1980-1981
GRADUATE CATALOG

Sangamon State University
Springfield, Illinois
Sangamon State University

Graduate Catalog
1980-1981

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It should be understood that information concerning programs, procedures, requirements, standards, and fees is subject to change without notice. The information in this Sangamon State University Graduate Catalog is not to be considered final, nor does it constitute a contract between the student and the university.

Sangamon State University is an Affirmative Action Employer ensuring equal opportunities in programs, activities, and employment regardless of race, religion, national origin, age, sex, color, disability, or veteran status.
President Alex B. Lacy, Jr.
A Message
From the President

I personally want to extend to you an invitation to participate in the innovative educational experience Sangamon State has to offer.

As Illinois' public affairs university, we offer unparalleled opportunity for education and experience in the area of government and public service. Our location in the capital city makes the resources of state government particularly accessible to students and faculty.

The large variety of programs available at the university include several which are unique. In addition, the Individual Option Program makes it possible for you to design a degree program which specifically meets your career goals.

Through the Applied Study Term at the undergraduate level and the several internship programs at the graduate level, we provide practical experience in conjunction with academic instruction. Such work-place experiences have a special advantage: as a student at Sangamon State you will gain the skills and make the contacts which often lead to immediate employment after graduation.

Not the least of our special features is size. The university is small enough to provide personal attention in generally small and informal classes, yet large enough to provide a diverse faculty and excellent support facilities and equipment.

I hope you will choose Sangamon State and join us as we seek to prepare for the challenges of the twenty-first century.
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Calendar 1980-1981

FALL SEMESTER, 1980

August 20-23, Wednesday-Saturday
August 25, Monday
September 1-2, Monday-Tuesday
October 18, Saturday
November 26-29, Wednesday-Saturday
December 20, Saturday

SPRING SEMESTER, 1981

January 3-10, Saturday-Saturday
January 16-17, Friday-Saturday
January 19, Monday
March 14, Saturday
March 16-21, Monday-Saturday
May 16, Saturday
May 17, Sunday

SUMMER SESSION, 1981

June 5-6, Friday-Saturday
June 8, Monday
August 1, Saturday

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

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

Registration
Classes Begin
Summer Session Ends
This Is Sangamon State

PHILOSOPHY AND PURPOSE

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

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

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

Faculty members at Sangamon State University have a commitment to the individual student; excellent teaching is the faculty's highest priority, and research and publication serve as support for teaching. Many classes are small and informal and permit easy relationships between students and professors. Faculty members also serve as students' academic advisers. The adviser acts as a central contact and helps the student develop a meaningful and enriching program of study.

Many of Sangamon State University's academic programs are designed to bring together the world of public affairs and the world of higher education. The task is to teach people and prepare them as individuals to be effective participants in a changing society.

GRADUATE STUDY AT SANGAMON STATE UNIVERSITY

Graduate study at Sangamon State University presupposes a competency in the chosen field normally attained by the successful completion of a closely related baccalaureate degree in a regionally accredited college or university. Graduate study is at a level of complexity that extends the knowledge and intellectual maturity of an accomplished baccalaureate degree holder. It requires superior academic aptitude and achievement
motivated by a sincere desire to apply the results of study to public affairs. To attain this end the faculty of graduate programs constantly strive toward excellence in course content and direction, blending a public affairs consciousness with traditional subject matter.

The objectives of graduate study at Sangamon State University reach beyond a simple continuation of baccalaureate work and imply more than the accumulation of a specified number of completed courses. To meet the objectives of graduate study, a coherent academic study plan with an identifiable theme and purpose must be designed. This study plan must be acceptable to both the student and his or her adviser and be approved by the student's academic program. The program faculty is, therefore, the guardian of quality and constantly evaluates its own scholarship as well as that of its students.

To receive a master's degree from Sangamon State University a candidate must demonstrate competency in an advanced field of study and proficiency in the methods of scholarship associated with that field of study. The program faculty must attest that the candidate has demonstrated the ability to understand and develop research projects, attained the skills to produce literate reporting documents, and achieved a high level of scholarly and professional competence.

Sangamon State University offers the master's degree in a number of traditional disciplinary studies, professional programs, and multidisciplinary programs. Graduate study at SSU may lead to direct entry into the student's chosen career field, or to graduate work beyond the master's degree. Regardless of the academic program chosen, SSU strives to provide graduate students with the freedom and opportunity for self-direction given all Sangamon State students, but with some additional advantages of special importance to graduate students: the opportunity for concentrated study, close working relationships with members of the faculty, proximity to the learning resources available in Illinois' capital city, and an excellent university library. It is possible for employed students to earn their master's degree through evening and weekend study.

