of Emphasis (Option)

Elementary Urban Teacher Education (U, G)

The purpose of the Urban Teacher Education program is to serve the needs of the urban and suburban schools and school districts within the Governors State area. The thrust of the Urban Teacher Education program is to prepare elementary teachers for the existing and changing conditions of all schools. Special focus is given to the forces 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.

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 demonstrate achievement of identified program competencies. The competencies cover both professional education and subject-matter fields: 1) education in society, community, and school; 2) humanistic classroom teaching and administrative skills; 3) esthetic inquiry; 5) reading; 6) mathematics; 7) science; 8) social studies; 9) health and physical education.

Within each of the above categories, a number of specific areas is identified. Students are expected to demonstrate achievement in each of the areas before being recommended for graduation and certification.

In many instances Modules are designed to facilitate the integration of content and teaching skills in a field-centered context. In such a context adults, children, and the community become integral parts of the educational process.

More specific information about the program may be found in current **Undergraduate Urban Teacher Education Guidelines** and- **Undergraduate Urban Teacher Education Competency Description**.

The graduate program is designed for the student who wishes to pursue an advanced program of study to improve his/her teaching skills and who wishes to develop a highly individualized program to meet those needs. The program contains six core competency areas and several areas of special interest. The core areas are: 1) competency-based teaching; 2) urban teaching learning environments; 3) advanced psychology/learning theories; 4) communications/human relations; 5) curriculum; 6) urban studies.

The areas of special interest include language and reading, mathematics, urban studies of minorities, science, early childhood education, educational technology, bilingual-bicultural education, library science, and special education. The first two core areas contain specific competencies that all students must demonstrate; all other areas require that students develop their own competency objectives. A student will develop a Student Study Plan be-

fore, 16 weeks of attendance which will specify competencies and suggested modules in each core area and in at least one area of specialization. The graduate student must have access to classroom situations in which he can work with children, parents and members of the community. In the case of the graduate student who is not employed in a classroom situation, observation and participation opportunities will be arranged so that he can develop necessary skills and knowledge that demonstrate that he possess these classroom skills.

The competencies and suggested Modules become the basis for a plan of study developed by the student and advisor. Completion of the Student Study Plan allows the student to be recommended for the Master of Arts degree in Urban Teacher Education.

The following competencies must be achieved before a student will be recommended for graduation and/or certification. Modules which meet the competencies are also identified.

Urban Teacher Education Undergraduate Program Competencies

Subject Matter Competencies

AESTHETIC INQUIRE: MUSIC AND ART EDUCATION

Knowledge Competencies

1. Describe the implications of theories of creativity as they relate to teaching creative expression to children.
2. Recognize and describe characteristic ways in which children develop art and music concepts.

Performance Competencies

1. Select and use appropriate materials and processes in developing creative expression in children.
2. Help children use a problem solving approach in musical and artistic expression.
3. Utilize children's interests and experiences as sources of ideas for developing creative expression.
4. Help children develop their own criteria for valuing their own and other's creative products.
5. Utilize knowledge of ways in which students develop art and music concepts at different age and grade levels.

L. Modules: Teaching Elementary School Music (CCS), Aesthetic Education (CCS)

HEALTH EDUCATION

Knowledge Competencies: demonstrate familiarity with nutrition, drugs, safety and disease prevention, and attitudes related to the family and sex.

Performance Competencies

1. Develop a module leading to children's understanding of nutritional needs and how these needs can be met in special circumstances in the lives of children and their families.

2. Develop a module that deals with the use and misuse of drugs, narcotics, tobacco and alcohol.
3. Develop a module dealing with safety education and disease prevention.
4. Design experiences to familiarize children with the various life processes including reproduction, birth, growth, maturation, and death and dying.
5. Develop modular experiences to assist children in recognizing a variety of attitudes and ideals in relation to sex and to the family.

L. Module: Health Concerns and children

LANGUAGE ARTS

Knowledge Competencies

Demonstrate an understanding of the English language as a system of communication.

2. Understand personal language skills and identify resources which develop and enhance skills in this area.
3. Recognize and accept varying language patterns as effective means of communication.

Performance Competencies

1. Demonstrate the ability to use a variety of English procedure, including standard English both in speaking and in writing, in order to serve as a model for children in a variety of learning environments.
2. Utilize community and other resources to enhance a language arts program.
3. Plan and implement learning activities which expand fluency in language.
4. Stimulate and integrate children's growth in listening, speaking, and writing ability.
5. Develop programs which foster an acceptance within children of the effectiveness of varying speech patterns.
6. Foster students' active participation in social experience and in the enjoyment of creative dramatics.

L. Module: Language Concerns of Classroom Teachers

MATHEMATICS

Knowledge Competencies

1. Demonstrate non-computational uses of numbers and can discuss the differences between count and measure models used in the concrete embodiment of number.
2. Perform the four basic arithmetic operations with whole numbers and decimals and can discuss the appropriate meanings and uses of each of the operations.
3. Perform the four basic operations in number bases other than base ten and can describe the function which place value serves in our number system.
4. Perform all the logical operations involved in set theory and can demonstrate their relationships to arithmetic operations.
5. Perform basic operations involving the integer and rational number systems.
6. Demonstrate familiarity with the fundamental elements of geometry, graphical representation, and the English and metric measurement system.

Performance Competencies

1. Use a variety of concrete manipulative materials as embodiments in the teaching of all of the major topics in the elementary mathematics curriculum and to create inexpensive teacher-made aids to use for the same purpose.
2. Perform an in-depth, individual, and diagnostic interview to evaluate a child's computational and noncomputational mathematics skills. He/she can, further, use the results of this interview to prescribe and implement appropriate learning experiences for the child in many areas of mathematics.
3. Demonstrate a familiarity with a wide variety of commercially produced standardized tests, textbooks series, other printed curricular materials and can discuss the relative strengths and weakness of such printed matter in the teaching of mathematics.
4. Define problems that may occur in implementing an active mathematics program and is able to suggest solutions for these problems. Awareness of the special problems likely to occur in urban schools must be indicated.
5. Provide for group interaction in the learning of mathematical content as well as the hazard in such an arrangement.
6. Apply all of the preceding mathematics competencies in such a way as to help create, recognize, and solve problems that reflect real life situations for both adults and children. "Solving Problems" in this context includes the ability to recognize problems that have no solution, the ability to estimate the expected magnitude of the solution of a problem, and the ability to process mathematical information as it is presented in the news media and other popular sources.

L. Module: Math in Elementary School

PHYSICAL EDUCATION

Knowledge Competencies

- Develop a familiarity with means of assisting children in a problem-solving approach to the concepts of body use, space and quality of movement related to predetermined individual goals.

Performance Competencies

1. Develop a plan of recreational activities for children.
2. Utilize education as a means of assisting children in a problem-solving approach to the concepts of body use, space, and quality of movement related to predetermined individual goals.
3. Help children develop for themselves and value alternative physical recreational activities.

L. Modules: Physical and Recreational Activities of Children

READING

Knowledge Competencies

1. Define reading as a complicated language/related process.

2. Describe the principles underlying approaches to reading instruction and analyze each approach with respect to its advantages and limitations.
3. Differentiate among developmental, remedial and functional reading programs as well as the specific skills which comprise each area.
4. Describe different learning modalities as they relate to various teaching techniques.
5. Describe different types of grouping strategies that facilitate reading instruction including a rationale for their use.
6. Describe verification strategies available to the reader during the reading process and accompanying procedures which develops use of these strategies.
7. Identify the need for diagnostic-prescriptive reading procedures.
8. Identify individual and group diagnostic instruments.
9. Demonstrate familiarity with materials of children's literary appreciation.

Performance Competencies

1. Critique of reading instruction in a variety of urban learning environments.
2. Develop a management system in reading instruction which accommodates children in a total class, small group, and individual learning activities.
3. Analyze the component work recognition and comprehension strategies and plan detailed lessons which enable students to strengthen these reading components.
4. Prepare a resource unit which integrates reading and other content areas and provides teaching strategies to enhance reading and math, science and social studies.
5. Plan and implement reading instruction for divergent speakers of English utilizing Basal Reader, Language-Experience, and individualized organizational strategies.
6. Administer group diagnostic instruments recommendation based on their results.
7. Apply knowledge competencies by working with children on a continuing basis in prepared field settings.
8. Develop criteria for the evaluation and selection of reading and language arts materials.

