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Board of Regents
Administration
Faculty
City Map
Campus Map

INQUIRIES
# ACADEMIC CALENDAR - 1971 - 72

## FALL QUARTER
- **Registration**
- **Classes Begin**
- **Thanksgiving Holiday**
- **Classes End**
  - Saturday, September 18
  - Thursday, September 23
  - November 25-28
  - Friday, December 10

## WINTER QUARTER
- **Registration**
- **Classes Begin**
- **Classes End**
  - Saturday, December 11
  - Monday, January 3
  - Friday, March 17

## SPRING QUARTER
- **Registration**
- **Classes Begin**
- **Memorial Day**
- **Classes End**
- **Commencement**
  - Saturday, March 18
  - Monday, March 27
  - Monday, May 29
  - Friday, June 9
  - Saturday, June 10

## SUMMER QUARTER
- **Registration**
- **Commencement**
- **Classes Begin**
- **Independence Day**
- **Classes End**
  - Saturday, June 3
  - Saturday, June 10
  - Thursday, June 15
  - Tuesday, July 4
  - Saturday, August 26
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<td>Saturday, March 3</td>
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<td>Thursday, Nov 23</td>
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<td>Sunday, Dec 17—</td>
<td>Sunday, Jan 7</td>
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FOREWORD

As the public affairs university of Illinois, Sangamon State is committed to professionalism in government and politics and to the liberal arts as the window to the humane significance of public affairs. The processes of study and inquiry at the university, while stressing practical experience and focusing on contemporary problems and people, are founded on the belief that an education in public affairs cannot be thought of as merely training in the organization and manipulation of bureaucracies and technologies. Rather, it must be rooted in humane learning and an involvement in the human affairs of the society. To these ends, the faculty seeks to relate the university to the community, one discipline to another, theory to reality. Restoration of teaching as the highest pursuit of the faculty is the hallmark of this endeavor.

This guide sets forth in broad terms the principal policies, degree programs and operating style of Sangamon State University. Because it is a new institution, faculty recruitment and academic planning are continuing major enterprises at Sangamon State and, therefore, complete course listings and descriptions are not feasible for inclusion in the guide. Those course listings that are part of the guide are meant to be illustrative of the total offerings.

Major emphasis is placed upon the unusual responsibility expected of each student. Asked first to determine and evaluate his own objectives in university education, the prospective student is then requested, with the aid of his faculty adviser, to select or design a program which will enable him to achieve these objectives.

ABOUT THE UNIVERSITY
HISTORY AND DESCRIPTION

Sangamon State University is one of the two new senior institutions established by the State of Illinois in accordance with the statewide Master Plan developed by the State Board of Higher Education. Planning was authorized by the General Assembly in 1967, operational and building funds in 1969.

Sangamon State opened in September, 1970; Governors State University in Park Forest in 1971. Both universities were founded to respond to increasing needs for upper division and graduate study and to articulate programs with the rapidly expanding community college system in Illinois. Further impetus for the establishment of Sangamon State was provided by community leaders in Central Illinois who were deeply aware of the local and regional demand for educational opportunity and who saw in the cultural, professional, and historical environment of Springfield an unparalleled setting for higher education.

The site of the new university is 740 acres of prairie located six miles southeast of Springfield, adjacent to scenic Lake Springfield and to the 340-acre campus of Lincoln Land Community College which enrolled 4,000 students at its new permanent campus in the fall of 1971.

The first permanent construction, a library and academic core, is scheduled for completion by the Fall Quarter of 1973. The campus master plan calls for an "urban campus" in a rural setting, free of all vehicular traffic and so planned that all campus facilities are easily accessible to pedestrians.

The permanent buildings will be situated within a "ring road" some 3,000 feet in diameter. Within the ring will be shops, restaurants, lounge facilities and landscaped areas as well as classroom and office buildings. Parking and eventually graduate student apartments and single family housing units will be on the periphery of the campus. In collaboration with far-seeing real estate developers, the university will help develop a planned, attractive community environment adjacent to the campus. The objective is to make of Sangamon State University an imaginative interrelationship of terrain, buildings, and landscape architecture, an educational city in the open Illinois prairie.

Modern and attractively landscaped steel interim buildings which have been designed to reflect the operating style and spirit of the university make up the temporary campus.
Sangamon State University is one of the three institutions in the Regency Universities System governed by the Board of Regents of the State of Illinois. The others are Illinois State University at Normal and Northern Illinois University at DeKalb. Decisions by the Board of Regents in the areas of operating and capital budget, academic program and long-range planning also require approval of the Illinois Board of Higher Education.

In the summer of 1969 the Board of Regents selected Dr. Robert C. Spencer, Dean of the Graduate School at the University of Rhode Island, as the founding president of Sangamon State University. President Spencer, who assumed his duties September 1, 1969, immediately began recruiting staff members and developing academic plans. A faculty of 45 was selected to provide academic advice and instruction during the first academic year. Approximately 800 students enrolled to receive instruction in undergraduate and master's level graduate programs.

The North Central Association of Colleges and Secondary Schools granted Sangamon State correspondent status in July, 1970. Academic programs were approved by the Board of Regents the following May and on July 6, 1971, the Illinois State Board of Higher Education granted the university the authority to award degrees in the 14 programs contained in this guide. In November, 1971, the Office of the State Superintendent of Public Instruction certified the university's teacher preparation programs. The first degrees in the history of Sangamon State University were conferred in December, 1971, with a formal commencement ceremony scheduled for June, 1972.

Authority for the internal organization of Sangamon State University is vested in the Office of the President, with appropriate responsibilities delegated to the Vice President for Academic Affairs, Dean of Student Services, the Vice President for Business Affairs, the Director of University Relations, and the Vice President of Planning and Development.

PHILOSOPHY AND OBJECTIVES

The mandate of Sangamon State University is in the area of education in public affairs within the framework of a liberal arts curriculum stressing practical experience and innovative teaching. Relative to the university's commitment to innovation, the Master Plan for Higher Education in Illinois
called upon Sangamon State to be a "truly pioneering segment of public education."

To fulfill the public affairs commitment, the total resources of the university are focused on the goal, as stated in the Master Plan, of finding "better means of applying existing knowledge, combining the new, deleting the outmoded, and providing a flexible framework within which trained, educated personnel can address themselves to pressing social needs." These resources include the full-time faculty which is drawn from men and women with a deep interest or experience in public affairs. The university also draws heavily upon the talented and experienced persons in public life who serve in the state government of Illinois at all levels, bringing their practical knowledge to the campus as part-time faculty and lecturers. These scholars and public servants contribute to curriculum planning at the university. The curriculum is designed to examine public issues through interdisciplinary activity, Public Affairs Colloquia, and public forums in which faculty participate with experts from the public and private sectors. Practical experience in public affairs is also stressed by means of the Applied Study Quarter which offers students the opportunity for a full quarter's work experience in a variety of public and governmental agencies.

To make good teaching the pre-eminent standard by which the university, the faculty and the academic programs are judged, Sangamon State emphasizes those modes of instruction which assist the student in developing habits of learning and pathways to sound thinking and analysis. The university also asks faculty and students to question the learning process and to experiment, testing new and old techniques of teaching, and to encourage independent study wherever feasible.

To emphasize liberal learning, the programs in academic disciplines as well as the professionally oriented programs lead to the Bachelor of Arts and Master of Arts degrees. The
emphasis on liberal learning is exhibited in the style of teaching, in the breadth and balance of curricular offerings and in certain requirements common to all degree programs. It is hoped that by cultivating literacy and humane learning students will continue to learn after they leave Sangamon State University. It is hoped further that students will develop the flexibility necessary for professional development and career mobility in a changing world.

To provide the capstone to lower division education, the university offers imaginative programs for students from junior and community colleges as well as for those transferring from four-year institutions. Effective interaction with the junior and community colleges is strengthened by the university's director of educational relations whose direct responsibility is developing a variety of programs pertinent to and involving these colleges.
THE ACADEMIC ADVISER

The academic adviser is the student's central contact at Sangamon State University. Each student chooses an adviser who aids him in developing a program which is enriching and purposeful. This relationship between the student and his adviser continues during the entire period the student remains at the university. The adviser is concerned with the student's academic progress, discusses his professional aspirations and helps to develop a prospectus for his program, participates as a member of the applied studies team, assists in revising his program when necessary, and finally, is involved in the approval of his graduation report.

THE BACHELOR OF ARTS DEGREE

The curriculum and operating style of Sangamon State University are designed to restore learning to its rightful prominence in the lives of both students and faculty, acknowledging too the importance of professional goals, including certification and credentials. Those desiring and qualifying to become elementary or secondary teachers may achieve certification after successfully completing a teacher education program; students who wish to enter the business world will have an opportunity to prepare in administration, accounting, and economics, as well as in the University Program entitled Work/Culture/Society. Those who
seek other careers in government or business will also find ample opportunity to prepare themselves.

At Sangamon State, professionally-oriented students, in addition to completing an Applied Study Quarter and their major course work, are urged to broaden their learning experiences. They are asked not only to prepare for their first jobs, but also to acquire a balanced perspective and the literacy needed to develop further in their chosen careers. In this way, professionally-oriented students can develop their personal capabilities, continue to learn as they acquire greater responsibility, and yet remain flexible enough to change careers.

In the following pages, the general outline of the curriculum is described. See p. 56 for specific course listings.

**GENERAL REQUIREMENTS FOR THE B.A. DEGREE**

In order to qualify for the Bachelor of Arts degree the student must have attended Sangamon State University full time for at least one academic year (three quarters) or its equivalent; have earned a total of 180 quarter hours of credit, 90 of which must be from the upper division level; and have completed a graduation report described on p. 19. The upper division level credits required for the degree are distributed among public affairs (10 quarter hours), applied studies (15 quarter hours) and con-
centrated studies (35-65 quarter hours).

THE UNDERGRADUATE STUDY PROSPECTUS

University graduation requirements include the development of a prospectus to be filed in the office of the Vice President for Academic Affairs sometime during the student's second quarter of full-time study at Sangamon State. The prospectus should be a plan of study developed by the student and his adviser, including: (1) a statement indicating any advanced standing the adviser deems appropriate; (2) a description of the student's focus of interest within his field of concentration, justifying the focus in terms of its relation to the field and its pertinence to the student's goals; (3) a tentative list of courses the student plans to take in his concentration in accordance with his focus.

The prospectus is not a rigid contract, and may be altered from time to time. This is especially true of the tentative list of courses. On the other hand, changes in the prospectus must be agreed upon by the student and adviser before they go into effect, written down as amendments to the prospectus, and filed with the Vice President for Academic Affairs.

PUBLIC AFFAIRS
(10 quarter hours)

The objective of the Public Affairs Colloquia is to insure that all students have examined major problems facing our contemporary society: the public problems. Offered from a list of topics developed by students and faculty members, each colloquium (5 quarter hours) deals with a special topic or problem and involves policy-oriented study projects. The university requires that every student take at least two colloquia to qualify for the B.A. degree. These may be taken at any time and may be selected by the student according to his own interests and concerns. See p. 97 in Academic Programs section.

APPLIED STUDIES
(15 quarter hours)

The Applied Study Quarter is a 10-to 11-week field program dedicated to experiential learning in an off-campus environment. Through contact with practical situations in the community students have an opportunity to apply theory, expand knowledge and determine additional learning needs. Assignments may be in teaching, business, government, community service, politics, or any other activity relevant to the student's educational
and/or career goals. Students do not normally participate in the program during their first or last quarters at the university.

Unless a petition for waiver is made to the applied study committee, successful completion of an applied study assignment, worth 15 quarter hours, is required of all candidates for the bachelor's degree and of those enrolled in a Three-Year Master's Program. Possible conditions for waiver include a long history of academic or work experience, financial hardship or equally legitimate concerns. In such instances, the student's interests might best be served by additional course work in lieu of an applied study assignment.

A faculty adviser and a field experience supervisor closely supervise each applied study assignment. The careful evaluation process includes student submission of an experience proposal for faculty approval; visits by the faculty adviser to the student's experience site; completion of a substantial, comprehensive journal by the student; and a critical evaluation of the experience by the student, adviser and supervisor, all of whom share the decision whether to grant academic credit on a pass/no-credit basis. Supportive faculty may also be involved in the evaluation process.

CONCENTRATED STUDIES
(35-65 quarter hours)

Each student develops an approved course of concentrated studies, consisting of 35-65 quarter hours, in consultation with a faculty member. The student may choose (1) a University Program, or (2) a Disciplinary Program, or (3) develop, with the help of his adviser, an Individual Option Program.

1. UNIVERSITY PROGRAMS
Each University Program consists of a selection of courses from different disciplines, all of which relate to a special problem, issue, or a social institution. Central to each University Program is an integrative colloquium which introduces the issue, raises significant questions, establishes definitions, and integrates the various courses in the program. The following University Programs are currently available:
Communication in a Technological Society is devoted to questions of science and human problems, modes of communication, and the social and ethical issues created by technological development.

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

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

Work/Culture/Society focuses on contemporary economic policy, the work ethic, values and the quality of life, problems of poverty and power and the uses and abuses of leisure.
2. DISCIPLINARY PROGRAMS
While providing interdisciplinary and problem-oriented programs, the university recognizes that many students prefer to complete an undergraduate major in a traditional academic discipline. As an upper division university, Sangamon State expects that each student entering a Disciplinary Program will have adequate preparatory work in his chosen field. His faculty adviser, in consultation with faculty members in the student's chosen field of study, is the appropriate judge of the student's preparatory background. A student who does not have the necessary introductory work for upper division disciplinary study may either take courses at another institution or may study independently to pass a qualifying examination.

As the university expands, Sangamon State will offer Disciplinary Programs in a wide range of fields in the humanities, social sciences and natural sciences. As of September 1971, degree-granting privileges in the following Disciplinary Programs have been approved by the Board of Higher Education:

- Biological Science
- Economics
- History
- Literature
- Mathematics
- Political Studies
- Psychology
- Sociology and Anthropology

3. THE INDIVIDUAL OPTION
The Individual Option provides for students who:

a) desire to integrate an area of study different from that defined by established programs;

b) want to focus on a problem area or set of studies in a manner different from that of established programs.

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

UNDERGRADUATE PREPARATION FOR A PROFESSIONAL CAREER
The university assists students in acquiring the necessary knowledge and skills needed to shape their col-
College programs toward career objectives in many areas. In keeping with the emphasis on liberal studies and public affairs, students who are interested in specific career orientation are not segregated into special programs, but participate in the common preparation for the B.A. degree. The university is interested in educating professionals with broad interests who can adapt their careers to a rapidly changing world. See p. 99 for a description of programs in accounting, law enforcement and criminal justice, management, and teacher preparation.

GRADUATION REPORT
At least 30 days before the end of his final quarter of study, each candidate for the B.A. degree must submit a graduation report to his faculty adviser. Serving as an indication of the university’s attempt to express a university-wide standard of competence to be obtained by all students, the report consists of five brief essays in which the student discusses the philosophy behind his choice of courses in his area of concentration, the public affairs dimension of his work, the applicability of his applied study, his reasons for choosing electives, and the value of his extra-curricular activities. The student may also submit a bibliography to support his statements.

The adviser and two faculty readers (one selected by the student, one by the Vice President for Academic Affairs) must evaluate and approve the report. A negative decision by either the faculty adviser or one or both of the faculty readers may cause the student to: (1) revise his report in light of the evaluation and resubmit it for approval; (2) request a written or oral examination by the three faculty members; (3) appeal their decision to the graduation appeals committee. This committee then makes a recommend-
aton to the faculty, who decide whether or not the student is to be granted a degree from Sangamon State.

ENDORSEMENT OF COMMUNICATIONS SKILLS

Each candidate for a B.A. degree must obtain endorsements of his communications skills from three faculty members. At least one of them must be from the student's area of concentration; a second must have experienced the student's work in a Public Affairs Colloquium. The appropriate forms must be submitted to the faculty adviser at least 30 days before the end of the student's final quarter of study.

UNDERGRADUATE ADMISSION

The undergraduate student may enroll in a two-year program leading to the Bachelor of Arts degree (B.A.) or in a three-year program leading to the Master of Arts degree (M.A.). Students accepted in the Three-Year Master's Program may also receive the B.A. after completing two years of work.

Sangamon State University admission standards encourage a wide variety of students to qualify for and enter upper division study. In order to provide criteria for success, the university asks that all students demonstrate or be willing to demonstrate skills in reading and writing or other preparatory work at a level which qualifies them for upper division study. Normally, these requirements are met by completing work in general education in a junior or community college or in the lower division of a four-year college or university and/or by examination.
WHO MAY APPLY

The following may apply to Sangamon State University for undergraduate study:

A. STUDENTS FROM ACCREDITED COMMUNITY AND JUNIOR COLLEGES

Graduates of accredited community or junior colleges who have earned the Associate in Arts (A.A.) degree in an institution which specifies general education requirements.

Graduates of accredited community or junior colleges which do not specify general education requirements, who have completed at least 24 to 36 semester hours, or 30 to 45 quarter hours, of study in the social sciences, humanities, and the sciences.

Persons who have accumulated 60 semester hours of credit (90 quarter hours) with an average of "C" or better at a junior or community college, but who have not earned a degree. In addition to their other work they ordinarily should have completed at least 24 to 36 semester hours, or 30 to 45 quarter hours, in the social sciences, humanities, and the sciences.

Students who have earned a degree other than the A.A. (such as the A.S. or A.A.A.). Such students may apply if they can satisfy the minimal general education requirements listed above. Those who do not meet the general education requirements may apply and be admitted to full standing after appropriate grades have been achieved in proficiency examinations or other appropriate background preparation and evaluations have been made.

B. STUDENTS FROM ACCREDITED COLLEGES AND UNIVERSITIES

Students from accredited colleges and universities must have attained
junior standing (60 semester hours or 90 quarter hours), earned a quality point average of "C" or better, and satisfied the general education requirements specified above.

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

In the event that a student has earned more than 60 semester hours or 90 quarter hours of work averaging less than "C", he may petition to have his work evaluated for entrance purposes on the basis of the highest earned grades in the 60 or 90 hours appropriate to his program objectives.

A NOTE ON BACKGROUND PREPARATION IN DISCIPLINARY AREAS
Students wishing to enter a profession or to major in a traditional field which requires more specialization than preparation in general education alone provides will be expected to have completed introductory or preparatory work in those subjects before entering Sangamon State. Where lower division work is required, the resources of Lincoln Land Community College or other nearby colleges and universities are recommended.

GENERAL ADMISSION INSTRUCTIONS
The prospective student may receive an application form by writing to Office of Admissions, Sangamon State University, Springfield, Illinois 62703. Applications will not be processed unless all appropriate documents are submitted. A non-refundable application fee of $15.00, payable to Sangamon State University, must be submitted with each application.

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

*See pp. 35-36, Standardized Testing.
Students are normally admitted to Sangamon State University with junior standing. Up to one year of additional credit earned in appropriate subject areas at a four-year college or university may be transferred by students who present official transcripts describing such credits. Only grades of "C" or better will be accepted to establish advanced standing. To obtain a degree from Sangamon State University, the student must earn the equivalent of three quarters of credit or 45 hours in residence at Sangamon State University.
GRADUATE PROGRAMS AND ADMISSION

THE ACADEMIC ADVISER

The graduate student's central contact at Sangamon State University is his academic adviser, who aids him in developing a program which is academically and professionally enriching and useful. This relationship between the student and his adviser continues during the entire period the student remains at the university. The adviser is concerned with the student's academic progress, discusses his professional aspirations and helps to develop a prospectus for his program, assists in revising his program when necessary, and finally, is involved with the approval of his graduation report, including the problem-solving exercise.

THE MASTER OF ARTS DEGREE

Graduate study leading to the Master of Arts degree is offered in a number of liberal arts and professional fields. As in undergraduate study, the widest possible opportunity for college graduates and others to advance their intellectual and professional interests is provided. Therefore, admission to graduate study is as open as possible, but requirements for graduation are as stringent as necessary to assure competence in the student's field of study, proficiency in the methods of scholarship, and acquaintance with one or more of the public problems of our time. The latter stipulation underscores the belief that all citizens should be familiar with major public
questions in addition to their own field of specialization.

With certain exceptions, the Master of Arts degree may be completed in three quarters of full-time study beyond the bachelor's degree, plus time required for any preliminary work necessary to meet graduate study requirements for particular fields. In addition to satisfying the admission standards listed below, some graduate applicants must be prepared to develop adequate background by means of undergraduate or independent study in order to fully qualify for work in their chosen field of graduate study.

GENERAL REQUIREMENTS FOR THE M.A. DEGREE

There are three patterns for earning the master's degree at Sangamon State University: the Three-Year Master's Program; the Professional Master's Program; and the Disciplinary, University and Individual Option Master's Programs.

While a formal thesis is not usually required for the master's degree, it is expected that all master's degree candidates will achieve an appropriate level of scholarly and professional competence; will demonstrate their ability to understand and develop
research projects; and will attain the skills to produce literate reporting documents.

THE GRADUATE STUDY PROSPECTUS

University requirements include the development of a graduate study prospectus to be filed in the office of the Vice President for Academic Affairs sometime during the student's first quarter of full-time graduate study at Sangamon State. The prospectus should be a plan of study developed by the student and his adviser, including: (1) a statement indicating any advanced standing the adviser and the Vice President for Academic Affairs have approved; (2) a description of the student's focus of interest within his field of concentration, justifying the focus in terms of its relation to the field and its pertinence to the student's goals; (3) a tentative list of courses the student plans to take to accomplish his goals.

The prospectus is not a rigid contract, and may be altered from time to time. This is especially true of the tentative list of courses. On the other hand, changes in the prospectus must be agreed upon by the student and adviser before they go into effect, written down as amendments to the prospectus, and filed with the Vice President for Academic Affairs.

THE THREE-YEAR MASTER'S PROGRAM

A junior may elect to attend Sangamon State University for three years and earn the master's degree. Degree requirements include:

- public affairs—15 quarter hours
- applied studies—15 quarter hours
- A total of 135 quarter hours beyond junior standing chosen by the student with the help and approval of his adviser, satisfactory completion of a graduation report and demonstration of communication and research skills.

THE PROFESSIONAL MASTER'S PROGRAM

Initially the university is offering a master's degree in administration. Prospective students should plan to spend four full quarters or 60 quarter hours of study to earn a degree in this professional field. Students with no previous professional experience may be required, in addition, to complete some form of applied study or an internship as a practicum.

Minimum requirements for the Professional Master's Program include:
• public affairs—five quarter hours
• A total of 55 quarter hours of additional course work. It is strongly recommended that students complete 30 of these hours in a generic core of courses (see p. 91 for a description of the program in administration).

Future professional programs may include community planning and guidance and counseling.

THE UNIVERSITY, DISCIPLINARY AND INDIVIDUAL OPTION MASTER'S PROGRAMS

Minimum requirements for Disciplinary and Individual programs include:

• public affairs—five quarter hours
• A total of 40 quarter hours in other course work, at least 35 of which must be in an area of concentration.

Requirements for University Programs vary. See pp. 79-90 for description of each program.

a.) The University Programs are multidisciplinary in nature, focusing on the scholarly treatment of issues, problems and social institutions. Students in addition may emphasize one or another discipline depending upon their interests. Graduate University Programs, planned with the aid of advisers, should include courses consistent with the student's interests and professional concerns. The four University Programs currently offered are:

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

b.) The Disciplinary Programs provide a more traditional pattern of master's study. Each student should develop, in consultation with his adviser, a program of courses from his chosen discipline as well as from those related disciplines which match his interests and professional objectives. Advisers may identify undergraduate background deficiencies and may require the student to fully qualify for advanced study by completing necessary preparatory work beyond the 45 quarter hours required for the master's degree. Graduate study is offered in the following disciplines:

Biological Science
Economics
History
Literature
Mathematics
Political Studies
Psychology
Sociology and Anthropology
c.) In the *Individual Option Program*, a student may develop with his adviser, subject to the approval of the university curriculum committee, a graduate program involving coursework and independent study on a specific scholarly question or problem.

**COURSE LOAD**

With few exceptions, each course at Sangamon State counts for five credits. A full-time student normally takes three courses, or 15 credits. Any student who wishes to carry more than 18 hours must wait until the normal registration processes for the quarter are completed and then register for his overload. He must also
submit to the Records Office a Request for Overload form signed by his adviser.

GRADUATION REPORT

At least 30 days before the end of his final quarter of study, each candidate for a master's degree must submit a graduation report to his examining committee, which consists of the student's adviser, a faculty member selected by the student, and a faculty member selected by the Vice President for Academic Affairs. The report is a series of structured autobiographical essays in which the student discusses the philosophy behind
his choice of courses in his area of concentration, the public affairs dimension of his work, the extent of his professional development, the nature of his extra-curricular activities, and his final evaluation of his educational experience. The student may include a bibliography of his work to support his statements.

THE PROBLEM-SOLVING EXERCISE

In his final quarter of work toward the M.A. degree, a student must demonstrate problem-solving capabilities in his area of concentration. His examining committee devises a suitably realistic problem related to his graduation report and submits it to the student, who has one week to devise a strategy for attacking the problem. The student does not need to answer the problem; instead, he outlines the limitations of his chosen strategy, suggests alternatives, discusses relevant materials, and specifies probable outcomes. The student and his committee decide whether the demonstration of competence is written or oral. Unanimous agreement of the examining committee is required for completion of the problem-solving requirement. In the event of disapproval, the committee may ask the student to complete additional work to demonstrate competence, although the student may appeal a negative decision to the graduation appeals committee. This committee then makes a recommendation to the faculty, who decide whether or not the student is to be granted a degree from Sangamon State University.

ENDORSEMENT OF COMMUNICATIONS SKILLS

Each candidate for a master’s degree must obtain endorsement of his communications skills from three faculty members, at least one of whom must be from the student’s area of concentration. The appropriate forms must be submitted to the faculty adviser at least 30 days before the end of the student’s final quarter of study. Students are exempt from this requirement if they have successfully completed it as undergraduates at Sangamon State.

WHO MAY APPLY

The following may apply for admission to graduate study:

- Persons holding the bachelor’s degree from an accredited college or university whose undergraduate work demonstrates preparedness for advanced study in the program being entered. The student may be required to take proficiency examinations to demonstrate his readiness for ad-
Advanced study in a particular field.*

• Persons who have graduated from unaccredited colleges or who have no college degrees, but who, by means of previous education and work experiences, can demonstrate their qualifications for advanced study. Such persons will be asked to take special examinations and/or submit credentials specifying their educational or work experiences. Inquiries concerning these examinations should be directed to the Office of Admissions and Records.*

• Persons already enrolled in the Sangamon State University Three-Year Master’s Program who have shown proficiency at the end of their senior year sufficient to indicate successful completion of the master’s degree.

GRADUATE ADMISSION INSTRUCTIONS

The prospective student may receive an application form by writing to Office of Admissions, Sangamon State University, Springfield, Illinois 62703. Applications cannot be processed unless they are fully completed and all supporting documents received. A non-refundable application fee of $15.00, payable to Sangamon State University, must be submitted with each application.

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

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

TRANSFER CREDIT

Sangamon State University will accept up to 15 quarter hours of advanced standing toward a graduate degree under the following conditions:

• The work for which the credit is sought is related to the program in which the student is being admitted.
• The work was done in an accredited institution.
• The work was at graduate level.
• A grade of "B" or better was earned.
• The work was completed within five years of the date of application.

*See pp. 35-36, Standardized Testing.
ACADEMIC STANDARDS AND EVALUATION (UNDERGRADUATE AND GRADUATE)

GENERAL

Evaluation, inevitable and essential within any community, including a university, should encourage good teaching and attach true value to student performance in the classroom. Rather than emphasizing grade point averages, Sangamon State University attempts to measure the student’s real progress in mastery of subject matter, his imagination, and his problem-solving ability. In keeping with the belief that people who experience academic problems should not be marked with a sense of failure for their adult lives, the evaluation system at the university allows for second starts and personal renewal and change.

In order to assure as objective and non-punitive judgment of student performance as possible, Sangamon State has promoted from the outset an environment of openness, candor and fairness in faculty-student relationships. At the same time, concrete means are available for students to appeal evaluation decisions which they may feel are unfair.

An open system of evaluation does not mean that a student is denied the opportunity of knowing where he stands, of his relative progress in his studies and of his probable future opportunities in light of his perfor-
mance. Many students require incentives beyond the attraction of the subject matter, good teaching and the hope for a college degree; others study better without these pressures. In all cases, Sangamon State attempts in the evaluation process to foster values consistent with the spirit of the institution and the student’s welfare. Grades, when used, record student successes rather than failures.

THE ENROLLMENT DECISION

Each student is asked to notify his instructor within four weeks of the beginning of each quarter whether he wishes to take a course for a letter grade or for credit only. The student is free to mix grade and credit courses, or he may choose to have all courses evaluated uniformly. Whatever his decision on grading, a student may choose at any time to complete the requirements for a course or to withdraw from it without penalty. In the case of withdrawal, the student must notify the Records Office two weeks before the end of the quarter. Whether he has chosen to study for credit or for credit and grades, the only drawback a student encounters in withdrawing from a course is the extra time and expense required to repeat it or to pursue another more to his liking at his next opportunity.

EVALUATION SYMBOLS

Successful completion of a Credit-only course:
S (Satisfactory)
Successful completion of a Credit-grades course:
A (Excellent)
B (Good)
C (Passing)
Unsuccessful completion of a Credit-only course:
No mark whatever on permanent record
Unsuccessful completion of a Credit-grade course:
No mark whatever on permanent record

WRITTEN EVALUATIONS

Regardless of the grading system chosen, students are provided by each of their instructors written evaluations of their achievement within a week after the end of the quarter. This extra requirement of the faculty is intended to assure the student the attention and counseling he needs to truly evaluate his skills and progress and to improve his future performance.

At the student’s request, written evaluations may be added to his permanent record.
STUDENT CLASSIFICATION

Students are classified as follows:

UNDERGRADUATE—A student who has been admitted and has junior or senior standing in a Bachelor of Arts degree program (full-time or part-time).

GRADUATE—A student who has been admitted to a Master of Arts program (full-time or part-time).

NON-DEGREE—A student who has been admitted to the university, but who is not matriculated in a degree program.

Students enrolled in a Three-Year Master's Program will be classified as "undergraduate" for the first two academic years and as "graduate" during the final year of academic work.