L. Modules: Language Concerns of Classroom Teacher, Reading Instruction in School Setting.

SCIENCE

Knowledge Competencies:

1. Demonstrate a familiarity with major concepts, principles, and theories of science that relate to topics such as: 1) composition, characteristics, and structure of matter, 2) interaction of matter, 3) conversion and conservation of energy, 4) life processes, growth, reproduction, 5) evolution and genetics, 6) ecological perception, learning and behavior, 7) principles of cosmology, 8) the development of scientific ideas, and 9) the social implications of science.

L. Modules: Content as need Min: One Course in 1) Biological Science 2) Physical Science

2. Utilize major concepts in the identification and selection of conceptual frameworks and topics for investigations appropriate to the experience and development of elementary school children.

Performance Competencies

1. Identify and investigate a wide variety of natural phenomena from the immediate environment of urban children.
2. Describe inquiry skills or processes of science and involve these in planning and delivering instruction.
3. Identify a variety of materials, skills and techniques for effective science teaching and use them in appropriate teaching episodes.
4. Describe the rationale, organization and teacher's role implicit in selected contemporary elementary science instructional units or programs.
5. Apply these (above) in planning instruction in interacting effectively with urban children.
6. Characterize the values, needs, and resources and constraints found in the urban community and use them in planning and implementing science teaching.
7. Take into account the values, resources and needs of the urban community in planning, implementing science teaching with children.

L. Module: Teaching Elementary Science (EAS)

SOCIAL STUDIES

Knowledge Competencies

1. Demonstrate familiarity with pre-nineteenth century and pre-industrial, political, cultural, and economic experience of people in American society.
2. Demonstrate familiarity with political, cultural and economic experiences of urban people in contemporary times which resulted in development of urban areas.
3. Demonstrate familiarity with political, cultural and economic experiences of contemporary urban people.
4. Analyze experiences of contemporary urban people and relate them to past history. *Content as needed. Min: 1 course in Black History.*

Performance Competencies

1. Identify and elaborate the general objectives for elementary school social studies developed by the National Council of Social Studies.
2. Integrate in his/her teaching, theories, concepts and generalizations from history and the social sciences.
3. Integrate law, current affairs, social values, international affairs, and career education in social study curricula.
4. Demonstrate skill in selecting and constructing social studies learning materials and resources.
5. Demonstrate various teaching and learning strategies in social studies.
6. Demonstrate skill in evaluating, revising, and implementing social studies curricula.

L. Module: Social Study Strategies

Professional Competencies**ADMINISTRATIVE-TEACHING**

Knowledge Competencies

1. Analyze organizational and curricular systems in school settings.
2. Evaluate management systems to implement competency-based modules.
3. Analyze alternative procedures, practices, and activities for implementation in the school setting.
4. Compare and evaluate learning resources to meet the needs of learners.

L. Modules: Reading, Math, Science, Social Studies

Performance Competencies

1. Implement humanistic procedures and practices to create an atmosphere conducive to learning in the classroom and the school.
2. Utilize the components of a variety of curricular systems within specific school settings.
3. Utilize evaluation data to revise curricula, procedures and practices.
4. Select and organize appropriate learning resources to provide for the varying needs of learners.

L. Modules: Practicum and Individualization

CHANGE PROCESS

Analyze forces present in school settings that determine the process of change.

L. Modules: Reading, Math, Science, Social Studies

CHILD DEVELOPMENT

Knowledge Competencies

1. Comprehend and use the language of human development and theories of learning by defining and using appropriate terms.
2. Demonstrate familiarity with pre-natal health issues as related to psychological, social and environmental factors.
3. Analyze human growth and development components as related to the cognitive, affective and psychomotor domains.
4. Analyze and compare bio-cultural experimental factors that influence the early development of children.
5. Analyze familiar patterns which influence the socialization process of children.
6. Demonstrate familiarity with the impact of various cultural factors including racism and sexism upon the development of self-concept and self-actualization.

L. Module: Learning Processes: Children and Adolescence (EAS)

Performance Competencies

1. Apply human development concepts and contemporary theories of learning to the education of young children in group situations.
2. Develop humanistic teaching skills/strategies to release and promote creativity among young children.

3. Collect and evaluate community and family survey data for the delivery of the appropriate resources to the young.
4. Design appropriate learning experiences for young children involving various learning domains in considering varied cultural factors.
5. Utilize affective skills to develop and release the potential of male and female children with varying ethnic backgrounds.

L. Module: Practicum and Individualization

CLASSROOM TEACHING

Knowledge Competencies

1. Develop overall goals and specific behavioral objectives in a variety of content areas.
2. Diagnose learning needs of individual children in a classroom setting.
3. Design competency-based teaching modules and adapt curriculum to meet the need of individual learners.
4. Differentiate between norm-referenced and criterion-referenced assessment instruments to evaluate pupil progress.
5. Select appropriate evaluation and assessment tools to improve instruction.
6. Prescribe and organize learning activities in a humane way for children in a school setting.

L. Module: Module Development For Competency-Based Teaching

Performance Competencies

1. Utilize behavioral objectives, competency-based teaching modules, norm-referenced and criterion-referenced instruments in a classroom setting to individualize instruction.
2. Use a variety of teaching strategies to meet the needs of children with various learning and life styles.
3. Adapt and create materials to meet specific needs of learners.
4. Utilize assessment data to revise and/or re-cycle appropriate learning activities.
5. Manage activities humanely for a group of youngsters in a classroom and perform a variety of teaching tasks.

L. Modules: Practicum and Individualization

COMPETENCY-BASED SYSTEMS

Knowledge Competencies

1. Identify elements of competency-based systems.
2. Compare and contrast competency-based curricula with traditional curricula
3. Recognize and describe the characteristics of several behaviorally-based systems presently in use

Performance Competencies

- Construct a competency-based learning module (unit of instruction) within any content area, which includes: competencies, rationale, behavioral objectives, prerequisite competencies, pre-assessment, instructional activities, post-assessment and remediation

L. Module: Module Development for Competency-Based Teaching

COMMUNITY

Knowledge Competencies

- Identify and analyze influences within the community which have an effect on the education of children

L. Module: Teacher Community Relations, School Community Relations

Performance Competencies

- Participate in community groups or agencies to develop educational experiences for adults and children.

L. Module: Reading, Math, Science, Social Studies

EDUCATION AND THE SCHOOL

Knowledge Competencies

- Analyze working conditions of teachers in terms of selected legal bases and procedures affecting teacher contracts or salaries.
- Describe alternative ways of organizing classrooms that facilitate learning in an urban setting and develop a written plan for their implementation.
- Identify and describe various roles in school assumed by a teacher.
- Describe by function and need specialized staffing needs in urban school.
- Identify and describe various school procedures.
- Identify and describe by function for a school various resources and services available.

L. Module: Urban Elementary School: Structure and Context

EDUCATION IN SOCIETY

- Analyze the impact of European influences on the growth and development of American public schools.
- Analyze private and governmental actions that effected the establishment of American public schools.
- Demonstrate a familiarity with trends in teaching in nineteenth and twentieth century urban public school.
- Analyze contemporary theories and philosophies of education and explain their implications for teaching children in urban schools.
- Formulate a tentative philosophy of education and explain its implication for teaching urban school children.

L. Module: Social Foundations of Urban Education

HUMANISTIC TEACHING SKILLS

Knowledge Competencies

- Demonstrate self-awareness including his/her feelings and needs; and to demonstrate the humanistic behavioral skills such as self-disclosure, feedback and the authentic expression of both feelings and ideas.

L. Module: Humanistic Teaching Skills Lab

Performance Competencies

- Design and conduct humanistic training events for use in schools toward the goal of teaching children awareness and interpersonal skills as set forth above.

RESEARCH COMPETENCIES

- Identify a school classroom problem amenable to remediation by the teacher through application of problem solving techniques.
- Identify and use various sources and types of data to design a plan which will remediate the problem.

L. Module: Reading, Math, Science, Social Studies.

Graduate Urban Teacher Education Program Competencies

Core areas should contain identified modules totaling a minimum of 23 units of credit while an area(s) of specialization should total 9.