STANDARDIZED TESTING

The testing program at Sangamon State University relies mainly upon the College Level Examination Program (CLEP) of the College Entrance Examination Board and the Graduate Record Examination of the Educational Testing Service.

THE CLEP EXAMINATIONS are divided into:

General Examination: These measure general undergraduate achievement in five basic areas of the liberal arts (English composition, humanities, mathematics, natural sciences and social sciences.)

Subject Examination: These measure achievement in more than 20 widely taught undergraduate disciplines.

THE GRADUATE RECORD EXAMINATION, which is designed to measure general scholastic ability at the college senior and graduate level, assists graduate schools in appraising the qualifications of applicants. The advanced tests are designed to measure the candidate's knowledge of materials included in the typical undergraduate program for majors in the field of the test and also his ability to reason with and apply his knowledge of these materials.

The testing program is used in the following ways at Sangamon State:

- To establish the eligibility for admission of undergraduate and graduate students who do not meet requirements as measured by degrees, course credits or other standards.*

- To serve as a diagnostic and evaluation device for all students in the formative years of the university.**

- Students may take CLEP Subject Exams (either on their initiative or on

* Student will pay a nominal fee.
** No fee to students.
the university's recommendation) to remove a general education deficiency in their chosen concentration. For example, an economics major might take the CLEP exam in introductory economics if he failed to take (or pass) the principles course as an underclassman.*

UNDERGRADUATE TESTING PROGRAM: THE UNIVERSITY EVALUATES ITSELF

Because Sangamon State is a new university, educational norms are being developed against which to measure its performance. Students may be asked to participate in a series of examinations to continue this effort. The College Level Examination Program (CLEP), designed by the College Entrance Examination Board to assist in evaluating students at the mid-college transfer point, is used in establishing these norms. These examinations may have additional value in providing academic advisers with more information to aid in counseling students. (See p. 35, Standardized Testing).

It should be understood that no testing is required of the community college graduate or of the four-year college transfer student as a condition of admission.

*Student will pay a nominal fee.

GRADUATE TESTING REQUIREMENTS

If the applicant for graduate study has not previously taken the Graduate Record Examination, he will be requested to take it during his first quarter of work at Sangamon State. The Graduate Record Examination is used to measure proficiency in certain fields of study for diagnostic and counseling purposes, and also to provide a measure for comparison with graduate schools throughout the nation.

ACADEMIC PROBATION

Failure to complete one-half of a student's course work in any quarter will result in the student being placed on academic probation. If, after counseling and consultation with his adviser, the student again fails to complete half of his course work, he will be asked to withdraw from the university.

SPECIAL COURSES AND INSTRUCTIONAL PROGRAMS

Sangamon State University wishes to respond to contemporary issues by permitting, upon sufficient notice and with university approval, any group of 10 or more students to work with
an instructor on a subject or problem of current or special interest. These courses must have a scholarly approach and involve serious reading and instruction. Undergraduate or graduate credit is granted for these courses depending upon the duration and academic content of the course, the request made by the professor, and the approval of the curriculum committee. Ordinarily students and professors who desire such a course are required to prepare and present the project to the curriculum committee 20 days in advance of the anticipated start of the course.
# Tuition, Fees and Financial Aid

## Tuition and Fees

### Illinois Residents

| Full-time* | 134.00 |
| Part-time** (Per credit hour) | 20.00 |

### Out of State Residents

| Full-time* | 355.00 |
| Part-time** (Per credit hour) | 54.00 |

## Special Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (non-refundable)</td>
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<tr>
<td>Late Registration Fee</td>
<td>10.00</td>
</tr>
<tr>
<td>Changes in Program Fee</td>
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<tr>
<td>Transcript of Record Fee</td>
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<tr>
<td>Activities Fee (full-time)</td>
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<tr>
<td>(part-time)</td>
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<tr>
<td>Medical and Hospital Insurance †</td>
<td>7.00</td>
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<tr>
<td>Graduation Fee</td>
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<td>Bachelor’s Degree</td>
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<tr>
<td>Advanced Degree</td>
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</tr>
</tbody>
</table>

*Six or more credits **Five or less credits †See p. 51 for dependent coverage
WITHDRAWAL FROM THE UNIVERSITY

When a student withdraws from the university within 10 calendar days following the first day of regular classes, he receives a full tuition refund. Intent to withdraw must be made in writing to the Records Office.

WITHDRAWAL FROM ONE OR MORE COURSES

Students may withdraw from courses at any time during the first eight weeks of the quarter following the first day of class. If a student's status changes from full-time to part-time during the first 10 days after the beginning of class, a partial tuition refund will be granted. A student dropping a course or courses should accomplish this procedure through the Records Office.

LATE REGISTRATION

Students may register for classes during the first 10 calendar days after the first day of classes and will be permitted to enter classes where there is space.

STUDENT ACTIVITY FEE

A student fee of $8.00 per quarter for full-time students (six hours or more) and $4.00 per quarter for part-time students (less than six hours) has been established. This fee is collected at the time of registration and is earmarked for such activities as films, art exhibits, dances, visiting lecturers and equipment for the Day-Care Center.

FINANCIAL AID

The Office of Financial Aid provides assistance, in the form of gift aid (grants and scholarships) and self-help (loans and part-time employment), to qualified students who would otherwise be unable to attend the university. In meeting this objective, the office coordinates federal, state, institutional and private programs.

To assure equality of access to higher education, the university emphasizes family and student financial need in selecting aid recipients. Nationally standardized procedures are used to determine need, and both the student and his parents are expected to make a maximum effort to pay all university expenses of which they are reasonably capable.

Applications for financial aid should be submitted before July 1 of each year (March 1 is the preferred date). All applications are processed on the basis of date received, student eligi-
bility, and availability of funds. Applications will not be considered complete until the applicant has been accepted for admission, and all necessary information to support student need is on file in the financial aid office.

Detailed information regarding all types of student financial assistance, including programs of special interest to veterans, applications for aid, and appropriate needs analysis forms may be obtained from the Director of Financial Aid, Sangamon State University, Springfield 62703.

**Federal Programs**

Congress has direct authority for making federal assistance available to students. Dozens of special pieces of legislation stipulate the purposes of the programs and designate the kinds of persons who shall receive aid; funds are made available by appropriation bills. It is important to note that awards under federal programs are dependent upon adequate funding of the university.

The programs listed below represent only a portion of the assistance the federal government offers students pursuing careers in higher education. Many federal agencies sponsor programs of financial assistance for students in specific career fields. Information on these other sources of aid is usually available at schools or public libraries.

**GIFT AID: GRANTS**

**EDUCATIONAL OPPORTUNITY GRANTS (EOG)**—These are outright gifts to undergraduate students with *exceptional financial need*. The grant does not have to be repaid and can amount to one-half of the student’s actual need up to a maximum of $1,000. The other half of the actual need is met by matching aid from
other programs. Without the matching aid, the grant may not be awarded.

**LAW ENFORCEMENT EDUCATION PROGRAM (LEEP) GRANTS**—In-service employees of police, courts, and corrections agencies enrolled in courses related to law enforcement can receive up to $200 per academic quarter (not to exceed the cost of tuition and fees). Grant recipients must agree to remain in the service of their employing law enforcement agency for at least two years following completion of their courses. Financial need is not a criterion for LEEP grants.

**VETERANS BENEFITS**—A veteran of at least 181 days continuous active duty, any part of which occurred after January 31, 1955, is entitled to veterans benefits. An information sheet concerning these benefits is available from the financial aid office.

**SELF-HELP: LOANS AND EMPLOYMENT**

**NATIONAL DEFENSE STUDENT LOANS**—The NDSL program can provide up to $1,000 per year for undergraduate students and $2,500 per year for graduate students who have proven financial need. Nine months after the student graduates or terminates attendance, interest begins at 3%, and the recipient may in some cases have up to 10 years to repay the loan. Cancellation privileges exist for teaching and for service in the armed forces (service after April 13, 1970).

**LAW ENFORCEMENT EDUCATION PROGRAM (LEEP) LOANS**—Full-time students enrolled in degree programs can receive up to $1,800 per academic year. Loan recipients must intend to pursue or resume full-time employment in the criminal justice field upon completing courses. The loan is cancelled at the rate of 25% per year of full-time employment in law enforcement. Financial need is a criterion for LEEP loans, which exceed direct educational expenses such as tuition, fees, books, supplies, and travel expenses.

**COLLEGE WORK-STUDY**—This program makes employment positions available to both graduate and undergraduate students who have proven financial need. If at all possible, students are placed in positions that are related to their area of concentration or special interest. Students are paid according to federal minimum wage guidelines and may work up to a maximum average of 15 hours per week when classes are in session and 40 hours per week during vacation periods.

*Not available during the 1972 academic year.
**State Programs**

Direct authority for making state assistance available to Illinois students comes from the Illinois General Assembly. Several statutes exist which authorize educational assistance; funds are made available through legislative appropriations. The general information concerning state programs which follows cannot be complete or authoritative since legislative changes occur. More complete information may be obtained by referring to a publication entitled *Financial Aids to Illinois Students* made available through the Office of the Superintendent of Public Instruction, a copy of which is on file in the financial aid office.

**GIFT AID: GRANTS AND SCHOLARSHIPS**
(State gift aid programs usually provide tuition and some fees. Students may not participate in more than one program at the same time.)

**ILLINOIS STATE COMMISSION SCHOLARSHIPS**—These awards are granted to high school seniors on the basis of ACT test scores and need. (Students who participated in the State Commission Scholarship or Grant program in their first two years of college can apply to the Commission for a renewal and, if eligible, transfer their award to Sangamon State.)

**STATE TEACHER EDUCATION SCHOLARSHIPS**—These awards usually exempt the holder from the payment of tuition and any matriculation, graduation, and activity fee. Students planning to attend Sangamon State who currently hold a State Teacher Education Scholarship may transfer their award to Sangamon State. To facilitate the transfer, the Director of Financial Aid should be notified in writing.

State Teacher Education Scholarships granted after October 10, 1969, carry an obligation to teach in Illinois 2 of 3 years following graduation, or the amounts received must be repaid to the State of Illinois at the rate of 5% interest. Undergraduate students wishing to apply for a teacher education scholarship may do so under the following program options:

- Students who rank scholastically in the upper half of their graduating
class and/or persons who hold a valid teaching certificate who wish to pursue a career in special education may apply for a Special Teacher Education Scholarship to the local County Superintendent of Schools or to the Superintendent of Public Instruction.

- Students 21 years old or older, residing in Illinois and accepted at Sangamon State, may apply for an Adult Teacher Education Scholarship by submitting ACT test scores to their local County Superintendent of Schools.

GENERAL ASSEMBLY SCHOLARSHIPS—Each member of the General Assembly may nominate two persons annually from his district. Students should contact their district member of the General Assembly. The award can provide tuition and some fees.

STATE MILITARY SCHOLARSHIPS—These awards are available to Illinois veterans who have served at least one year of active duty in the armed forces and who were legal residents of the State of Illinois both when they entered military service and were honorably discharged. (Special Note: Illinois veterans who served prior to August 11, 1967, need not meet the requirement for one full year of active duty. An application for Military Scholarship must be com-

pleted and presented to the Director of Financial Aid along with a copy of the student’s DD-214.)

SELF-HELP: LOANS

ILLINOIS STATE GUARANTEED LOAN PROGRAM—This program provides loans up to $1,500 per year for upperclassmen, at a rate of 7% simple interest. Students with an adjusted family gross income of less than $5,000 qualify for interest subsidy. For those who qualify, the federal government pays the interest on the loan while the student is in school and for nine months after graduation or termination of attendance. For
families with an adjusted gross income of more than $15,000, the federal government will not pay any interest.

Institutional Programs

Authorization for special institutional financial assistance programs may result from state legislation, Board of Regents policy, the university foundation, institutional action, and, in some cases, through private contributions from donors who allow disposition of funds to be determined by the university.

GIFT AID: GRANTS AND SCHOLARSHIPS

INSTITUTIONAL TUITION WAIVERS

—A limited number of undergraduate tuition waivers are provided each year. Awards are made on the basis or proven financial need, and, in some cases, may also require particular talents in various fields of activity.

Both the COMMUNITY GRANT FUND, initiated by the Junior League of Springfield, Inc., and the UNIVERSITY GRANT FUND, established by the Student Services Council of Sangamon State University, are open-ended funds created to aid financially needy students. The Community Grant Fund gives preference to needy low-income students from the Springfield area. Grants under both programs are awarded on an annual basis and are distributed in equal amounts during the fall, winter and spring quarters.

ROBERT P. HOWARD SCHOLARSHIP FUND—The purpose of this program is to provide scholarships to students pursuing careers in public affairs reporting. It was established by Robert P. Howard, capital correspondent for the Chicago Tribune, who donated the proceeds of his retirement dinner to Sangamon State University.

JAMES E. ARMSTRONG SCHOLARSHIP FUND—This program, which aids students interested in careers in public affairs reporting, was established in memory of the late James E. Armstrong, publisher of the Illinois State Journal-Register, Springfield.

THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN SCHOLARSHIP—This fund provides financial aid for women, particularly mature women, returning to complete an interrupted education. It has been offered annually since the inception of the university by the AAUW, Springfield Branch.
SELF-HELP: LOANS AND EMPLOYMENT

UNIVERSITY COMMUNITY EMERGENCY LOAN FUND—This fund provides short-term loans ranging from $5.00 to $150.00 to help students enrolled full-time to meet emergency educational expenses. Loans can be made for up to 60 days and are interest free. However, a service fee of 50¢ is charged at the time the loan is made.

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

Bank of Springfield
Capitol Bank & Trust Company
First National Bank
First State Bank of Springfield
Illinois National Bank
Land of Lincoln Bank
Peoples National Bank
Springfield Marine Bank
Town & Country Bank

American Savings & Loan
Citizens Savings & Loan
First Federal Savings & Loan
Sangamon Home Savings Association
Security Federal Savings & Loan

SPRINGFIELD WORKINGMEN'S SAVINGS & LOAN

PART-TIME EMPLOYMENT—A limited number of part-time employment opportunities are available for students on campus. A referral system is also available for positions off campus. Interested students should check bulletin boards for positions available and visit the Office of Student Financial Aid to indicate their interest in part-time employment.

GRADUATE ASSISTANTSHIPS—A limited number of graduate assistantships are available with monthly stipends of $300.00 and a tuition waiver. Assistantships are usually project-oriented and may be awarded for the full academic year. A limited number of summer quarter assistantships may also be available.

Private Programs

Private financial support for student financial assistance programs comes from a wide variety of sources. Programs usually vary in size, type and purpose. Students interested in private programs should request a copy of the financial aid office’s bulletin on private student aid programs.
UNIVERSITY LIFE
THE UNIVERSITY COMMUNITY

The philosophy regarding student life at Sangamon State University has been stated by President Robert C. Spencer in this way:

"We... intend to build a teaching institution, an institution in which the style of inquiry, dialogue with students, the style and method of addressing problems and seeking answers, is productive of the three ends of humane learning, literacy, and culture... This means we shall ask our students to combine their pursuit of the sciences, the social sciences, and the humanities with direct concern about where this knowledge will lead them, and what its implications are for personal growth and community and human welfare."

It is in this spirit that the Office of Student Services works with students in a wide range of activities. All student activities are considered to be an integral part of the educational experience.

UNIVERSITY GOVERNANCE

The university can provide no more productive learning situation for students than participation in its governance. According to the philosophy at Sangamon State University, a single government has been established to help guide the entire university community. The University Assembly, formed in November, 1970, is a 60-member body whose membership is drawn from the various constituencies of the university community. The Assembly includes elected members from the student body (18), the faculty (18), and the staff (9); ex-officio members from the administration (5); the president of the university, ex-officio, non-voting; and appointed members from the off-campus community (9), all of whom serve one-year terms.

Three Councils, whose members are appointed, operate subject to review by the Assembly: the Council on Academic Affairs, the Council on University Services, and the Council on Campus and Community Affairs. Each has standing committees charged with submitting policy recommendations in areas of specific concern.

The University Assembly system ensures the effective sharing of responsibility for the development of the university among students, faculty, administration and community members, and also provides a forum for ideas eventually shaped into university policy. Assembly elections are held every fall; all members of the university are encouraged to
participate in the governance process. Students who do so may arrange to receive academic credit for this experience.

THE LIBRARY

The faculty and staff of Sangamon State University take seriously the obligation to make the library and library skills a central part of all academic programs.

As a result, the library seeks to make easily accessible to the Sangamon State community a large variety of learning resource materials. By the beginning of the 1971 academic year the collection numbered approximately 60,000 volumes, including nearly 40,000 cataloged monographs, 1,500 current subscriptions to periodicals and newspapers, a variety of musical and spoken recordings, taped lectures and public addresses, art
Library faculty are available to assist the user in making the fullest use of these resources and to discuss the need for materials not presently in the collection. The media division provides equipment for student and faculty production of graphic, audio, video, and photographic materials and gives assistance in locating and utilizing prepared resources in these media. Inter-library loans and film rental services provide easy access to materials in other library collections in Springfield and elsewhere.

At the Sangamon State library, the primary emphases are the building of adequate resources and teaching the use of these resources. The library’s instruction program has one basic objective—to increase the user’s ability to understand key concepts about information and to relate these effectively to library use. The library faculty offers individual and group instruction for this purpose as well as team teaching in courses where research efforts are anticipated. Individuals may request this instruction by contacting a member of the library faculty at any time during the year.

STUDENT SERVICES

The university provides a variety of services to students, including organization of student activities, personal counseling, health services, financial aid and job placement. The Office of Student Services also administers an intramural athletic program. All students, both full- and part-time, have access to these services.

The office of the Dean of Student Services maintains an up-to-date list of student housing in the Springfield area. Housing listings are accepted by the university with the understanding that the housing facility is open to persons of all races and religions. Students are free to find their own housing if they choose.

INTRAMURAL ACTIVITIES

Since the university's goal is the development of a wide range of meaningful and appropriate physical
activities for students and staff members, the Intramural Program receives priority consideration as an expression of those activities. Depending on student interest, intramural sports will include basketball, bowling, flag football, golf, softball, swimming and other water sports, tennis, and other individual and team sports.

STUDENT HEALTH SERVICE

Upon admission to Sangamon State, a student must submit a physical examination form completed by a physician, or he must sign a physical examination waiver.

The Student Health Service performs, without charge, most of the services that would be provided by a family physician. The university dispensary, which is open from 8:30 a.m. until 5:00 p.m., is staffed by a full-time registered nurse. In addition, a physician and psychiatrist maintain scheduled office hours and are also available for consultation by appointment.

All health services are available to all students, including part-time students and those who have signed health insurance waivers and physical examination waivers. Information contained in a student’s health record is confidential and is not released without the student’s written permission.

The Health Service staff includes: Dr. Douglas M. Gover, Consulting Physician; Dr. Glen Pittman, Consulting Psychiatrist; and Lynna Price, R.N.

VOCATIONAL TESTING SERVICE

Twice a year, depending upon demand, the Student Services Office offers a battery of vocational tests (aptitude, vocational interest and personality) available to all interested students, especially those uncertain about their major concentration or considering a change of vocational direction. Four consecutive Saturdays are designated for the tests, the first three for their administration, and the fourth for a group interpretation of the results with several of the university’s counseling psychologists on hand to answer individual questions. Although the service is covered by the student activity fee, it is necessary to sign up for the testing at least a week in advance of the series. Students may utilize the service more than once, but intervals between test administrations for an individual should be at least a year apart.
STUDENT INSURANCE
The student insurance program is administered by the Nonacademic Personnel Office. Students who do not have medical and hospital coverage equivalent to that available in the policy offered by the university are required to obtain such insurance. Costs per quarter are $7.00 for the student; $9.00 for the student's spouse; and $6.00 for one or more children.

UNIVERSITY DAY-CARE CENTER
A Day-Care Center is operated on university property by a not-for-profit corporation for the benefit of students and their children. The center, which is licensed by the State of Illinois, is open from 8:00 a.m. to 6:00 p.m., Monday through Friday. A varied program appealing to the preschool child is offered. Special daily and weekly rates are available; there is also a reduction in rates when more than one child per family is involved.

TRANSPORTATION
The Springfield Mass Transit District has cooperated with the university to provide bus transportation for the university community. Schedules are available at the Student Services Office. For those students who drive to campus, a parking fee of $5.00 per quarter is charged.

BOOK STORE
The campus book store, located in the east wing of the Student Services Building, carries in stock all required textbooks, as well as books on Black culture and the classics. There is also a good supply of study aids and college outline series, current news magazines and periodicals of general interest. The book store makes every effort to obtain books not in stock that are available.

In addition to books, the store carries a full line of standard supplies for college students. As students express interest in miscellaneous items, these may be ordered and maintained in stock.

I.D. CARDS
Each student is issued an identification card which must be revalidated each quarter the student is in attendance. The card is required for use of the library and may be requested for identification purposes at university-sponsored events.
SPRINGFIELD

Springfield, the capital of Illinois, is a city of 91,000 people located in the heart of a rich agricultural area with a population of over 400,000. The city is a diversified community of commerce and agriculture and the center for insurance, government, education, and medical facilities. County and federal offices are located here in addition to the many state buildings. It is an historical city incorporated as a town in 1832 and widely known as the home and burial place of Abraham Lincoln, and the home of poet Vachel Lindsay. The city and the area abound in historical and recreational sites. Tourism is an important industry.

Springfield has a variety of cultural attractions and opportunities, including the Springfield Symphony Orchestra, Municipal Choir, the Municipal Band, the outdoor Municipal Opera, and the Carillon Festival. The Springfield Art Association, the Illinois State Museum Art Gallery and an annual Old Capitol Art Fair are representa-

CAFETERIA

Located in the west wing of the Student Services Building, the dining area is equipped to seat approximately 250. A variety of vended products, including hot and cold drinks, sandwiches, desserts, pastries, salads, ice cream products, candy, etc., are available at all hours of the day and evening. For those items normally served hot, a microwave oven is provided for quick and efficient heating.

During the noon hours, hot meals are served, utilizing modern food preparation techniques most commonly used on commercial airlines. There is a rotating menu cycle of three weeks, during which no primary entree is repeated. Certain popular items such as hamburgers and french fries are available on a daily basis. All meals are moderately priced for the average student budget.
In addition to being the site of Sangamon State University, the city is the home of two junior colleges—Lincoln Land Community College and Springfield College in Illinois—and Concordia Lutheran Seminary.

The city also boasts a theater guild and children's theater guild, as well as the Copper Coin Ballet, also featuring young people. Widely known guest speakers are featured in the annual Town Hall Series, and concerts of the Amateur Musical Club feature visiting artists.

There are 20 parks in the area which include wild life sanctuaries and a children's zoo. Lake Springfield has two public beaches and many picnic areas. There are conveniently located public golf courses and tennis courts. The Illinois State Fair is held each year in August. Several horse shows are held annually.

In addition to being the site of Sangamon State University, the city is the home of two junior colleges—Lincoln Land Community College and Springfield College in Illinois—and Concordia Lutheran Seminary.
A medical school under the auspices of Southern Illinois University is to open in 1972 to operate in conjunction with the two hospitals in the city. The state operates the McFarland Zone Center, a part of the pioneer network of community-centered mental health clinics in Illinois.

STATEMENT ON STUDENT DEMONSTRATIONS

Pursuant to Public Act 76-1853, adopted in 1969 by the Illinois General Assembly, the following statement was approved by the Illinois Board of Regents on July 16, 1970 relating to Sangamon State University:

"As a community of scholars, as a center of inquiry and teaching, and as a research institution, Sangamon State University is resolutely committed to the free expression of ideas; including the right to orderly expressions of dissent and protest. The university is equally opposed to methods of protest which violate basic principles of freedom of expression of others, including students, faculty and the administration. Protests that deprive others of the opportunity to speak or to be heard, or which involve physical takeover of buildings so as to disrupt the educational process, or which lead to the
seizure of administrators, faculty, or other individuals, are in direct conflict with basic principles of academic freedom.

"Therefore, in order to insure that the rights of all individuals on campus will be protected. Sangamon State University will endeavor to employ the following procedures should excesses of the type mentioned above occur on our campus:

"A. In the event of an activity which deprives any individual of his right to speak, right to study, or right to function as a student, faculty member, or administrator, without harassment, upon being informed the President, or an appropriate member of his staff he designates, will call the attention of the person or persons violating the rights of others to the principles on which this university is founded, to the regulations of the Board of Regents, and to the principles and procedures of university governance and student conduct. He will then call upon the violators to cease and desist. The President or an appropriate member of his staff may also advise the violators that unless such activity promptly ceases, the violators will be called for a hearing on charges of unlawful activity before the university judicial body, if one is in existence, or a duly constituted university committee. If the judicial body or a duly constituted committee determines, after a hearing, such unlawful activity, it may recommend suspension or expulsion from the university.

"B. Should violators persist, the President or an appropriate member of the President's staff if conditions permit will formally advise the violators of legal penalties pursuant to the criminal laws of the State of Illinois.

"C. If violators, after being formally advised of legal penalties pursuant to the criminal laws of the State of Illinois or if reasonable efforts to make such communication have been exhausted, refuse to cease and desist, campus security officers will be called by the President or a member of his staff he designates. If required, campus security officers will make arrest.

"D. If it develops that campus security officers cannot adequately handle the situation, the President of the university may either seek a civil court injunction for abatement of such activity or may call for direct assistance of local or state law enforcement officials or pursue both courses."
THE CURRICULUM

Sangamon State University offers a constantly changing, developing curriculum which reflects the needs and desires of the immediate student body as well as the intellectual and numerical growth of the faculty. In the 1970's, many new faculty will join the university, all of whom will bring new courses and assist in developing new programs. This catalog, therefore, cannot include an exhaustive listing of courses. It presents instead a representative sampling of course titles for all degree programs, undergraduate professional sequences and supporting fields, so that prospective students may see the general nature of the university. Any person desiring a complete list of current courses, with descriptions, for any specific program, sequence or supporting field may write for such information to: Dean of Admissions, Sangamon State University, Springfield, Illinois 62703.
Disciplinary Programs
(B.A. and M.A.)

BIOLOGICAL SCIENCE

Science courses at Sangamon State are designed to meet the needs of all students, from those who desire only a general knowledge of scientific methods to those who desire to function as working scientists. To serve this end, the biological science faculty has divided its curriculum into six areas: (I) Process and Problems; (II) Subcellular Level; (III) Cell-Tissue-Organ Level; (IV) Organism-Ecology Level; (V) General; (VI) Research.

Students seeking a degree in biology are expected to devise a program in conjunction with their adviser and according to some definite rationale. This program should include at least one course each from Areas I-IV and VI, as well as two additional courses elected from Area I-VI. Further, it is suggested that a student take at least two courses from Area VI, although courses in Area VI do not count toward the concentration requirement for the discipline, but only toward the general credit requirement for a degree. Though non-science students are not excluded from courses in any of the areas, Areas IV and V very likely contain courses of the greatest interest for these individuals. Finally, courses in Area VI are considered as practica, and should be elected by students toward the end of their residence in the program.

David J. Schaeffer
THE B.A. AND M.A. DEGREES

Baccalaureate candidates entering the biology program at Sangamon State should be prepared in the following areas: general chemistry (1 year), general physics (1 year), calculus through differential equations, and statistics. Every student takes standardized, comprehensive examinations in chemistry, physics and mathematics prior to initial registration. Based on the student's performance in these examinations, the university makes recommendations for correcting deficiencies. It is important to note that the results of the examinations are used for advising purposes only; a poor performance does not, in and of itself, prevent a student from enrolling in the program.

All degree candidates in biological science are evaluated in accordance with university-wide standards for the B.A. and M.A. degrees. At the baccalaureate level the student should choose courses that will provide him with a broad background in the discipline. At the master's level the student is expected to direct his interests into a definite area, such as environmental biology or the biology of human development. After the completion of the master's program, most candidates should be able to operate professionally in their chosen areas without further graduate work.

CONTRIBUTING FACULTY
Cloak, Conley, Crowley, Ezell, Kerster, Kindschi, Lee, Schaeffer, Schwartz, Walsh, Wright.

REPRESENTATIVE COURSES*

AREA I
The Continuing Evolution of Human Genetic and Cultural Systems: Can We Be Free?
Evolution
Genetics
Physiology of Perception
Physiology of Sleep and Waking
Principles of Evolution

*See p. 56, The Curriculum.
AREA II
Biochemistry I
Cell Physiology I, II
Introduction to Bio-Organic Chemistry
Organic Chemistry

AREA III
Biochemistry II: Physiological Chemistry
Comparative Physiology
Cytology and Histology
Mammalian Physiology
Neurophysiology

AREA IV
Advanced Ecology Seminars
Animal Behavior
Biological Geography

AREA V
Biology of Parasitism
Conservation of Natural Resources in the United States
Ecology Lab-Field
Ecology Lecture
Heredity and Environment
Human Development
Population Biology
Speleology

AREA VI
Bioesthetics
History of Scientific Ideas since Newton
History of Scientific Ideas to Newton
The World of Drugs: Serenity, Tranquility, Peace

OPPORTUNITIES FOR FIELD EXPERIENCE
The Office of Applied Studies suggests the following as fieldwork assignments for biological science students: laboratory technician in local hospitals or in medical settings outside of hospitals; Illinois departments of public or mental health; teaching at the elementary, secondary, college
ECO\NOMICS

The economics program at Sangamon State emphasizes the development of an analytical framework applicable to the dynamic problems of man. In addition to preparing students to apply the tools of economics to social, governmental and business problems, the program also aims at developing citizens literate in the economic problems of society. To this end, the program has three integral parts: (1) a basic generalized core of theory covered by three undergraduate courses in microeconomics, macroeconomics and values in economics; (2) specialized field courses which emphasize areas closely related to human and environmental problems and to the needs of the university’s constituent community, and which provide for the liberal education of an informed public; and (3) the application of the theory provided in the first two segments of the program to community, business and governmental situations through seminars, courses, tutorials, etc.