Competency-Based Teaching

- Demonstrate skill in writing performance objectives and student contracts.
- Demonstrate skill in developing and writing instructional modules for classroom teaching.

L. Module: Module Development for Competency-Based Teaching

Urban Teaching-Learning Environment

- Identify and describe classroom problems amenable to remediation through problem solving techniques.
- Complete a study of a classroom problem including specification of problem, study design, data, instrumentation and results.
- Identify and describe in a school community housing conditions, public aid, law enforcement, recreation and family structure and their relation to classroom problems.
- Identify and describe in an urban school curricula, staffing, physical facilities, grade-level organization and their relation to classroom problems. *L. Modules: Research Methodology in CHLD or Problem Solving for Classroom Teachers*

Psychology/Learning Theories

- Students should write several competencies they expect to achieve relating to learning theory, personality, perception, cognition, or experimental psychology:

Communications / Human Relations

- Students should write several competencies they expect to achieve relating to intergroup, interpersonal or intercultural relations:

Curriculum

- Students should write several competencies they expect to achieve relating to development of subject matter curricula for classroom or school, curriculum theory, or instructional theory/technology:

Urban Studies

- Students should write several competencies they expect to achieve relating to community agencies, urban development, social institutions (i.e., law enforcement), teacher-community relations:

**L. Modules are to be selected to meet specified competencies.*

Career Competencies

Students are expected to write competencies they will achieve relating to any one or combination of the following fields:

- Language and Reading
- Science
- Special Education

Library Science

- Minorities/Social Studies
- Mathematics Education
- Early Childhood Education
- Educational Technology
- Bilingual Bicultural Education

L. Modules: To be selected to meet specified competencies





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	

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.**

HLD4610 Practicum in Classroom Teaching (5-8) Students use appropriate teaching techniques under supervision in a school setting. Prereq: permission. **Winter, Fall.**

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.**

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.**

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.**

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, Summer, Fall.**

HLD4680 Individualization (2) Delineate various approaches to individualized reading and math instruction. Develop programs for use with specific students at UTE practicum site. Field work required. Prereq: admission to the Practicum (HLD4610). **Fall, Winter.**

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. **Fall.**

HLD5040 Adolescence (2) Students review two theories of psychological development, investigate major problems and crises of adolescence, and investigate community resources available to adolescents. **Not offered '77.**

HLD5050 Adulthood (2) Students work on theories of adult development, review major problems of adulthood, and investigate available resources for adult development in local communities. **Not offered '77.**

HLD5060 Advanced Experimental Psychology (3-4) Students examine at least five research designs, applying appropriate statistical procedures in conjunction with those designs. **Winter.**

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.**

HLD5090 Alternative Helping Modes for Women: An Introduction to Community Resources (3) Describes several alternative resources offering health services, the groups served and functions provided (e.g., rape crisis line, hot line, gynecological clinic, drug counseling, runaways, divorce counseling, consciousness-raising groups, feminist therapy, flexible careers, gay liberation). **Not offered in '77.**

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.**

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, Fall.**

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.**

HLD5130 Psychotherapy (Child): Theories and Treatment of Emotional Disturbance in Children 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.**

HLD5140 Psychotherapy (Child): Theories & Treatment of Emotional Disturbance of Children 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.**

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. **Fall, Spring.**

HLD5160 Cognitive Psychology Applied to Instruction II (3-4) Participate in classroom demonstrations and perform self-instructional activities relating current theories of comprehension and knowledge acquisition to instructional materials & procedures. **Summer.**

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. **Spring.**

HLP5190 Ethics and Issues in Human Services-SIM (2-6) 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.**

HLD5200 Psychotherapy: 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.**

HLD5210 Psychotherapy (Adult): 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.**

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. **Winter: Spring/Summer.**

HLD5240 Lab in Humanistic Teaching Skills (1-2) Master major concepts of Humanistic Psychology, Democracy, Sanity and Per-

sonal 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.**

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 mnemonic systems. **Fall.**

HLD5260 Individual Growth and the Community (4) Explore theories and models of personal growth in adulthood together with models for building communities. **Fall.**

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.**

HLD5300 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.**

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. **Spring/Summer, Fall.**

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. **Winter, Fall.**

HLD5330 Personality Theory (1-3) Examines the various theoretical approaches to defining personality, etc. psychoanalytic, self, learning, and humanistic, and the subsequent techniques of psychotherapy that have developed from these definitions. **Winter.**

HLD5340 Lab in Personal Power and Self Management (1-2) Learn to take responsibility for one's own self-management issue(s) and situational power positions. Informed by relevant books, and feedback in the lab, report self-transformation(s). **Fall, Winter, Summer.**

HLD5350 Practicum in Services to Youth (1-4) Study of principles underlying comprehensive services to youth, application of these principles in a practicum in youth service. **Winter, Spring/Summer, Fall.**

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.**

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.**

HLD5390 Handling Hypertension: A Modern Health Problem (1) Students learn to decrease hypertension through the utilization of effective methods of treatment such as Bio-feed-back, chemotherapy and mediation; also identify causes of hypertension. Special instructions. Students should expect to be introduced to the use of biofeedback equipment. **Winter.**

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.**

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.**

HLD5430 Research Methodology in HLD: Interdisciplinary Research Methods (3-4) Use of research methods in relation to school, community, or job in team research project involving planning systematic observation or data collection, data analysis and presentation of results. **Spring.**

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. **Spring (4 units only), Fall (6 units only).**

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.**

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.**

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.**

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 students human rights. Demonstrate skill in utilizing assertiveness techniques. See cautions. **Winter, Spring.**

HLD5510 Introduction to Sociometry and Psychodrama (2-3) Study of basic techniques and elements of sociometry and psychodrama. **Winter.**

HLD5520 Access to Information in HLD - SIM (3) Learn to find data to meet information needs using sources on module bibliography; find information using other library information sources on topic of individual interest, describe in standard bibliographic form with annotations. **Fall.**

HLD5530 Adhocracy and Team Building (2) Administer a task-person survey questionnaire in an organization to design teams of people to accomplish tasks related to the goals of the organization. Assess the effectiveness of the information flow within that team and between the teams to recommend structural changes

which will improve the organization. Prereq: Added SIM required. Competency in Algebra helpful. **Winter, Fall.**

HLD5540 Fundamentals of Game Theory and General Applications (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 social, economic, physical and other problems. Prereq: Algebra. **Fall.**

HLD5550 Administration of Services in Libraries (3) Administrative principles and functions as applied to types of libraries, including academic and public, with emphasis on services in school media centers. Includes field trips to libraries, discussion, individual reports, preparation and class analysis of case studies. **Fall, Winter.**

HLD5560 Articulation Disorders (3) Study types of articulation disorders and their remediation techniques; administer and interpret screening and diagnostic tests of articulation. Prereq: HLD6050, HLD6180, and HLD5940. **Winter, Fall.**

HLD5570 Classroom Use of Instructional Media (3) Study of procedure in designing lessons and implementing instruction using media. Operate media equipment, produce simple types of media. (Grad.) Set up individualized learning station using media. Media-film, TV & videotape, filmstrip, slides, audiotape/records, overhead trans., combinations of media. **Winter, Fall.**

HLD5580 Advertising As Communication (3) Examine the nature and process of communication. Identify potential application of theories of communication in advertising; relate knowledge of communication process to problems of advertising. **Fall.**

HLD5590 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: HLD5880. **Fall, Spring/Summer.**

HLD5600 Advertising Strategy & Consumer Behavior (3) Draws from behavioral sciences concepts to explain consumer behavior, decision process models. Application of research techniques to examine psychological, sociological and cultural aspects of consumer behavior as related to advertising strategy. Synthesize concept and implications for advertising. **Fall.**

HLD5620 Film and TV Documentary (1-4) Study of the styles and influences of key documentary film makers and the effect film techniques have on the perception of events and issues. Students analyze a specific area in documentary film. **Fall.**

HLD5630 Alternative Learning Environments (2-4) Analyze alternative educational institutions in a module using 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 on it, etc.) produce a product, evaluate deschooling. **Not offered '77.**

HLD5640 Applied Approaches to Human Communications (2-4) Students identify elements of human communication failures, synthesize three to five different approaches to theory, present a seminar and apply a specific approach to a real problem in their choice of setting, designing two of their own competencies. Undergraduates participate in seminar groups designed by graduate students. **Fall.**