THE B.A. DEGREE

The student entering the economics program should have a background in the social sciences or the equivalent in experience, plus basic mathematical skills. With his adviser and, when necessary, with other members of the economics faculty, the student works out his own individual program. Generally, the undergraduate takes the three core courses in theory and four additional courses and/or seminars in the fields of economics. The sequence may culminate in an independent study course under the supervision of an economist and at least one faculty member from another discipline. It is recommended that economics students opt for the required two Public Affairs Colloquia in fields outside economics. It is also strongly recommended that students be familiar with statistical techniques.
THE M.A. DEGREE

M. A. candidates in economics should have either an undergraduate major in economics or a strong concentration of advanced undergraduate courses in the field. It is expected that this background will include completion of courses in macroeconomic and microeconomic theory beyond the "principles of economics" level. The student's adviser may recommend certain remedial undergraduate courses before formal entry into the program. Those students entering the Three-Year Master's Program are expected to have attained a level of preparation similar to that expected of students seeking the B.A. in economics. Program requirements for the Master of Arts degree include a minimum of four field courses and/or seminars in economics, a minimum of three multidisciplinary courses in which economics plays a significant role, and a demonstration of overall integration and comprehension of the subject matter of the discipline and its place within a wider social setting. This demonstration may be in the form of papers, oral and/or written examinations, specific course work, or academic projects to be agreed upon by the student and his adviser. Familiarity with statistical techniques is strongly recommended for M.A. students. Individual variations in program are possible with adviser approval.

CONTRIBUTING FACULTY

Ayers, Bowman, Brown, Mark Erenburg, Johnson.

REPRESENTATIVE COURSES*

UNDERGRADUATE THEORY CORE
Microeconomic Theory
Macroeconomic Theory
Values Economics

FIELD COURSES
Collective Bargaining in the Private Sector
Development Economics

*See p. 56, The Curriculum.
Economic Development
Economic Games
Economics of Education
Economics of Poverty
European Economic History
History of Economic Analysis
International Trade
Labor Economics
Manpower Economics
Money and Banking
Public Economics
Public Economics: Resource Allocation and Public Purposes
Research in Environmental Problems
United States Economic History
Urban Economics I

HISTORY
At Sangamon State University the study of history means drawing upon historical experience for insights and perspectives that illuminate the present and help us to face the future. It calls for particular attention to the history of our nation, of the modern world and of those aspects of earlier history that bear a relationship to contemporary issues. It both serves and is enriched by other disciplines. Finally, it emphasizes those historical topics and issues that involve public policy and the public welfare.

OPPORTUNITIES FOR FIELD EXPERIENCE
The Office of Applied Studies suggests the following as possible fieldwork assignments for students in economics: State Bureau of Public Works and Buildings; investment departments of banks and foundations; State Department of Business and Economic Development; fiscal and economic management in business and industry; State Bureau of the Budget; city budget planning; economics departments of industry; bureaus of analysis and evaluation of various state agencies; systems analysis for various federal/state/local social programs.

G. Cullom Davis, Jr.
THE B.A. DEGREE
History majors should be literate in the social sciences and able to express themselves effectively both orally and in writing. A general acquaintance with concepts encountered in introductory undergraduate courses in the social sciences is recommended for entry into the history program. Students who need further preparation may take supplementary courses in a community college or undertake additional study on an individual basis. The degree candidate in history is expected to demonstrate a sound knowledge of his area of concentration and skill in the use of library tools and other source materials.

THE M.A. DEGREE
Graduate students electing a concentration in history need not have been undergraduate history majors. They do need, however, some background in the humanities and/or social sciences. Beyond completing required course work, each master's candidate is evaluated on the basis of his knowledge and understanding of the area of study he has pursued. He must also meet the university-wide standards of literacy for master's degree candidates and perform a history-oriented problem-solving exercise. As part of the 45-hour university requirement for an M.A., the graduate student in history is expected to enroll in a tutorial, colloquium, or seminar which enables him to develop, in consultation with his adviser, special interests at a more intensive level.

CONTRIBUTING FACULTY
Bowman, Breiseth, Carley, J. Everson, Ezell, Hawes, Haworth, Holt, Johnston, Kasanof, Kendall, Keiser, Moon, D. Morgan, Reid, Stone.
REPRESENTATIVE COURSES*
American Foreign Policy in the 20th Century
American Labor History (I)
The American Midwest: A Cultural and Historical View
Between the Wars: The American Literary Experience
The Car and Culture
Children in History
Clio and Psyche: Identity and the Development of Western Society
The Cold War and the Peace Movement

Cultures and Peoples of Latin America
European Culture in Crisis, 1200-1650
European Economic History
The Historian’s Contribution to Community Preservation and Development
The Historical Geography of the United States
Illinois History and the Nation
Justice in the Greek City State
The Melting Pot Reconsidered: Afro-Americans
The Melting Pot Reconsidered: American Indians, Oriental-Americans, and Mexican-Americans
The Methodology of Research into Local History (Seminar)
Nonviolence in Theory and Practice
Problems in the Foundation of American Democracy
Radical Movements in United States History
The Revolutionary Personality: From Martin Luther to Malcolm X
The Search for an American Character
The Second World War
Strategic Balance
Technology in Western Civilization Since 1850 (III)
Technology in Western Civilization: The Industrial Revolution 1740-1850

*See p. 56, The Curriculum.
OPPORTUNITIES FOR FIELD EXPERIENCE

Varied career and applied study opportunities exist for students who wish to concentrate in history, including teaching history or social science in elementary schools, high schools and community colleges; serving in positions at different levels and divisions of government; restoring and preserving historical sites; doing curatorial work with manuscripts and documents; directing museums, and assisting with studies in community planning. Students with preparation in history often find themselves well suited for careers in journalism, law, administration, social work and industry.

LITERATURE

Since literature is the verbal expression of the pathos and comedy of human affairs, the literature program serves as the heart and voice of the public affairs concern of Sangamon State University. The literary writer has always been concerned with the social, political, environmental and cultural issues of his times, and through his work has made them concrete and recognizable. Literature, therefore, is of value to all programs at a university, as well as a valuable study in and for itself, helping to prepare men and women to be reflective, productive, humane beings. To this end, the primary objectives of the literature discipline at Sangamon State are to help the student appreciate, comprehend and enjoy literature; to give him historical perspective vis-a-vis past literary works; and to respond to and give direction to his professional intentions, such as teaching, creative writing or reporting.

THE B.A. DEGREE

As well as satisfying general university requirements, baccalaureate candidates in literature are expected to attain research and writing skills. No other general requirements are deemed necessary, however, as each student, with his adviser, is asked to develop his own program of studies according to his specific needs and desires. Students are urged to take the Literature Colloquium, which is designed to help them develop coherent programs covering several quarters. In the first quarter, students in the colloquium are engaged primarily in examining basic questions of literary study and their relationship to them. It is hoped that students will develop the required prospectus of studies (see p. 14) by
the end of this first quarter. Subsequent quarters are occupied with carrying out and, perhaps, modifying the prospectus. In the final quarter, students are asked to demonstrate the coherence and substance of their study programs.

THE M.A. DEGREE

The Master of Arts candidate in literature takes the majority of his courses with undergraduate students. The graduate student, however, is expected to perform on a higher level than the average undergraduate and also to exert more effort, either in the form of a substantial research paper or in the form of supplementary reading, especially in additional primary and secondary source materials. His efforts are partly judged by his ability to do independent study and research. Also, each graduate student, in conjunction with his adviser, provides some overall means of evaluating his work, such as a thesis or a written or oral examination or other means developed by and for individual students (e.g., a performing role from an M.A. candidate whose interest is drama, or a short story from a student interested in creative writing).

CONTRIBUTING FACULTY

Camp, Cloak, Damashek, J. Everson, Foust, Hinton, J. Jackson.
R. Jackson, Knoll, Romans, Shereikis, Smith.

REPRESENTATIVE COURSES*
Aesthetics of the Film
Aesthetics: The Philosophy of Art
American Renaissance: Thoreau and Whitman
The Artist in a Hostile Society: Major Victorian Poets
Between the Wars: The American Literary Experience

Chaucer: The Canterbury Tales
Contemporary Poetry
Creative Writing for Parents and Teachers
The English Novel from Defoe to Scott
The English Novel from Dickens to Hardy
English Romanticism: Blake and Coleridge
Fantasy and the Modern Fairy Tale
Film and Literature
History of Children's Literature
History of the English Language
Humanities
Illinois Literature
Introduction to Linguistics
Italian Lyric Poetry—Twentieth Century
D. H. Lawrence
Literary Satire
Literature Colloquia (I, II, III)
Medieval Literature
No Man Is an Island: The Writings of John Donne
Science Fiction: An Exploration in Literary and Film Criticism
Shakespeare
Teaching English in Today's High Schools
Transformational Grammar for Primary and Secondary Teachers
Twentieth Century Literacy
Understanding McLuhan
What is Literature?

*See p. 56, The Curriculum.
OPPORTUNITIES FOR FIELD EXPERIENCE

An Applied Study Quarter is required of all baccalaureate degree candidates. Possible fieldwork assignments for literature students illustrate how community resources may be utilized to strengthen the program. The Office of Applied Studies suggests the following: combined historical and literary research; editing for publishers; employee communications; general assignments with publishers; journalism; legislative research assignments; library assignments; literature research; Rolling Prairie Mobile Library; speech writing; teaching at the elementary, secondary or college levels; technical writing for industry or other agencies; writing and independent study.

MATHEMATICS

The mathematics program at Sangamon State University includes a full slate of courses for mathematics majors and service courses for students of other disciplines. The objective of the program is to provide students with a solid foundation in mathematics, and to aid them in developing a continuing intellectual interest in the field. Courses in mathematics are divided into three levels:

LEVEL I—Service courses offered at the request of other disciplines. Most of these courses require only high school algebra as a prerequisite.

LEVEL II—Courses offered primarily for the undergraduate major, although some may be considered service courses. In general, courses at this level require a year of calculus as a prerequisite.

LEVEL III—Courses designed for the graduate student and the advanced undergraduate. Consent of the instructor is a prerequisite for these courses. Most of them assume familiarity with related courses at Level II.

THE B.A. DEGREE

The B.A. degree candidate in mathematics is expected to have had calculus through partial derivatives. Deficiencies can be made up by study at a community college or a four-year institution, or by independent study. To receive the baccalaureate degree a student must take seven courses, chosen in consultation with his adviser, from Level II and Level III. Foundations of Mathematics is suggested as a first course to aid the student in the transition from an emphasis on calculation, found in elementary courses, to an emphasis on proof and abstract concepts. It is
highly recommended that the B.A. degree candidate take Linear Algebra, Advanced Calculus I, Abstract Algebra, and Probability. In addition, the mathematics student should also be aware of the following areas of mathematics: foundations and logic, analysis, algebra, geometry and topology, probability and statistics, computer science, and the history and philosophy of mathematics.

THE M.A. DEGREE

Though backgrounds vary greatly, it is expected that all graduate students will reach a certain level of proficiency before being granted a master's degree. Those with a strong preparation will, of course, exceed this level. Graduate students are expected to take Linear Algebra, Advanced Calculus I, Abstract Algebra, and Probability, if they have not done so previously. At least four of the seven mathematics courses required for the M.A. must be on Level III; no Level I mathematics courses will be accepted for the mathematics requirements for the M.A. As in the undergraduate program, the adviser helps the graduate student to select his courses in keeping with professional objectives.

CONTRIBUTING FACULTY

Janardan, Kerster, Kindschi, Lee, Schaeffer, Yntema.

REPRESENTATIVE COURSES*

LEVEL I
Applied Statistics (I and II)
Computer Programming
Finite Mathematics
Liberal Arts Mathematics
Techniques of Analysis

LEVEL II
Abstract Algebra
Advanced Calculus (I and II)
Foundations of Mathematics
Geometry
Linear Algebra
Logic
Probability—Theory and Applications
Statistical Analysis
Topics in Mathematical Sciences

LEVEL III
Abstract Geometry
Advanced Topics in Mathematical Sciences
Algebraic Structures
Mathematical Logic
Mathematical Statistics (I and II)
Real Analysis (I and II)
Seminar
Topology

OPPORTUNITIES FOR FIELD EXPERIENCE

The Office of Applied Studies suggests the following as fieldwork assignments for mathematics students: state agencies, such as Bureau of the Budget, Department of Insurance, Department of Business and Eco-

*See p. 56, The Curriculum.
POLITICAL STUDIES

The aims of the political studies program at Sangamon State University are the development of: an awareness of and a capacity to use the literature and basic knowledge of political science and the allied social sciences; analytic capacities for applying knowledge to public policy questions; evaluative capacities for fostering the application of factual knowledge and analytical skills to moral and ethical questions; and expressive skills, oral and written, to implement the above objectives. Students in the program are encouraged to pursue an interdisciplinary educational experience in which a conscious effort is made to integrate work in political studies with work in other disciplinary areas. The program seeks to produce students who can employ a political studies background in their encounters with the political and social world.

THE B.A. DEGREE

Bachelor of Arts candidates in political studies are expected to fulfill the general university requirements for a B.A. degree (see p. 13) There are no other more specific requirements for the B.A. in political studies.

THE M.A. DEGREE

Master of Arts candidates do not major in political studies per se. The M.A. program is within the framework of political studies, but is called Public Policy Studies in order to emphasize three distinctive aspects of the program: (1) it is not a traditional master's
degree program in political science; (2) it has a distinctly interdisciplinary nature; and (3) its focus is on public policy questions. In addition to the necessary concentration in political studies courses, candidates for a Master of Arts in Public Policy Studies are expected to acquire theoretical background and skills in the related social sciences.

The M.A. program has four interrelated objectives: the identification of significant social or political problems (or sets of problems) with public policy implications; the study and analysis of theoretical and empirical materials from political science and the related social sciences and their application to the problems in question; the study of the policy-making process in the specified problem area; the study and evaluation of public policy outputs and their impact on the social and political problems in question.

Although all M.A. candidates are expected to develop skills related to these four objectives, some students may wish to concentrate efforts on one particular part of the program.

The following graduation requirements apply to the M.A. in Public Policy Studies:

- Each student, with his adviser, is responsible for choosing a committee of no less than three members (faculty and students) to evaluate his work. At least one member of the committee must be from political studies.

- By the end of his first quarter, a student must identify one specific problem or set of related problems and propose a tentative slate of courses to his committee. The proposal should include the problem to be dealt with, the student's objectives, the proposed program for meeting these objectives and the student's responsibilities as he sees them. Changes in the proposal can be made...
through simple notification of the committee.

• In his final quarter, the student must fulfill the general university requirement that M.A. candidates demonstrate a problem-solving capability and at the same time indicate how his objectives (as expressed in item 2) have been met.

A minimum of 45 quarter hours is required to complete the program, although students are strongly encouraged to take additional work to enhance the multidisciplinary nature of their programs.