HLD5650 Audiovisual Materials in Libraries (3) Identify types of media; recommend size of an audiovisual collection for a given school and work areas for production; select A-V materials for pur-

chase; provide consultant service to maximize use of A-V resources. **Spring/Summer.**

HLD5670 Information Sources (3) Use 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 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.**

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.**

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.**

HLD5730 Culture and Communication Process (3) Apply definitions and models of communication to real situations in everyday life, describe how people of the different cultures of the world perceive the same world; examine how people of the different cultures retain information, how culture affects language—both verbal and non-verbal, and how the different people express ideas. **Fall.**

HLD5740 Culture and Message Development — SIM (6) Develop messages designed for the following situations: Informative communication; Persuasive communication; Small group communication. **Winter.**

HLD5750 Introduction to Rehabilitative Audiology (3) Study of normal sensory perception, speech perception, hearing aids, speech reading and auditory training. **Winter, Fall.**

HLD5760 Culture, Media and Satellite Communication (6) Study of cultural messages in the media. Give examples of power of media in bringing about social change. Identify conflict between traditional and national culture and how the media compromise between the two. Describes systems of media organization in the world. Develop messages for particular culture audience. **Fall.**

HLD5770 Analysis of Verbal Behavior (3) Applies behavior principles to the analysis of normal speech and language behavior. **Fall.**

HLD5780 Complex Organizations (2) Examine communication relationships among task, person, maintenance and status networks and developed 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.**

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.**

HLD5800 Fundamentals of Cybernetics General Systems and Information Science (6) Study of cybernetic and information systems, communication processes and networks in relation to above systems; biological, physical, social, and other phenomena in terms of above interacting systems. Prereq: Algebra. **Winter.**

HLD5830 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: HLD5940, HLD6180, and HLD5890. **Fall.**

HLD5840 Human Consciousness (3) Study of the nature and functioning of human mind, major modes of human consciousness, means of extending human consciousness, and therapeutic applications of the newly extended concepts of human consciousness. **Winter.**

HLD5860 Impact of Cybernetics (3) Explores impact of efforts to control and carry out 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 proposals of how they may be resolved. **Winter.**

HLD5880 Hearing Science (3) Study of sound generation and transmission, measuring sound, anatomy and physiology of the hearing mechanism, psychoacoustics and psychophysical methods. **Fall.**

HLD5890 Speech Physiology (3) Examination of anatomy and physiology of respiration, phonation, articulation and resonance. **Winter, Spring/Summer.**

HLD5910 Instructional Development: Design (5) Development of 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; ID theory. **Spring/Summer, Fall, Winter.**

HLD5920 Instructional Development: Management (3-4) Analyzation in learner's own institution of 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. Prereq: HLD5910 or permission. **Winter.**

HLD5930 Production, Implementation, Evaluation in Instructional Development — SIM (1-2) Perform 2nd 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. **Winter.**

HLD5940 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.**

HLD5950 Laboratory in Interpersonal Growth (3) Student identifies his/her interpersonal communication strengths and areas of difficulties, and interpersonal communication processes through which he/she initiates, maintains, and terminates a relationship. **Winter, Fall.**

HLD5960 Language Disorders of Children (4) Examines both in terms of linguistic behavior and diagnostic classifications the vari-

ous language disorders of children: design and implementation of therapy programs based on psycholinguistics and learning theory. Prereq: HLD6180. **Winter.**

HLD5980 Literature for Children (3) Students identify and use selection sources; formulative criteria for selection; examine and materials; analyze children's books in light of current social issues; develop a literature module for a specific group of children. **Winter, Spring/Summer.**

HLD5990 Managing Communication Systems (2-4) Students identify nine features, nine postulates and four network diagrams of a functioning human organization, apply at least one theoretical approach to improving the management of communication within an organization of their choice, and submit the suggestion for adoption by the members. Consists of simulations and seminar reports by students. **Spring/Summer.**

HLD6000 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: HLD6050, HLD6180, HLD5940, and HLD5560. **Spring/Summer, Fall.**

HLD6010 Intercultural Variables in Communication Research — SIM (3) Exploration of differences between traditional research methods and research in intercultural settings. Students develop hypothesis, interview schedule, interviewing techniques, data-coding and interpreting specially designed for intercultural settings. Grad. develop a research design for own study and implement the research design. Prereq: 4th year or graduate status and at least one module in research methods or statistics. **Winter.**

HLD6050 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. **Winter, Spring/Summer.**

HLD6060 Speech and Language Development — SIM (3-4) 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, Fall.**

HLD6070 Educational Technology Administration Workshop (2) Students 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.**

HLD6080 Programmed Instructional Materials (3-4) Students 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.**

HLD6081 Producing Instructional Multi-Image Presentations (3) This module will involve the student in the production of an instructional multi-image (multi-screen, multi-media) presentation using slides and film and audiotape. The student will go through the preliminary steps needed to design any instructional presentation. Then, the student will learn and apply principles for producing multi-image presentations. Graduate students will test and revise their presentations. Prereq.: Comps. from Photo for Instructional Support. **Spring/Summer.**

HLD6090 Laboratory in Personal Growth (2) Identification of personal growth issues in terms of life goals and priorities, and in-

trapersonal communication processes through which meanings and values are assigned to various objects or events in student's life. **Winter, Fall.**

HLD6140 Selection of Library Materials (3) Define collection building concept; build awareness of selection variables; list resources, characteristics of library reviews. Students write quality library reviews, demonstrate awareness of aids, objective criteria; list major bibliographic sources; formulate search strategy; demonstrate knowledge of book trace, terminology. **Winter.**

HLD6160 Sociolinguistics (3) Covers the major sociolinguistic concepts and applies them to the analysis of dialectical differences and the cultures from which they were derived. **Fall.**

HLD6170 Sociology of Sport (3) Studies influences of sport on society and psycho-social aspects of spectators and participants in sport. **Winter.**

HLD6180 Evaluation of Media for the Classroom (3) Analyzes media content for goal validity presentation, fairness, level of sophistication and evaluates validation procedures used in testing materials. Students design a learner needs assessment, evaluate media hardware, develop guidelines for materials assessment, and apply specific principles to evaluate individualized materials. **Winter.**

HLD6190 TV and Its Use in the Community (2) Study of existing and/or potential areas in the community where TV is/could be used as a change or documentation agent. Students 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/Summer, Winter, Fall.**

HLD6200 TV for Teachers (2) Covers appropriate uses for TV in a learning situation in the classroom. Low-level technical problems and their solutions, operation of low cost video equipment. Students produce one TV program for a specific content area appropriate to a classroom setting. **Fall.**

HLD6210 Theory and Analysis of Communication Content (6) Students analyze framework for study of symbolic behavior, acquisition production and comprehension of language. Includes theory 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.**

HLD6220 Theories of Educational Technology (3-4) Explores the real world implications of these definitions/theories of educational technology: education, early systems approaches, Finn's instructional technology, Commission on IT, instructional science process/systems, DIT model. Analyzes philosophical issues in TE Tech., certification guidelines in Ed. Tech. Grad. — compare, contrast and apply theories of Ed. Tech. **Fall.**

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.**

HLD6250 Voice Disorders (3) Covers classification of causes and acoustic characteristics of voice problems and designing of therapeutic procedures. Prereq: HLD5940 and HLD5890. **Spring/Summer.**

HLD6270 Introduction of Intercultural Communication (3) Explores interaction between humans of differing cultures: definitions, models, values, beliefs, expectations, customs and attitudes which affect intercultural communication; institutions which originate, reinforce the values, etc. Studies influence of culture on communication, with examples from American, Asian, African and European cultures, and the need for intercultural communication in business, education, government and social life. **Spring/Summer.**

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.**

HLD6290 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: HLD6180, HLD6050, HLD6290, HLD5560. **Spring/Summer.**

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. **Spring/Summer, Fall.**

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.**

HLD6340 Evaluation of Human Services (3) Study of strategies to gain entrance into human service systems and to implement evaluation programs. **Winter, Fall.**

HLD6350 Community Psychology (3) Studies communities, their relationship to local, county and federal governments, and their role in problem solving. Students diagnose and assess community problems and attitudes; describe the political power structure of the community and its relationship to human service delivery systems. **Winter.**