CONTRIBUTING FACULTY

David H. Everson

REPRESENTATIVE COURSES*
American Political Religion
The American Public Bureaucracy
The American Search for Ideology
Basic Principles of the American Political Order
The Civil War and the Constitution
Comparative Government
Comparative Political Analysis
Comparative Study of Political Participation
Contemporary Democratic Theory
Conversion to Political Involvement
Electoral Behavior
Intergovernmental Relations and Non-National Politics
International Relations Among African States
Introduction to Research Design and Data Collection
Linkage Politics (Parties and Pressure Groups)
National Legislative Politics
Personality and Politics
Political Obligation and Obedience
Political Thought in Non-Western Societies
Politics of the Federal Bureaucracy
Power and Society
Principles and Approaches to the Study of International Relations
Revolution and Guerilla Warfare: Historical and Political Perspectives

*See p. 56, The Curriculum.
OPPORTUNITIES FOR FIELD EXPERIENCE
The Office of Applied Studies suggests the following community resource opportunities for political studies students: The Illinois Institute for Social Policy; office of U.S. Senators and Congressmen; Illinois Department of Tourism; legislative intern positions; special commissions; State Bureau of the Budget; teaching at the elementary, secondary or college level; legislative liaison positions with various state departments, such as Public Health, Business and Economic Development, Children and Family Services, Corrections, Law Enforcement, Local Government Affairs, Mental Health, Personnel, and Public Works and Buildings; government relations position with business concerns, agricultural groups, and labor unions; newspapers and electronic media; political parties and campaign staffs.

PSYCHOLOGY
The psychology program at Sangamon State University is ultimately a social-action program. Its chief objective is to educate students who can influence society in matters concerning the emotional and cognitive functioning of individuals. Emphasizing the best of present knowledge about such functioning, and an alertness to promising future theories, the program’s methodology includes an openness to the experiential as well as to the experimental dynamics of inquiry.

More specifically the program, which is designed to terminate at the master’s level for most students, proposes to educate students as either psychologists who can devise methods of applying the rules of psychology to social problems, or as individuals whose effectiveness at work or leisure is enhanced by learning about human behavior.

The program encompasses four distinct content areas, within and between which the student should select, in consultation with his adviser, those courses which implement his personal aim and objectives. These areas include:
AREA I—THE BASIC PROCESSES

This category subsumes those aspects of behavior which are fundamental to an understanding of man as a dynamic organism.

Cognitive Psychology
Conditions of Learning
Motivation
Perception
Physiological Psychology

AREA II—HISTORY, METHODS, SYSTEMS, AND THEORY

The variety of approaches to the study of man, theoretical and operational, is the unifying bond in this category.

Experimental Design
Experimental Psychology
Qualitative Methods in the Behavioral Sciences (I, II, III)
Seminar in Psychology
Theory of Personnel Testing

AREA III—APPLICATIONS

The transfer of previous learning and the attainment of empirical skill is the integrating element in this category.

Individual Counseling
Small-group Processes
Techniques of Behavioral Management
Techniques of Counseling: Group Methods
Theories of Behavior Change

AREA IV—HUMAN BEHAVIOR

Within this category fall those university courses which deal with human behavior in specific contexts.

Basic Processes in Personality
Environmental Psychology
Human Development
Public Opinion
Social Psychology

DEGREES AND ENTRANCE REQUIREMENTS

Courses in psychology provide the student with four options that lead to degrees: a) the terminal B.A., b) the preprofessional B.A., c) the professional M.A., or d) the predoctoral M.A.

THE TERMINAL B.A.

The prospective student should be aware that the B.A. degree under this program does not ordinarily prepare an individual for a professional career in psychology. Anyone who aspires to that role should choose one of the other options. However, the study of human behavior does contribute to personal development and can provide a basis for more satisfying relationships in personal and social matters.

Applicants should have taken at least one complete introductory course in general psychology, or its equivalent.
OPPORTUNITIES FOR FIELD EXPERIENCE

The Office of Applied Studies has identified a number of field work opportunities for students pursuing a major concentration in psychology; other related types of activities are now being considered in cooperation with various community agencies and institutions in the Springfield area. Some applied study assignments proposed and/or accepted for experiential learning by psychology students are: assisting social workers; involvement with disturbed children at the McFarland Zone Center; assisting with probation work at Family Court; state and community agencies for Children and Family Services; rehabilitation work with the Illinois Department of Corrections; working with the zone centers of the State Department of Mental Health; testing and interviewing with the Illinois Department of Personnel; teaching at the secondary or college level; school guidance and counseling; working at Lincoln State School; special research in the area of psychology.

SOCIOLGY AND ANTHROPOLOGY

The sociology program at Sangamon State is designed to foster the intellectual development of the student while providing him with sociological insights into issues and problems relevant to understanding today's world. The program also seeks to give maximum exposure to alternative orientations within the university's academic programs. Students are strongly advised to consider carefully the existing University Programs before asserting a commitment to sociology.

The student who chooses sociology as a major is encouraged to develop the following competencies and sensibilities: the ability to perform an
Those students who cannot meet this requirement may demonstrate an acceptable level of proficiency through independent reading under an instructor, or by means of examination.

THE PREPROFESSIONAL B.A.
The student who eventually intends to follow a career in applied psychology should choose this option. During the undergraduate years the student should concentrate his course work in Areas I, II, and IV. After meeting the requirements for the B.A. degree, the student should plan to elect one of the professional programs that emphasize the application of psychological principles. One such existing program is human relations; others are under consideration. The student should plan to take his Applied Study Quarter in the profession for which he is preparing himself.

Entrance requirements are the same as those for the Terminal B.A. (see above).

THE PROFESSIONAL M.A.
The student who elects this option chooses one of the available professional programs that emphasize the application of psychological principles. At present courses that are listed under Area III in psychology, course requirements of the program, and courses related to a specific career field lead to the master's degree in human relations. Considerable emphasis is given to practicums and integrative seminars in this program.

Entrance requirements are a preprofessional B.A. or its equivalent, to be determined by a selection committee.

THE PREDOCTORAL M.A.
The M.A. in psychology corresponds to the standard degree in psychology, in that the student who chooses this option should plan to continue his studies toward the doctorate. Since Sangamon State does not presently award the Ph.D., students who plan to take further advanced study should look elsewhere to continue their preparation. Applicants are strongly encouraged to concentrate their studies in Areas I and II, with a particular emphasis on quantitative methods.

Entrance requirements are a B.A. with a major in psychology, or the equivalent.

CONTRIBUTING FACULTY
independent inquiry into the nature of the social world or a segment of it, as well as familiarity with the character and use of available research methods, both qualitative and quantitative; an appreciation of the nature and role of theory and of theorists within the sociological tradition; depending on the student's interests, familiarity with facts created through sociological inquiry; a feel for the actual and potential uses of sociological work, both within and outside of existing political, economic and social structures; a concern for the ethics of sociological inquiry and reporting.

THE B.A. DEGREE
At the B.A. level, there are no required courses beyond the 35 hours required by general university policy. However, students are strongly advised to take courses in both methods and theory, and to design their basic program to meet the above goals. Since Sangamon State is a multidisciplinary university, it is probable that many of these objectives may be met by course work done outside sociology; students and their advisers are encouraged to explore available options.

THE M.A. DEGREE
The basic requirement for the M.A. degree is 45 hours of graduate work. In addition, the student is required to take at least one course in the methodology of sociological inquiry and research, and at least one course in sociological theory. Students are also strongly advised to study the philosophy of science as it relates to the social sciences, particularly sociology.

CONTRIBUTING FACULTY
Allison, Barlow, Carley, Cloak, Draper, Mary Erenburg, Funk, Knapp, Thorsen.
REPRESENTATIVE COURSES*
Community Development in the Third World
Correctional Institutions
Crime in Contemporary Society
Criminology
Cultural Anthropology
Demographic, Ecological, and Economic Factors in Medical Care
Demographic Techniques
Deviant Behavior
The Dynamics of Family Interaction
Elementary Principles of Probation and Parole
Health, Community and Society
The Institutions of Social Control
Juvenile Delinquency
Organization Theory
Population and Migration
Social Problems of the Developing World
Social Statistics(I)
Social Systems
Sociology of Medicine
Urbanism and Urbanization

OPPORTUNITIES FOR FIELD EXPERIENCE
A broad range of possibilities exists for placement during the Applied Study Quarter. Some students will take jobs in public agencies, such as correctional institutions or public welfare; others may wish to use sociology as a prelude to an occupation (or avocation), such as teaching, com-

*See p. 56, The Curriculum.
University Programs
(B.A. and M.A.)

The University Programs, operative at both undergraduate and graduate levels, constitute one of three broad divisions of the curriculum at Sangamon State University. In addition to the disciplinary and professional programs, University Programs provide yet another way of organizing university studies and, above all, of educating people in the broad area of public affairs. The four University Programs utilize the resources of several disciplines to focus upon separate but related problems or themes: Communication in a Technological Society; Environments and People; Justice and the Social Order; and Work/Culture/Society. These themes encourage students not only to pursue multidisciplinary studies centering on the problem areas selected, but also to broaden the scope of their studies in disciplinary or professional programs.

As it is not subject to the traditional restrictions of the disciplines, the University Program has great flexibility so that students may benefit from the diverse perspectives brought to the programs' themes by scholars from the humanities, the social sciences, the natural sciences, and practitioners from the different professions. Students who so desire may combine, by wisely planning their electives, a major in a discipline or in a professional curriculum with one of the University Programs.

The courses, colloquia, tutorials, and independent study projects in the University Programs are multidisciplinary at several levels: (1) at the program theme level, where multidisciplinary courses are designed for a specific program, or relevant disciplinary or professional courses are crosslisted under the program theme; (2) at the individual course level, where the selection and organization of materials, the open-ended style of dealing with the problems and materials selected for study, or frequent team teaching represent two or more disciplinary perspectives; and (3) at the student level, where students of various disciplines and professions bring their expertise to bear upon a single problem. Indeed, the focus upon problems and problem-solving in University Program class sessions discourages the student from being a passive spectator in the classroom.
In the University Programs students are expected to learn to identify, define and conceptualize problems central to the theme; to investigate, analyze, and reach conclusions about these problems; to draw upon various disciplines in developing a wide theoretical problem-solving framework, examining the advantages and limitations of that framework, not only for the particular problem at hand, but also for any broadly conceived set of social problems; and to apply the theoretical framework to specific problems, an application which subsumes problem identification, analysis, and the development of problem-solving policy recommendations under a broad view of human behavior.

On the undergraduate level students entering a University Program are assumed to be capable of effective self-expression both in speech and in writing. They should have completed general education studies in the sciences, the social sciences and/or the humanities equivalent to those required for graduation from a community college. Students who have not been exposed to basic concepts and ideas in these disciplines may take additional general education courses in a community college or other collegiate institution, or may remedy deficiencies by independent or supplementary study. A graduate student entering a University Program should have completed concentrated studies in a discipline or combination of disciplines at the baccalaureate level.

COMMUNICATION IN A TECHNOLOGICAL SOCIETY

The Communication in a Technological Society program has two objectives: first, to increase students' awareness of the role communication plays, not only in sending information, but also in shaping the unconscious mind of twentieth century man; second, to make students investigate those areas where communication breaks down, to discover the reasons, and to determine preventive action. In short, the program explores literacy in all its complexity.

Students with discipline-oriented backgrounds or a strong interest in a discipline traditionally outside communications are encouraged to enter the program. It is expected that they will apply the theories and methods of communication to their special field of study, discovering at the same time the role that communication has played in the development of their interests.
THE B.A. AND M.A. DEGREES

All undergraduate and graduate candidates for a degree in Communication in a Technological Society must achieve an appropriate level of scholarly and professional competence, demonstrate their ability to understand and develop research projects, and be able to produce literate reporting documents.

The Master of Arts candidate is asked not only to display his literacy, but also to apply it to a useful end. He may choose: (1) to write a thesis, followed by an oral exam; (2) to write a comprehensive exam composed of questions from instructors under whom he has studied; (3) to take 10 additional hours beyond the general requirements, plus a one-hour oral comprehensive exam; (4) to write three monographs, distinctly separate from term papers, throughout his graduate year; (5) to engage in creative exposition, such as making a film, a magnetic tape, a slide show, etc., in any medium which suits his major interest (this may be completed either within or without the university community, such as on a job location); or (6) to propose any form of work not listed above to be approved by the Communication in a Technological Society planning committee.

The student's graduate committee evaluates his work. The number and status of the committee members is determined by the candidate and his adviser; membership by students and community members is not excluded. In order to adjust to the variety of forms from which the student may choose, the criteria for evaluation are flexible.

CONTRIBUTING FACULTY

Carley, Cloak, Damasheik, J. Everson, Ezell, Heyman, Hinton, R. Jackson, Kasanof, Knoll, Magidsohn, Nolte, Romans, Shiner, Siebert, Smith.

REPRESENTATIVE COURSES*

Acting
Acting Seminar
Aesthetics of the Film
Art and Music
Art as Propaganda
Communications
Experimental Workshop
Film and Literature
The Future as Myth
Games Analysis
Introduction to Linguistics
The Logic and Language of Education
Meaning and Method in the Humanities
Persuasion: The Psychology of Speech
Political Satire and the Cartoon

*See p. 56, The Curriculum.
OPPORTUNITIES FOR FIELD EXPERIENCE

Sources predict that job opportunities in the immediate future will be available in areas dealing with the encoding and decoding of information. The emphasis on handling information indicates the necessity for people, skilled in whatever profession, who understand the effects new technologies work on their careers and their leisure life. Education in communication is clearly not for the specialist alone, but for any person who attempts to work in a technological society. In keeping with these trends, course work in this University Program is designed, not to train specialists for specific jobs, but rather to prepare all students to be more effective in their life roles. Career possibilities are unlimited, since they encompass all fields of endeavor.

Guy Romans
ENVIRONMENTS AND PEOPLE

Any human being or group grows, endures and changes through interaction with a variety of environments: physical settings, natural or man-made; family and community milieux; economics and social climates; work or play situations; cultural patterns and traditions. Students and faculty in the University Program, Environments and People, use the resources of many disciplines and professions to explore and integrate, in concept and action, these several dimensions of environmental interaction.

For example, a student may elect to organize his studies along one of the following lines:

Human development: life cycles of individuals and groups;

Human ecology: biological, geographical, social and cultural variation through space;

Historical and evolutionary environmental perspectives: geographical, social and cultural variation through time;

Ethics and aesthetics of environment: cultural, social and political values to be realized in the design of environment;

Bionomics: conservation, management and use of environmental resources.

Sangamon State's role as a public affairs university gives focus to questions of public policy and acknowledged public issues relevant to the Environments and People program. In particular, the program recognizes a special responsibility to address environmental issues important to the university's publics in the Springfield and central Illinois communities. It is also deeply concerned with obvious and subtle interactions between this region and national and international environments which influence it.
THE B.A. DEGREE

Since there are no entry requirements for the Environments and People Program, the student who chooses this concentration has a special need for thoughtful and critical guidance from his adviser. Advisers are expected to work in conjunction with the program theme subcommittee, which approves the prospectus worked out by the student and adviser. This prospectus describes the student's focus of interest under the general program theme; provides a justification for this focus in terms of its intellectual and social rationale; outlines a sequence of disciplinary or interdisciplinary courses, learning experiences and applied studies which develop the focus of interest; and establishes the means by which the student's progress will be monitored and evaluated in relation to research skills, problem-solving and literacy. Changes may be made in the prospectus if a satisfactory rationale can be given to the adviser and subcommittee.

THE M.A. DEGREE

Requirements are the same as for the B.A. degree, except that there must be a definite relation between the program of courses and learning experiences devised by the student, and his career and/or personal objectives. The student and his adviser, under the guidance of the Environments and People subcommittee, determine this relationship.