HLD6360 Conflict Resolution (3) Study of the dynamics of group progress and application to conflict situations in institutional and community settings. **Winter, Fall.**

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.**

HLD6380 Experimental Methods and Design in Parapsychology (1-3) An advanced level module building upon background and interest in parapsychology. The learning experiences include critical analysis of strengths and weakness of current parapsychology research, and conducting an elementary research study. **Winter.**

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.**

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. **Winter, Spring/Summer, Fall.**

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. **Winter, Spring/Summer, Fall.**

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.**

HLD6470 Introduction to Parapsychology: Mind Sciences (1-3) Will attempt to supply experiences for those who have an interest in the area of parapsychology by helping to define the field in such a manner that it may be approached systematically and objectively. It will also help the introductory student to clarify what specific areas of parapsychology they might want to pursue. **Fall.**

HLD6500 Behavior Problems for Classroom Teachers (3) How to change behavior and attitudes in the classroom, to diagnose and reorient the typical behavior problems experienced by the teacher. **Fall.**

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. **Winter.**

HLD6710 Academic Committee Seminar in Human Services I (1) Establish a unit consisting of a faculty member, a human services practitioner, a human services consumer; design a theoretical or applied research study addressing a human service problem. Prereq: HLD6860 or permission. **Winter, Spring/Summer, Fall.**

HLD6720 Administration and Supervision in Human Services (2-4) Provides an overview of the administrative theories which are basic to all human service agencies. **Fall.**

HLD6730 Black White Society and Human Services Delivery (3) Identify, define, interpret, analyze and synthesize the assumptions, myths, beliefs, stereotypes, techniques, and strategies necessary to facilitate the white worker/black client, black worker/white client, white worker/white client and the black worker/black client relationship. **Fall.**

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.**

HLD6750 Community Organization (2-3) Students explore and experience community organization as a mode of human service delivery. Field Research. **Spring/Summer, Fall.**

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 prescriptive ability assessment and potential level of functioning. Designed for the human service worker and special education teacher. Required for certification. Prereq: Statistics, permission, field work. **Winter, Spring/Summer.**

HLD6780 Generic Human Services (6) Analyzes historical approaches and current status of human service delivery systems as they apply to career interest in special education, social welfare and Human Justice; covers design of alternatives to existing human service delivery systems which maximize human rights. **Winter, Spring/Summer.**

HLD6790 Leadership Training and Evaluation Retreat in Human Services

(2) Redesigns the organizational structure of a human service delivery system or agency to increase the administrative efficiency in the delivery of human services. Prereq: permission. **Winter, Spring/Summer, Fall.**

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. **Spring/Summer.**

HLD6810 Workshop: Social Planning for Human Services. (4) Examines the various elements in Human Service agency program planning, development, consumer involvement, career mobility, continuing education, and career development. Prereq: HLD6860 or permission. **Winter, Spring/Summer, Fall.**

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.**

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. **Winter, Fall.**

HLD6850 Normalization Ideology and Evaluation in Human Services (3 or 5) Defines and applies principles of normalization ideology to special service systems designed to deliver services to persons with unique learning, domiciliary, vocational and/or social needs. Field work required for 3 units, 3-day evaluation required for 5 units. **Fall, Spring/Summer.**

HLD6860 Program Design and Change in Human Services I (3) Develops educational goals; identifies educational activities from which career competencies can be achieved; students prepare a statement consisting of sequential steps to developing human service programs inclusive of monitoring and evaluation devices. Prereq: permission. **Winter, Spring/Summer, Fall.**

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. **Winter, Fall.**

HLD6880 Racism: Individual and Institutional — SIM (4) Define, analyze, interpret and synthesize literature and resources on individual and institutional racism as well as assess an institution, agency or organization for institutional racism. **Winter, Fall.**

HLD6890 Introduction to Organized Human Services Experiential Learning (6) Implements a research design which addresses a specific Human Service problem in either corrections, Social Welfare or Special Education. Prereq: HLD6860 or permission. **Winter, Spring/Summer, Fall.**

HLD6900 Sociology of Corrections (3) This module is designed to expose the student to past research on the social-psychological effects of confinement, particularly as it relates to corrections. The student will view the prison as a social system in and of itself with its own norms and peculiarities. A critical analysis of similarities between prisons and other subsystems, vis.-a-vis., mental hospital, etc., will be made as the module progresses. **Fall, Spring.**

HLD6910 Social Change and Minority Groups (3) Describes and analyzes significant social change approaches by minority groups. **Winter.**

HLD6920 Social Services to Individuals (3-4) Identify, define, interpret, analyze and utilize the approaches, techniques and strategies in interviewing, collecting data, diagnosing, and planning treatment for individual therapy. **Winter.**

HLD6950 Urban Dynamics — SIM (2-4) The dynamics of the urban community specifically, the operation of the social, political, economic and physical forces are analyzed. Orientation. **Winter, Fall.**

HLD6970 Group Process (2-3) Small group theories and 13 processes which operate in small groups are examined through the employment of modified T-groups methods and videotapes. **Winter, Fall**

HLD6990 Theoretical Practices of Human Services Delivery Systems I (6) Identifies particular theories and bodies of knowledge which relate specifically to a work project on which a student is conducting in a human service agency, compares and contrasts the major contemporary theories in human services delivery. Prereq: HLD6860 or permission. **Winter, Spring/Summer, Fall**

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. **Spring/Summer, Fall.**

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.**

HLD7020 Restructuring Human Service Systems (3) Investigates major principles of human service plans designed to deliver a comprehensive service system to specific populations having unique living needs. Prereq: HLD6850; students must have demonstrated some expertise in human service delivery; permission. Module will occur in Syracuse, New York and requires additional financial expenditures for travel, lodging and workshop registration fees. **Spring/Summer.**

HLD7030 Overview of the Criminal Justice System (3) Students experience the various stages of the Criminal Justice System, write abstracts concerning current literature about specific stages, present position papers concerning critical issues at each stage. **Winter, Fall.**

HLD7050 New Dimension in Corrections (3) Students analyze current approaches used in Federal, State and local correctional and related agencies, do written analysis of discrepancies between new theories implemented by criminal justice decision-makers and actual outcome of theoretical applications upon the consumer. **Winter, Spring/Summer, Fall.**

HLD7060 Human Services Competency Acquisition and Evaluation (1) Studies data relevant to issues in human service delivery to chosen human service area of study. Prereq: HLD 6710 or permission. **Winter, Spring/Summer.**

HLD7070 Human Services Career Development Seminar (1) Identifies the dynamics and processes in a small group setting, utilizes feedback from committee members. Students serve as practitioner on academic committees. Prereq: HLD7060 or permission. **Winter, Spring/Summer, Fall.**

HLD7080 Implementable Human Service Alternatives in Social Agencies (6) Analyze elitist, racist, sexist and monoculturalist policies and practice with Human Service agencies, deliver presentations of research findings in written forms commensurate with human service professional format. Prereq: HLD6980 or permission. **Winter, Spring/Summer, Fall.**

HLD7100 Quality of Life Human Service Theories II (6) Identifies the social, political and economical courses of human problems as well as theories established and applied toward resolution. Selects and applies in a practicum learning setting, appropriate theoretical constructs to human service delivery. Prereq: HLD6990 or permission. **Winter, Spring/Summer, Fall.**

HLD7110 Social Policy and Urban Planning (3) The concept of urban planning in the USA and its relationship to social policy is examined with critical examination of advocacy planning. Field Research, Field site: the Woodlawn Organization, Chicago. **Spring/Summer.**

HLD7120 Fields of Welfare Services (2-4) The broad field of social welfare services is reviewed from a historical perspective and 5 major service techniques are examined. **Winter.**

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. **Winter.**

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. **Spring/Summer; Fall.**

HLD7160 Practicum in Vocational Program Development and Service Delivery to Persons With Handicapping Disabilities (4-6) Identify, compare and contrast, and apply evaluation techniques to designing and implementing vocational programs intended to maximize normal development and employment potentialities of persons with perceived handicaps and associated physical dysfunctions. Describe administrative practices and procedures and evaluate current issues in vocational programming for the handicapped. Prereq: HLD6850 and HLD7180; recommended HLD6820 and HLD6870. Permission. Field work arranged individually with coordinator. **Winter, Spring/Summer, Fall.**