CONTRIBUTING FACULTY


REPRESENTATIVE COURSES*

American Literature and the Effect of the Machine
Arts and Environment (I-III)
Biology of Human Development
Biweekly Meeting: Environments and People
The City
Community Development in the Third World
Comparative Political Thought: Africa
Contemporary Architecture
Continuing Evolution of Human Genetic and Cultural Systems:
Can We Be Free
Dynamics of International Organization
Ecological Children's Literature
English Romanticism: Wordsworth and Byron

*See p. 56, The Curriculum.
Environmental Psychology
Ethnic Minorities
The Helping Relationship
Historical Geography of the United States
History of Scientific Ideas to Newton Human Relations
Illinois History (to 1900)
Illinois Literature
International Trade
Introduction to Bio-organic Chemistry
Man and His World: Literary Perspectives
Modern Literature: The Poetry of Rock Music
Neurophysiology

Physiological Ecology
Political Participation
Principles of Ecology
Principles of Evolution
Psychology and Philosophy of Human Alienation
Public Economics: Resource Allocation and Public Purposes
Radical Movements in U.S. History
Socio-Political Dynamics of Transitional Societies
Space, Time and Environment
Studies in Black Literature
Urban Geography
Weather and Climate

OPPORTUNITIES FOR FIELD EXPERIENCE
A number of applied study programs which take advantage of resources in the immediate area, in the state or city governments or private organizations, are available. The State of Illinois with its contrasting rural and urban environments provides limitless opportunities for combined work and study. Possibilities include farm work, with emphasis on technological or environmental problems; ghetto work, or a neighborhood recreation program which goes beyond the traditional playground; a program of camp counseling in environmental subjects; work with the state in its Division of Parks and Memorials or its Water or Geological
Survey: participation in the problems of life on an Indian reservation. Only the imaginations of the participants limit the possibilities for applied study programs.

JUSTICE AND THE SOCIAL ORDER

The purpose of the Justice and the Social Order program is to develop the student's understanding of values and standards by which he can fairly assess the ideas and practices of individuals and social organizations. The program is also concerned with the courses of action necessary to implement these values and standards. In accomplishing the above goals, the program focuses on four questions.

First, what is the source, derivation and basis of values and standards? This question necessarily leads to an investigation of the relationship between values and culture, of the ways and reasons that values differ in various cultures, and of the philosophical and religious bases of value systems. Second, what implications do these various value systems have for man's relationship with other men? Third, how can these human relationships be institutionalized? While the previous focus is on man, the focus here is on the groups and organizations within which man lives. Finally, what alternative actions are available to make a social organization more just or to change policies considered unjust?

THE B.A. DEGREE

In addition to fulfilling university-wide requirements (see p. 13), each student has the responsibility to develop a program appropriate to his goals from the courses offered in the program, in consultation with his adviser and one member of the Justice and the Social Order program theme committee of the student's choosing. The student then works in cooperation with these faculty members in the preparation of his graduation report in accordance with university requirements.

THE M.A. DEGREE

Each student is required to complete a minimum of 60 quarter hours of work beyond the bachelor's degree, including 35 quarter hours of concentration in the program and at least one Public Affairs Colloquium. Those students who have not had an applied study experience at the B.A. level are encouraged to take an additional 15 hours of applied study. Besides completing the graduation report required by the university, all students are urged to take a diagnostic evaluation at some time during their matriculation...
at the university to help them integrate the Justice and the Social Order material and to provide them with suggestions for improvement while their course work is in progress.

CONTRIBUTING FACULTY
Barlow, Breiseth, Damashek, Davis, Draper, J. Everson, Foust, Golden, Hawes, Hoinacki, Johnston, Knapp, Lesnoff-Caravaglia, Moon, D. Morgan, Stevens, Stone, Storm.

REPRESENTATIVE COURSES*
Alternatives to the Technocratic Society: Advocacy and the Counter Culture
Art as Propaganda
Basic Principles of the American Political Order
The Cold War and the Peace Movement
Collective Behavior
Community Development in the Third World
Community Involvement Laboratory
Comparative European Public Bureaucracies: A European Seminar Tour
Crime in Contemporary Society
Education as Political Process: Medieval Europe
Education in Modern Industrial Societies
Evaluation in the Classroom
Issues in Deviant Behavior
Justice in the Greek City State
Key Patterns in Philosophy
D. H. Lawrence
Literary Satire
The Melting Pot Reconsidered: II, Afro-Americans
The Melting Pot Reconsidered: III, American Indians, Oriental-Americans, and Mexican-Americans
Midwestern America: A Cultural and Historical View
Nonviolence in Theory and Practice
Philosophy of Social Science
Political Geography
Political Obligation and Civil Disobedience
Political Satire and the Cartoon
Problems in the Foundation of American Democracy
Program Colloquium: Justice in Contemporary Literature
The Psychology and Philosophy of Human Alienation
The Psychology and Philosophy of Human Creativity
Public Ethics
Radical Movements in United States History
The Search for an American Character
The Search for Community Power
Social Inequality II: Class, Status and Power in Contemporary Society

*See p. 56, The Curriculum.
Social Problems of the Developing World
Surveillance: A Conflict of Societal Needs and Individual Rights
Technology in Western Civilization: The Industrial Revolution 1745 to 1850 (II)
Towards Racial Equality
Values in Economics
Western Political Thought: Classical

OPPORTUNITIES FOR FIELD EXPERIENCE
The program places equal emphasis on practical experience within the public realm and on a theoretical understanding of the rich literary and artistic tradition of concern for problems of social injustice. Through this two-fold approach, the Justice and the Social Order program is particularly effective in meeting some of the problems arising from the rapidly changing definition of work and career. Some students may wish to use the program for preparation for employment in highly structured agencies, such as correctional institutions, public welfare, the foreign service, secondary teaching, allied health, and public administration. Others may view the program as a prelude to community organization or youth work; still others may not wish to think in terms of either careers or occupations as such. Students are encouraged to experiment freely in the setting closest to their own expectations and values, not only in the Applied Study Quarter, but throughout the entire program.

WORK/CULTURE/SOCIETY
The Work/Culture/Society program integrates the principles, methods and subject matter of the social sciences with important facets of the humanities and physical sciences around the universal human imperative of work. Specifically, the program focuses on the practical and conceptual problems of man at work and the attendant problems of leisure, income and power—social, economic and political. Since a single discipline cannot adequately deal with a topic so pervasive in man's life, the Work/Culture/Society program is an integrated multidisciplinary approach which offers a viable academic concentration for students with broad career goals in social studies or in business.

In keeping with the general objectives of the University Programs, Work/Culture/Society students are asked: (1) to identify, define and conceptualize problems relating to work; (2) to investigate, analyze and reach conclusions concerning these prob-
lems; (3) to develop wide theoretical problem-solving frameworks, not only for problems arising from work, but also for any broadly conceived set of social problems; and (4) to apply these theoretical frameworks to specific problems, developing public policy recommendations under a broad view of human behavior. Normally, the first three objectives apply to baccalaureate candidates; the last, with its greater need for intellectual concentration and background, is more applicable to Master of Arts candidates.

THE B.A. DEGREE
Students seeking a Bachelor of Arts degree are expected to have completed introductory courses in at least two of the social sciences, and one social science course above the introductory level prior to entering the Work/Culture/Society program. No course may be counted toward degree completion until these prerequisites have been satisfied or modified through appeal to the Work/Culture/Society standards committee. For the B.A. degree, students must complete at least two Work/Culture/Society program seminars—Man at Work, and Work/Culture/Society. The former may be waived by the standards committee if the student can demonstrate understanding of its substance.

THE M.A. DEGREE
Master of Arts candidates must have a B.A. degree with a concentration in a social science or the equivalent. Exceptions, however, may be made by the Work/Culture/Society standards committee on petition by individual students citing equivalent substantive knowledge with appropriate supporting evidence. Satisfactory completion of 12 courses, including one Public Affairs Colloquium, is required for the master’s degree, as well as demonstration of a theoretical and practical understanding of the substance of the program theme by completion of the

Stanley L. Sokolik

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CONTRIBUTING FACULTY
Allison, Armitage, Ayers, Bowman, Draper, Mark Erenburg, Mary Erenburg, D. Everson, Shereikis, Sokolik, Syer, Thorsen.

REPRESENTATIVE COURSES*

PROGRAM SEMINARS
Man at Work
Man at Leisure
Power and Society
Work and Income
Work/Culture/Society

OTHER COURSES
American Labor History
American Labor History in the 20th Century
Collective Bargaining in the Private Sector
Economic Development
English Novel
History of Scientific Ideas since Newton
Human Resource Management
Innovation and Bureaucracy
Labor Economics
Leadership Theory and Styles
Macroeconomic Theory
Manpower Economics
Microeconomic Theory
Organization Theory
Organizational Behavior
Practical Applications for Social Science Research
Professional Occupations
Public Economics
Social Concepts in Practical Sociology
Social Inequality
Social Psychology
Sociolegal Environment of Business
Sociology of Law
Sociology of Work
Technology of Western Civilization
Uses of Social Science
Values in Economics
Vocational Psychology

OPPORTUNITIES FOR FIELD EXPERIENCE
Field experiences for the Applied Study Quarter are available in government or business agencies, in addition to independent research. Assignments might include public aid, the State Employment Security Division, Internal Revenue, labor unions, insurance companies, hospitals, industry, rehabilitation agencies, retail stores, etc.

*See p. 56, The Curriculum.
ADMINISTRATION

The Master of Arts program in administration, designed to respond to the growing recognition that various organizations have more similarities than differences, has a generic core of courses drawn from the social sciences and dealing with the general theoretical concerns of administration. All administration students take at least half of their course work from this core and the balance from courses that relate more specifically to their particular areas of concern in public, business or educational administration. The latter courses, generally referred to as environmental input or functional policy courses, address themselves to problems and concepts of particular interest to the type of organization the individual intends to administer.

Every effort is made to tailor the student's program to his background and future responsibilities, taking individual needs into consideration. The student works out his specific program of courses and its scheduling with his faculty adviser.

THE M.A. DEGREE

M.A. candidates must complete 60 quarter hours of credit relevant to their professional goals. Five or six courses should be from the generic core; one course must be a Public Affairs Colloquium. It is also recommended that administration students take Quantitative Tools for Decision-Making. Further quantitative-oriented courses may require additional competence in mathematics.
Students whose backgrounds are insufficient in certain areas, such as quantitative methods or specialized areas, may obtain special individual preparation through non-credit processes such as individualized study, programmed instruction, workshops, etc. Some evidence of applied study in administration, either through concurrent work activity or past work experience, is required for completion of the program.

Finally, a candidate must demonstrate his literacy, competence in problem-solving and investigatory skills in two of the following ways (or acceptable alternatives): (1) by establishing a positive record of endorsements of his skills in instructors' written evaluations of his course work; (2) by submitting four documented papers, rewritten as necessary, as manifestations of his skills; (3) by completing a final written examination dealing with his specific area of administration; or (4) by submitting a master's thesis in lieu of two or three courses, as recommended by his faculty adviser.

CONTRIBUTING FACULTY
Allison, Anderson, Batson, Bunnell, Cornog, Danhoff, Draper, Gupta, Imbrogno, Kucera, Mathew, Ranyard, Sokolik.

REPRESENTATIVE COURSES*

GENERIC CORE
Communication and Persuasion
Computer-assisted Decision Making
Culture and Administration
Decision Theory and Model Building
Design and Implementation of the Organization's Strategy (integrated course for all administration students; recommended for final quarter of study)
Formal and Informal Power in Complex Organizations
Human Relations in Administration
Human Resource Management
Innovative Behavior
Labor Relations and Collective Bargaining
Leadership Theory and Styles
Management Information Systems

*See p. 56, The Curriculum.
Management Science and Decision Theory
Organization Theory
Organizational Behavior
Problem-Solving and Systems Design
Quantitative Tools for Decision-Making
Research Methods for Social Sciences
Theories and Methods of Organizational Change

BUSINESS AREA
Business and the Urban Environment
The Business Firm and Its Economic Environments
Consumer Behavior
Financial Administration
General Management and the Corporate Strategy
Management of the Total Business Enterprise
Managerial Accounting
Marketing Administration
Operations Analysis and Research
Production Planning and Control
Production Systems Management
The Sociolegal Environment of Business

EDUCATION AREA
Administration of Public Schools
Case Studies in Educational Administration
Collective Negotiations in Education

PUBLIC AREA
Administrative Law
American Public Bureaucracy
Cases and Issues in American Public Bureaucracy

Randolph P. Kucera
COUNSELING

As this catalog went to press, there was a proposal in process to initiate a two-year professional master's degree in counseling, offering much more than a standard school counseling emphasis. The proposed program, not approved at press time, is generic in nature, with an emphasis on training professionals to perform comprehensive mental health service in various community and/or professional agency environments. Beyond the generic core program, a number of specialty areas are proposed for professional counselors in at least the following fields: mental health, junior college personnel, social welfare and community agency, ecclesiastic, corrections and probation, state employment, school, and human resources consulting. Information about the proposed master's program in counseling may be obtained from the Dean of Professional and Applied Studies.

The Individual Option

When a society is highly diversified technologically, and when both life and career goals are under constant pressures of change, institutions of higher learning face the difficult task of devising common programs which serve effectively all the needs of individual students as well as society at large. Sangamon State recognizes that adequate service to the student and to the community may not be met by its existing programs, however flexible. The university thus seeks to provide the widest possible use of available educational resources by allowing students to fulfill the concentrated studies requirement through the Individual Option, whereby they may construct a personal program which better satisfies their aspirations and career objectives than already established programs.

The Individual Option is available for students who wish to design their education apart from existing programs for the following reasons: the student desires to integrate an area of
study different from that defined by established programs; the student desires to focus on a problem area or set of studies in a manner different from that of established programs.

Students choosing the Individual Option write their own learning proposals, which are then subject to approval and review in the light of educational standards and available resources. An Individual Option Colloquium affords group assistance in preparing and carrying out the proposal.

Students should recognize that both risk and opportunity are greater in the Individual Option than in established programs. Serving individual needs, the program is without blueprint; yet, it affords the opportunity to create a new concentration of studies which is solid and viable in terms of the individual's career. The Individual Option is not intended to serve as a means by which a student might, in effect, construct a conventional major in an area where no program has been established at the university. The personal needs and objectives of the student proposing the option are the sole bases for the Option program; it is an essentially individual concentration.

PROCEDURES AND CRITERIA FOR APPROVAL
With the help of the Individual Option Colloquium, his adviser, and others, the student prepares a prospectus of proposed studies. When the adviser judges that the prospectus is ready, the student presents it for approval to the individual option cadre of the curriculum committee, which must act within two weeks. The adviser becomes an ex officio member of the cadre for this decision. If the prospectus is rejected by the curriculum committee, the student may appeal through normal procedures.

Criteria for approval of the prospectus include:
• the prospectus should specify the general intent of the student's program and the means for achieving it;
• the intent of the prospectus should demonstrate, at least, that the prospectus is appropriately related to career aims and personal aspirations; that the prospectus bears some relation to public affairs (problems, issues, policies), either present or future; and that immediate educational objectives are delineated for a minimum of two quarters;
• the means for achieving the general intent should include, as a minimum, the role of the faculty adviser, or ad-
visers, available for guidance; titles of existing or proposed courses to be taken; other studies which are needed but not covered by existing or proposed courses; and what provisions are to be made to cover such needs:

- finally, the prospectus should portray a distinct program of studies and give some indication as to whether or not sufficient resources exist for its implementation.