HLD7170 Practicum in Basic Self-Help Survival Skills for the Moderately and Severely Handicapped Individuals (3-6) Assess, design and implement individualized programs which maximize the social competence skill repertoires of perceived handicapped individuals in a variety of settings. Demonstrate and apply the principles of "normalization" to establish and maintain age and culture appropriate behaviors and appearances to handicapped individuals. Prereq: HLD6850, HLD6870, and a knowledge of competency-based systems; permission. Number of hours in field work and practicum settings to be individually arranged with module coordinator. **Winter, Spring/Summer, Fall.**

HLD7180 Vocational Programming for the Handicapped (3) Analyze and evaluate the psycho-social patterns of current employment practices for the handicapped and explore related legal issues and required community support services which facilitate such practices. Design and apply a continuum of services required

to meet the vocational needs and rights of exceptional individual integrating and synthesizing employment and educational planning wherever possible. Prereq: Some knowledge and/or work experience with handicapped populations strongly recommended. Field work for observation and program application required. **Winter, Spring-Summer.**

HLD7190 Human Services Workshop for Human Service Workers (4) Students select a concrete, specific and important aspect of a system and support reason for selecting that aspect as a change target, demonstrate in writing the theoretical constructs used to approach the change target. Prereq: HLD6810 or permission. **Winter, Spring/Summer.**

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.**

HLD7192 Social Work Practice and Threatened Populations (3) Student will focus upon theoretical formulations, procedures, attitudes and techniques of assisting these groups who occupy peripheral places in society and who have little protection from negative systematic changes in society as a whole. In addition to acquiring an understanding of the dynamics of the life styles of threatened populations, the student will learn how to intervene effectively with macro-systems (target society) and micro-systems (individuals and families). **Winter.**

HLD7193 Survey of Methodology in Special Education (3) Analyze specific instructional technologies in Special Education in relationship to inherent principles and practices. Relate how the principles and practices of operant behaviorism facilitate instructional delivery. Relate the principles and practices of normalization to instructional delivery. Design and sequence an instructional program for children with special needs. Develop and apply consistent recording procedures to instructional program. Demonstrate how instructional program can be used to individualize instruction for any child. GRADUATE: Design, coordinate and execute classroom instructional research. **Winter.**

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, Spring/Summer, Fall.**

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.**

HLD7380 Culture and Stress (6) A travel seminar to Europe exploring concepts of culture shock, the values held by foreign cultures and observing how other cultures adapt to stress, disaster and survival. **Spring/Summer.**

HLD7420 Sociology of Higher Education (1) Examines within a sociological framework the process involved in graduate education (e.g., professional socialization, career orientation). Designed to enhance understanding of grad. students. **Spring/Summer.**

HLD7430 Psychology of Person-Perception: Interpersonal Attraction (6) Investigates theoretical approaches to the study of interpersonal attraction, factors effecting person-perception and interpersonal attraction. Graduate students develop field study techniques to evaluate findings in interpersonal attraction. **Winter.**

HLD7460 Laboratory in Mystification Process in Interpersonal Communication: 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, Fall.**

HLD7470 Laboratory in Authentic Relationships Among Women (2) Students participate in an encounter group and identify sex role stereotypes, injunctions mystifications as they affect her here-and-now behavior, feelings, expectations, beliefs, self-concept and the response from other women. See cautions. Women Only. **Not offered 77.**

HLD7480 Reality Therapy (2) Reality Therapy at a beginning level in "people helping" setting. **Fall.**

HLD7500 Independent study in . . . Student should first *submit a written proposal containing:*

1. An overall description of what he/she wishes to do.
2. The competencies expected to be achieved through the project.
3. The means by which the competencies will be achieved. (This should be done in specific detail).
4. How the project will be evaluated for the achievement of competencies.

The above outline should be submitted to the faculty coordinator who will supervise the project *before registration. Registration for independent study will be allowed only with prior approval by the faculty member.*

The independent study project must be completed within the same time period as any other Module. **Fall, Winter, Spring-Summer.**

HLD7530 Explorations in Self, Culture and Communication (8) Students define the concepts self, culture and communication, compare and contrast American cultural assumptions about the concepts "knowledge" and consciousness with those from at least one other culture. Involves visit to another country. Prereq: Permission. **Fall, Spring, Summer.**

HLD7540 Fantasy for Personal Growth (3) Analysis of symbolic activity as a means for the integration of an individual's psychosocial functions, exploration of therapeutic implications of fantasy and other symbolic behavior. **Winter, Spring/Summer.**

HLD7570 Practicum in Speech Pathology: Public School (5 units) Students in the Communication Disorders area of emphasis are required by the American Speech and Hearing Association to accumulate 300 clinical hours. The Illinois Office of Education requires that Communication Disorders students acquire 100 hours in the public school setting in order to meet their certification requirements. The student will obtain experience with the public school caseloads including group and individual therapy, screening and diagnostics. Prereq: Phonetics, Introduction to Communication Disorders, Speech & Language Development, Speech Physiology, Articulation Disorders, Diagnostic Methods in Communication Disorders; Permission. **Fall, Winter.**

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.**

HLD7640 Differentiated Staffing Plans & Team Teaching (3) Examines individualized instructional programs developed by vari-

ous differentiated teaching staffs/teams. **Winter, Spring/Summer, Fall.**

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.**

HLD7660 Health Concerns of Classroom Teachers (2-3) Skills for classroom instruction of physical health objectives and related attitudes. **Spring/Summer.**

HLD7670 Issues in Social Studies Education (3) Covers recent trends and issues in social studies education, development in social studies curricula. **Winter, Spring/Summer.**

HLD7730 Organization of Day Care Centers — SIM (3-5) Organization plans for the development and implementation of quality child care services. **Spring/Summer, Fall.**

HLD7740 Piagetian-type Research in Mathematics Education (3) Discusses Piaget's theory of child development as it relates to the growth of mathematical concepts and skills in children, its use in current mathematics curriculum developments. Prereq: HLD955 or permission. **Spring.**

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. **Winter.**

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 existentialist philosophies and their implications for teaching children in uUrban schools. **Spring/Summer, Fall.**

HLD7780 Social Studies Strategies (2-3) 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.**

HLD7790 Socio-Cultural Determinants of Human Development and Learning (3-4) Analyzes contemporary theories of children learning and biocultural experiential factors which influence child development and learning. **Winter.**

HLD7800 Teacher/Community Relations (2-3) Analyzes forces of community that play upon the educational development of their learners. **Winter, Fall.**

HLD7810 Topics in Math Education (3) Student develops an independent study in depth on a math topic and proposes strategies for innovation. **Spring/Summer, Fall.**

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.**

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.**

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, Fall.**

HLD7890 Interdisciplinary Approach to Bilingual-Bicultural Education (3-4) Identifies the philosophical, psychological, historical and cultural aspects as well as their practical implications in bilingual-bicultural education. **Winter, Fall.**

HLD7900 Proposal and Program Development for Bilingual-Bicultural Education (4) Study of the stages for developing a bilingual education program and strategies for proposal development. **Winter, Fall.**

HLD7910 Reading Strategies in the Bilingual Classroom (3) Deals with readiness skills for reading in the first and second language, the language experience approach and individualization of reading within the framework of continuous progress. **Winter, Spring/Summer.**

HLD7920 Curriculum and Instruction in Early Childhood Education (3) Students are introduced to the unique qualities of early learning and to basic competencies expected of young children. The function and implementation of individualization, learning centers, play, and movement education are examined. Emphasis is on development of curriculum in the urban pre-kindergarten setting. HLD460 recommended. **Spring/Summer, Fall.**

HLD7930 Models of Cognitive Development in Early Childhood Education (3) Students will select several theories to analyze and contrast, and will translate one theory into appropriate activities to foster learning, thinking, and problem-solving in urban preschoolers. **Fall, Spring/Summer.**

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, Fall.**

HLD7960 School-Community Relations (3) The student will analyze the impact of communities upon schools caused by local institutions and agencies and family cultural values. Graduate students will carry out a project in a school community. **Fall, Winter.**