PROGRAM REQUIREMENTS: THE INDIVIDUAL OPTION COLLOQUIUM

Requirements for the Individual Option are basically the same as university-wide requirements for entrance and graduation. One recommended course, the Individual Option Colloquium, is designed to help students fulfill the program's unique specification that they plan and develop their own program of studies. Other courses and learning experiences which relate to the student's goals are selected by the student in consultation with his adviser.

Either in the Individual Option Colloquium or through some equivalent process, the student is expected to render a coherent account of what he has achieved, how the original purposes of his prospectus were met or modified, and what present and future directions have emerged from his experiences. This account must be presented in some suitable form—written, visual or oral—for evaluation by an appropriate group from within and/or without the university.

Students who enroll in the Individual Option Colloquium initially may be those beginning their work under the program, or those seeking help from the colloquium in deciding the shape of their future. The student normally enrolls in the colloquium for at least three quarters, each of which represents a distinct stage of development in his program. The activities of the first quarter serve to focus and articulate intermediate and ultimate personal goals and the academic means to realize these goals. Subsequent quarters concern the pursuit of the studies indicated in the prospectus and their elaboration, refinement and possible modification. In the final quarter, the student is in a position to reflect on the total experience of his option.

EVALUATION

Course work for students who choose the Individual Option is evaluated according to university-wide standards. The Individual Option student submits his program for evaluation either through the Individual Option Colloquium, which is responsible for developing methods, standards and
arrangements, or through alternative procedures approved by the individual option cadre of the curriculum committee. Arrangements for evaluation must be made before the student's final quarter at Sangamon State. Normally, evaluation occurs throughout the program. The stages in the work of every student are carefully monitored and evaluated, not only to provide suitable guidance in carrying out an individual plan, but also to provide continual modification and improvement of the Individual Option as a viable academic route.

COURSES
In general the Individual Option may draw upon any courses available at the university or at other institutions, tutorials, community services, and other resources appropriate to the unique design and content of the student's individual program. Specifically, the Individual Option Colloquium is the one course offered under the sponsorship of the program. It serves those students who are in the process of searching for a program which will most satisfactorily fill their individual needs.

Public Affairs Colloquia

Public Affairs Colloquia are a distinctive element of the curriculum at Sangamon State and play an important part in fulfilling its mission as the public affairs university of Illinois. The purpose of the colloquia is to prepare students for enlightened decision-making in a democratic society through better understanding of contemporary issues, heightened skills of research and problem-solving, and exploration of the formulation, implementation and consequences of public policy.

The colloquia, which deal with special topics or problems of contemporary concern, are divided into three categories: (1) those which formulate specific policy recommendations on an issue studied at the international, national, state or local level; (2) those which focus on an issue of more general concern to thoughtful twentieth-century citizens; and (3) those which attempt to combine the above by exploring an issue of general concern with a view of making specific policy recommendations.
Generally the colloquium topics are sufficiently multi-faceted to apply to students from diverse fields with various professional objectives. Since there are no prerequisites for enrollment, each student brings his individual expertise to the topic, thus assuring a variety of dialogue and research in each colloquium.

B.A. candidates must earn credit in at least two colloquia; M.A. candidates must earn credit in one. These may be taken at any time and should be selected according to the student's interests and concerns. Students, however, are encouraged to balance their Public Affairs Colloquium requirements between those which concentrate on general contemporary issues and those which focus on more narrowly defined questions of public policy.

A representative list of colloquia follows:* 

**PUBLIC POLICY COLLOQUIA**

Futurism and Planning for the Year 2000

Industry-Government Relationships in the Defense Sector

Public Law and Public Policy: Selected Constitutional Problems

The Role of the Environmental Activist

Sex Education in the Schools: Contemporary Patterns and Problems

Should We Have War Crime Trials: The Search for Justice

CONTEMPORARY ISSUES COLLOQUIA

The Artist as Social Commentator

The Mood of Black America

Student Unrest

Violence in America: Contemporary, Historical and Comparative Perspectives

Welfare Reform in America

Women's Liberation: A Consideration of Underlying Causes

ISSUE-POLICY COLLOQUIA

American Blacks and the Constitution

The Artist as Social Commentator

Latin America in the 1970's: Good Neighbors or Belligerent Enemies?

Social Issues and Public Policy

White Racism

*See p. 56, The Curriculum.
Courses in professional studies offer a general background of knowledge and skills that prepare Sangamon State students for entry into different career fields. These course sequences provide career orientation plus general skills and basic concepts rather than technical expertise. A student may elect an undergraduate sequence providing instruction—but not a major concentration—in one of four career fields: (1) accounting, (2) law enforcement and criminal justice, (3) management, or (4) teacher preparation.

AN UNDERGRADUATE PROFESSIONAL SEQUENCE IN ACCOUNTING

Accounting courses in this sequence are of particular interest to undergraduate students who plan to enter into full-time employment immediately upon completion of the baccalaureate degree. Matriculating students are expected to have earned credit in Principles of Accounting and Intermediate Accounting in previous college work. Accounting students must enroll in a concentration of their choice: A University Program, a Disciplinary Program, or the Individual Option.

COURSES RECOMMENDED FOR THE FIRST YEAR*

Advanced Accounting I
Advanced Accounting II
Auditing
Business Law
Cost Accounting

COURSES RECOMMENDED FOR THE SECOND YEAR*

Budgeting
Fund Accounting
Progressive Income Tax
Statistics
System Design
Tutorial**

*See p. 56, The Curriculum.

**Includes independent studies in advanced cost accounting, auditing, taxes, systems design, budgeting and other related topics.

Prerequisite: Advanced Accounting and the consent of the instructor. If there is sufficient demand, tutorials may be offered to prepare students for the C.P.A. examination.
AN UNDERGRADUATE PROFESSIONAL SEQUENCE IN LAW ENFORCEMENT AND CRIMINAL JUSTICE

Students interested in law enforcement and criminal justice must complete the concentrated studies requirement in a University Program such as Justice and the Social Order or in a Disciplinary Program such as sociology or psychology. In addition, these students should take the following courses:*

The Criminal Justice System: Law Enforcement, Courts and Correctional Institutions
The Role of Law Enforcement in a Changing Community
The Rule-Role of Law in Modern Society

Law enforcement and criminal justice students may also find the following courses helpful:*

Cases and Issues in Law Enforcement Administration
Criminology
Deviant Behavior
The Helping Relationship
The Probation and Parole Process
The Selection, Training and Utilization of Police Personnel

Basic law enforcement and criminal justice courses can be taken through a consortium agreement with Lincoln Land Community College.

AN UNDERGRADUATE PROFESSIONAL SEQUENCE IN MANAGEMENT

Undergraduate students who intend to enter directly into a management career upon completion of the baccalaureate degree may choose the following professional sequence in management. In addition, management students must complete the concentrated studies requirement in a University Program such as Work/Culture/Society or a Disciplinary Program such as economics. A student electing the management sequence is urged to choose an Applied Study Quarter assignment that relates both to the sequence and to his field of concentrated study.

RECOMMENDED COURSES*
Organizational Behavior and Its Management
Quantitative Applications in Management
Socio-legal Environment of Complex Organizations

ELECTIVE COURSES (3 to be chosen)*
Decision-Making Behavior
Financial Management
Managerial Accounting

*See p. 56. The Curriculum.
AN UNDERGRADUATE PROFESSIONAL SEQUENCE IN TEACHER PREPARATION

A student may elect an undergraduate sequence in teacher preparation, although he must fulfill his B.A. concentration requirements in another area.

The teacher preparation sequence consists of three courses*—School and Community, Student and School, and Teaching and Learning—followed by Student Teaching (the Applied Studies Quarter for teacher preparation.) The three courses in the professional sequence prior to student teaching include a total of 120 clock hours of field experience, exposing the future teacher to a variety of learning situations in the community and the school. The first two courses, School and Community, and Student and School, may be taken in either order, followed by Teaching and Learning.

In addition to the sequence, the university offers a number of courses related to the preparation of teachers. With the help of his faculty adviser, the student plans a program pertinent to his future career, selecting those courses which will prepare him to teach in an elementary school, or to teach biology, English, mathematics or social studies at the secondary school level.

*Other courses may be substituted as need is determined. A course may be waived, or a substitution made, depending on the previous preparation and experience of an individual teacher candidate, with the approval of the teacher preparation committee.
Successful completion of the sequence is expected to meet state certification requirements.

SCHOOL AND COMMUNITY (5 quarter hours)—Focuses on the problems facing the school in contemporary society, the school's impact on particular communities, and an examination of education as a lifelong process. Its purpose is to sensitize the prospective teacher to the complex and challenging issues manifest in educational systems and to help him to understand that learning takes place in a wide variety of situations. By working four hours a week, mainly in social agencies, students in the course have an opportunity to experience the kinds of learning that take place in the community.

STUDENT AND SCHOOL (5 quarter hours)—A critical study of theories of learning and human development which contribute to an understanding of the school age individual. Largely psychological in orientation, it carries the student into areas of learning and personality theory. He spends four hours a week in an elementary or high school observing the learning process.

TEACHING AND LEARNING: ELEMENTARY (5 quarter hours)—Studies individual teaching problems, including concepts, methods and materials of elementary education with emphasis on the teaching of language arts, mathematics, science, and social studies at the grade level that the student intends to teach. Instruction in the use of audio-visual media is included. The student spends four hours a week in a classroom as a teacher's aide.

TEACHING AND LEARNING: SECONDARY (5 quarter hours)—Examines individual teaching problems, in-
Including concepts, methods and materials of secondary education with particular emphasis on the student's teaching major. Students receive instruction in the use of audio-visual media and gain experience as teacher aides (four hours per week for 10 weeks).

STUDENT TEACHING (Applied Studies Quarter, 15 quarter hours)—Student teaching is a full quarter of applied study. Included is a seminar for the discussion of methods, techniques and problems of teaching, as well as concurrent instruction in methods of teaching reading for those preparing to teach in the elementary school. Along with other applied studies students, prospective teachers are expected to keep a log of their experiences. The student's adviser serves as his supervisor of student teaching; student teaching assignments are made by the Coordinator of Student Teaching. Students are urged to participate in the faculty pre-school orientation activities in the school where they will do their student teaching.

CONTRIBUTING FACULTY
Faculty members from a number of disciplines participate in the teacher preparation sequence. Among those who have taught one or more of these courses are: Anderson, Brown, Cloak, Davis, Hawes, Heyman, J. Jackson, Johnston, Lesnoff-Caravaglia, O. Morgan, Shereikis, Smith, Storm and Underwood.

Supporting Curriculum

In addition to studies listed under degree programs and professional preparation, Sangamon State offers a number of courses in a variety of disciplines which support all degree programs and are crosslisted throughout the university curriculum. Supportive courses are currently offered in art, geography, music, philosophy and speech. They constitute a core of non-degree studies that provide balance in the curriculum and
breadth of choice for individual students who plan their own study programs. If student interest and need create a strong demand, some of these disciplines may become degree programs in the future.

Among the objectives of the supporting curriculum are to encourage personal growth and self-realization through contact with a variety of art forms and cultural studies; to develop an understanding of self and all men; to enhance awareness of the cultural and aesthetic aspects of man's physical and social environment; to develop an understanding of the role of free individuals in a democratic society; and to encourage the creative use of leisure time.

GEOGRAPHY

The geography curriculum at Sangamon State provides a framework in which students can gain an understanding of the world's physical and cultural differences as examined on a regional basis and, more significantly, of the reasons for the complex interrelationships that exist between these differences. An awareness of the problems and potentialities in other parts of the state, in the nation, and in the world is essential if the liberal arts student is to develop a realistic attitude toward solving those problems within a given resource base.

Courses are designed to: (1) provide studies in geography for those students who need such knowledge in preparing for careers in business, government, education and other public services; (2) correlate with and supplement other disciplinary programs, particularly history, sociology, economics, political studies and the biological sciences, and other university and professional programs, especially Environments and People; and (3) offer students choosing a general liberal arts education, perhaps in an Individual Option plan, an opportunity to enrich their basic knowledge and understanding of the world's regional differences.

CONTRIBUTING FACULTY
Schwartz

REPRESENTATIVE COURSES*
Conservation of Natural Resources in the United States
The Geography of Agriculture, Forestry and Fishing
The Geography of Manufacturing, Mining and Transportation
The Geography of Middle America
The Geography of South America
The Geography of the United States
Political Geography
Weather and Climate

*See p. 56, The Curriculum.
MUSIC

Music courses at Sangamon State are designed, for the most part, to relate to existing programs. Although much attention has been given to the Communication in a Technological Society program, future planning will involve courses relevant to other University Programs, as well as courses designed to provide prospective teachers with rudimentary backgrounds in understanding musical style and theory so that they can work with children on a beginning level. Students may also expect group tutorials in the arts, as well as interdisciplinary courses in art, music and religion especially directed at enriching the educational experience of the general liberal arts or the Individual Option student. Finally, it is hoped that the university will cooperate with local arts organizations in order to expand the many cultural opportunities already available in the Springfield community.

CONTRIBUTING FACULTY
R. Jackson, Magidsohn, Siebert.

REPRESENTATIVE COURSES*
Art and Music
The Arts, the Community and the University
Music and Religion
Music Appreciation for Children
Music of American Subcultures
Words and Music
Workshop in Musical Performance

PHILOSOPHY

Philosophy courses currently offered at Sangamon State are generally supportive of other programs. Since philosophy is the primary discipline concerned with the study of the principles of sound reasoning, the ability to philosophize is an essential educational objective at Sangamon State. Implicit in this view is the conviction that each man, in the necessary process of philosophizing, gains his own insights, but only after he transcends his limited knowledge and experience to acquaint himself with alternative beliefs.

*See p. 56, The Curriculum.
SPEECH

Courses in speech at Sangamon State generally enrich the existing curriculum by supporting and complementing other programs. Focusing on man's unique symbol-using capacity, speech explores the dimensions of communicative intent, content, and effect in both discrete and related verbal acts. From this study of speech, the student may expect to derive greater self-awareness as he reflects on his own linguistic behavior and refines his verbal skills. His personal growth may also be enhanced by the heightened social awareness which proceeds from examining speech in its cultural context.

CONTRIBUTING FACULTY
J. Everson.

*See p. 56, The Curriculum.
THE VISUAL ARTS
The visual arts curriculum at Sangamon State is based on the objectives that the student gain as much skill in his discipline as possible within the limitations of the course structure, and that he become as complete a human being as possible in the process of reorganizing the priorities and imperatives of the arts. The student is expected to answer such philosophical and practical questions, critical to the accomplishment of his goals, as: What is the nature of art that it should make sense to the individual as he grows and takes responsibilities in his life?; What areas of employment are available to the person who chooses to concentrate in art?

CONTRIBUTING FACULTY
Heyman, R. Jackson, Kasanof, Magidsohn, Siebert.

REPRESENTATIVE COURSES*
Architecture and Society Today
Art and Ideas
Art as Propaganda
Art History
Contemporary Architecture
Drawing and Painting (I, II and III)
Political Satire and the Cartoon
Sculpture and Three-Dimensional Design: Environments (I, II and III)

*See p. 56, The Curriculum.
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