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. **Winter.**

HLD7980 Psychology of Art in Early Childhood Education (3) Children's non-verbal activity frequently contains useful information about their intellectual functioning and emotional status; this module 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 will develop case-study skills, collecting and interpreting the art work of an individual child. Note: Undergraduate students register for 3 units, graduate for 4. **Winter.**

HLD8000 Behavior Principles in Communication Disorders (3) Applies behavioral concepts to evaluation and management of speech and language problems. Prereq: HLD5940, HLD6180 and HLD5770. **Winter.**

HLD8010 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: HLD5940, HLD6180 and HLD5890. **Fall, Spring/Summer.**

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.**

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.**

HLD8040 Stuttering Seminar (3) Examine the various theories of stuttering and their corresponding therapies, current stuttering research, development and implementation of a stuttering therapy program. Prereq: HLD5940. **Spring/Summer.**

HLD8050 Therapeutic Communication (3) Define psychopathology 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.**

HLD8060 Practicum in Audiology (3) Covers diagnostic interviews, audiometry, counseling, planning and executing aural rehabilitation therapy, professional comportment. Prereq: permission. **Winter, Spring/Summer, Fall.**

HLD8080 Communication disorders in Cerebral Palsy (3) Studies psycho-social-educational aspects of cerebral palsy and speech therapy procedures. Prereq: HLD5940, HLD6180. **Not offered 77).**

HLD8090 Practicum in Educational Technology (2-8) Students design and implement a project in a real-world institution including developmental proposal, performed 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.**

HLD8120 Culture/Communication and the Classroom Teacher (3) Examines knowledge required by the teachers of the role of culture in pupil behavior. Also, alternative methods of dealing with intercultural problems of pupils will be examined.

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.**

HLD8170 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: HLD5880, HLD5590. **Fall, Spring/Summer.**

HLD8190 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: HLD5750. **Spring/Summer.**

HLD8200 Communication of Innovations (3) Examine at least 3 models of diffusion of innovations, analyze literature and methods of comm. of innov. in education, agri., family planning, industry, business, and science. Students develop a strategy for diffusion of information in their own fields or institutions. Prereq: at least one module in CCS. **Winter.**

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 77.**

HLD8220 Aphasia Seminar (3) Explores etiology and linguistic manifestations of aphasia; normal and dysfunctional neuro-anatomical processes. Students perform a differential diagnosis of aphasia and develop a therapeutic program. Prereq: HLD618, HLD594. **Winter.**

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.**

HLD8260 Practicum In Speech Pathology: Mental Health Center (3) Students in the Communication Disorders area of emphasis are required by the American Speech & Hearing Association to accumulate 300 clinical hours, in a Mental Health facility. The student will obtain experience with Mental Health setting caseloads including group and individual therapy, diagnostics and interdisciplinary staffings. Prereq: BA in Communication Disorders with specific preparation in Analysis of Verbal Behavior and Behavior Principles in Communication Disorders — and permission. **Arranged.**

HLD8270 Practicum in Speech Pathology: Hospital (3 units) Students in the Communication Disorders area of emphasis are required by the American Speech and Hearing Association to accumulate 300 clinical contact hours, part of these in a hospital setting. The student will obtain clinical experience with hospital caseloads including group and individual therapy, diagnostics, counseling, consultations and interdisciplinary staffings. Prereq: BA in Communication Disorders with specific prep in Voice Disorders, Diagnostics, Aphasia, Craniofacial Anomalies and Cerebral Palsy. **Permission. Arranged**

HLD8500 Applied Research I (3) A review of research, and formalization of a research design. Prereq: Statistics. **Winter.**

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.**

HLD8520 Community College Counseling I (3) Designed to acquaint the student with the services available to the students of the community college. **Spring/Summer.**

HLD8530 Community College Counseling II (3) Designed to acquaint the students with the counselor's responsibility in the community college; includes a field work experience in the community college. **Spring/Summer.**

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.**

HLD8550 Diagnostics 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.**

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.**

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 ongoing group in which the learner participates. Prereq: HLD6580 and HLD8540. **Winter, Spring/Summer, Fall.**

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.**

HLD8590 Human Neuropsychology I: Brain Function (2) Explores the theories and analysis of brain function, structure and brain behavior in relationships. Prereq: HLD6430. **Fall.**

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. **Fall.**

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. **Winter.**

HLD8620 Principles, Techniques and Administration of Pupil Personnel Services (3) Student 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, Fall.**

HLD8630 Early Childhood Assessment Explores various techniques and materials to collect data about young children and preparation of two case studies on individual children. **Summer, Fall.**

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, Spring/Summer, Fall.**

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.**

HLD8660 Marriage Counseling (3) Designed to present a model for marriage counseling: demonstration and workshop with opportunity to participate in the counseling session. **Fall.**

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, Spring/Summer, Fall.**

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.**

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. **Winter.**

HLD8700 Applied Research I (3) Student carries out a comprehensive research study. Prereq: HLD8500. **Spring/Summer.**

HLD8710 Human Neuropsychology III: Rehabilitation of Brain Function (3) Students learn to design a comprehensive program of rehabilitation, evaluate recovery through follow-up tests of brain function and behavioral performance. Prereq: HLD8590, HLD8600. **Fall.**

HLD8720 Proseminar in HRS I (6-8) Analyzes concept of professionalizing human relations in various institutional settings, teaches beginning counseling skills. Prereq: permission; for HRS students only. **Winter, Fall.**

HLD8730 Proseminar in HRS II (6-8) Analyzes and applies skills in counseling, consulting and evaluation, and use of field setting. Prereq: HLD8720 or equiv. **Spring/Summer.**

HLD8740 Supervised Practicum in Clinical Assessment of Children (6) Student 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. **Fall.**

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.**

HLD8780 Practicum in Transactional Analysis (2) The student may gain leadership experience using transactional analysis theory and concepts as he/she leads a small group in the TA Lab. Or, he/she may design and carry out a research project with TA theory and concepts. Prereq: TA Lab or equivalent. **Fall, Summer.**

HLD9000 Communication Aesthetic Values Through Sport (3) Introduces students to alternative values associated with sport through the analysis of sport documentary films and related texts; adds awareness of concepts attached to the beauty of sport; difference between "subjective" and "objective" aesthetics is explored. **Winter, Fall.**

HLD9030 Counter Stress Alternatives for Adults (3) Examines the basic philosophy of sport; defines the concept of stress. A broad perspective of differing philosophies (Eastern and Western) is stu-

died for a better understanding of sport as self-induced stress. **Winter, Fall.**

HLD9040 Psychology of Sport (3) Study of the psychological variables affecting both the athlete and the total domain of sport. Sport is viewed as a natural laboratory for social psychological inquiry. **Fall.**

HLD9500 Continuous Progress-Mastery Learning (3-5) Student 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/Summer, Fall.**

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. **Winter, Fall.**

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. **Spring/Summer.**

HLD9540 Supervision of Classroom Teachers (2) Describes major elements of a supervisory relationship and develops ability to facilitate learning between adults. **Winter.**

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. **Spring/Summer, Fall.**

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. **Fall.**

HLD9590 Curriculum in Urban Schools (2) Examines a curriculum system in current use; students devise modifications appropriate to specified group of children. **Winter.**

HLD9610 Research Methodology in Human Learning and Development: Emphasis in Elementary Education (4) Identify classroom problems, design remediation strategy, implement design, write report. **Fall, Winter.**

HLD9620 Strategies for Individualizing Reading Instruction of Secondary Students (2) Provides teaching of secondary students with a background in the basic reading skills while developing skill in teaching and evaluating upper-level reading skills. **Spring/Summer, Fall.**

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.**

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.**

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 diag-

nostic and personalized reading in the content areas. Prereq: HLD9510 & HLD9530. **Winter.**

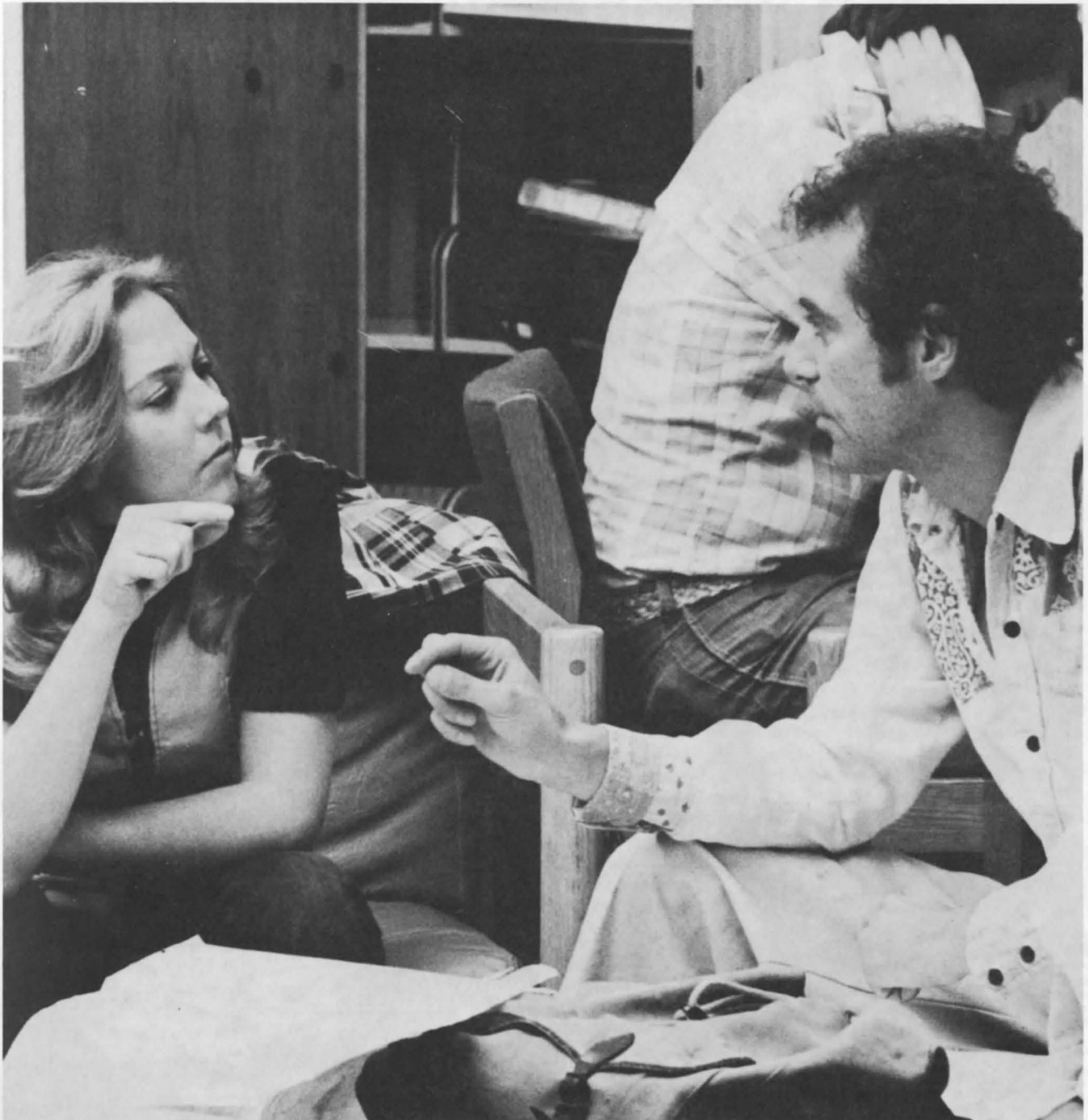
HLD9660 Instructional Procedures III: Teaching Children with Learning Disabilities (2) Students design, implement and evaluate individualized instructional programs for children with special learning requirements. Prereq: HLD682, HLD967, knowledge of competency-based systems and methods of teaching basic academic skills. Field work required. **Arranged.**

HLD9670 Psychology of Learning Disabilities (2) Examines the theoretical foundations of learning disabilities and relates the various constructs to such issues as causation, identification, prevention and selection of appropriate instructional procedures and

programs for children with unique learning requirements. Prereq: HLD6820. Graduates only. **Arranged.**

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, Fall.**

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.**





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Administration

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University Advocate	Paul G. Hill
University Relations Director	William H. Dodd
Computer Services University Coordinator	Richard Newman
Computer Services Coordinator CCC	Sam Rice
University Assembly Chairperson	Aida Shekib
	University Assembly Business

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College of Cultural Studies, Dean	Alfonso Sherman
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College of Human Learning and Development, Dean	Roy Cogdell
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Business Operations Manager	Ray Kiefer
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Public Safety, Department of Director	Norman Love

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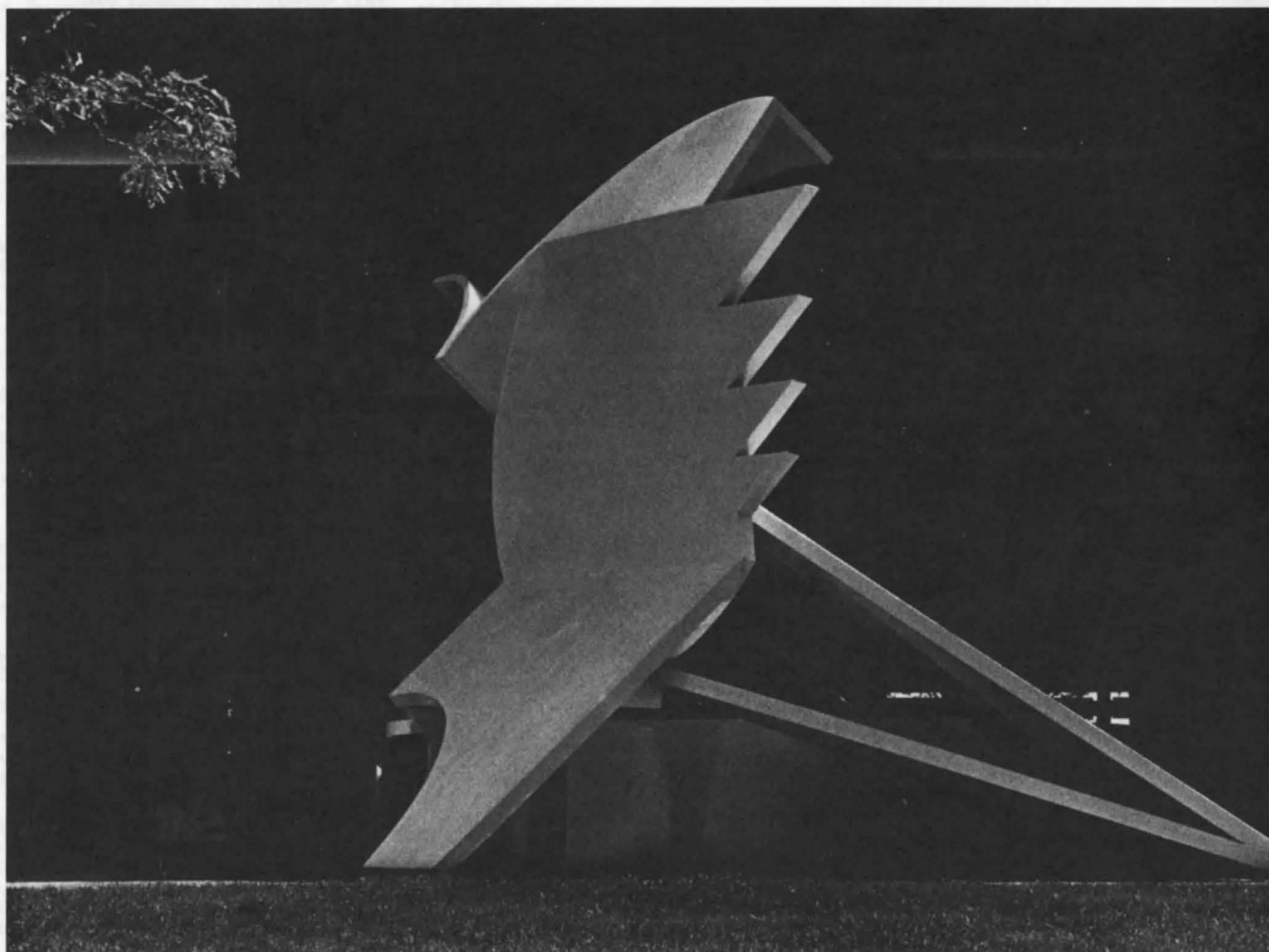
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L.L.B., University of London, 1953
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