HISTORY

Sangamon State University was established by the Illinois General Assembly in 1969 as the first of two senior institutions in the state. The upper-level concept of Sangamon State, and of Governors State University in Park Forest, resulted from an extensive study by the Board of Higher Education. The BHE conceived of the upper-level concept as an innovative response to both the growth of the community college system throughout the state and to the need for new ways for individuals to enter upper-division and graduate study.

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

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

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

Sangamon State currently has some 3600 students and a faculty of 200.

The university operates from two campuses. The Main Campus of some 740 acres is six miles southeast of the Capitol complex, adjacent to scenic Lake Springfield and Lincoln Land Community College. The Capital Campus is in the heart of the city and only four blocks from the Statehouse. Evening classes are scheduled on both campuses to accommodate both commuting and community students. "Brown-bag" classes are held during the noon hour to serve more effectively persons who are employed.

**MAIN CAMPUS**

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

The second permanent building will be the Public Affairs Center currently nearing completion. The Public Affairs Center has been planned to carry out effectively the university's public affairs function. It includes a 2000-seat performing arts auditorium, seminar and conference rooms, and laboratories and classrooms specifically designed for those academic programs having a distinct public affairs thrust. The center will also contain a cafeteria, a restaurant, and faculty and administrative offices.

Modern, attractive, steel interim buildings in well-landscaped settings have been constructed to reflect the open operating style and spirit of the university. They make up the remainder of the campus currently in use.

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

CAPITAL CAMPUS

The Capital Campus was carefully and creatively planned by the university with the help of an advisory group of student, faculty, staff, and community representatives. Its downtown location makes it possible for Sangamon State to perform its public affairs mission more effectively by providing easy access by students and faculty to the legislative and executive offices of state and local government. The central location also serves the needs of students who work in the downtown area, or who would not be able to reach the Main Campus on a regular basis.

The Capital Campus was opened for classes in the fall of 1972, offering courses in the areas of public affairs, administration, human development counseling, economics, psychology, and others. Located in the former Leland Hotel building at Sixth Street and Capitol Avenue, the Capital Campus is but a few blocks from the Statehouse and the complex of other state buildings.

SPRINGFIELD AS CAMPUS

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

Programs in the health field capitalize on downstate Illinois' largest medical center which includes the Southern Illinois University School of Medicine, three hospitals, 300 physicians, and 18 nursing homes.

Programs in the humanities utilize such community resources as Sangamon-Menard counties' rich collection of historic sites and museums. Two of those sites, the Clayville Rural Life Center and the Lincoln Depot, are under the aegis of the university, affording unique opportunities for studies in historic site interpretation, rural life, historic crafts, and museum work.

These community-based learning opportunities are supplemented by specialized libraries. Among these resources available to students are the Illinois State Library, the Illinois State Archives, the Illinois State Historical Library, the Supreme Court Library, and the SIU Medical Library. Two other institutions of higher education are located in Springfield—Lincoln Land Community College and Springfield College in Illinois.

Springfield is known as the Prairie Capital, and derives much of its character from its location in Illinois' rural heartland. Located less than 100 miles from St. Louis and less than 200 miles from Chicago, it offers convenient access to urban centers. With a population of 96,000, the city's major employers are city, state, county, and federal governments; health-care delivery systems; insurance companies; and other service industries. There are 16,000 public employees in Springfield, and more than 100 state and national organizations are headquartered here.

GOVERNANCE

Sangamon State is one of three institutions governed by the State Board of Regents under the supervision of the Illinois Board of Higher Education. The other Regency schools are Illinois State University at Normal and Northern Illinois University at DeKalb.

A single organization, the University Assembly, has been established as an advisory body to help guide the campus community. Formed in November, 1970, the Assembly represents the various Sangamon State constituencies. The Assembly is made up of three senates—student, faculty, and staff—each senate elected by its own constituency. The University Assembly system provides a forum for ideas and ensures the effective sharing of responsibility for development of policy suggestions and recommendations.

ACCREDITATION

Sangamon State University is fully accredited by the Commission of Institutions of Higher Education of the North Central Association of Colleges and Schools. In addition, several academic programs (Nursing, for example) have received separate professional accreditation.
The faculty members at Sangamon State University are selected to reflect the university's liberal arts and public affairs commitments in addition to their own professional and scholarly preparation. Together they bring backgrounds from the worlds of business, administration, science, and the arts to provide the diversity and excitement needed to combine the world of learning with the world in which people live and work.

Faculty members are qualified to compete in the world of business, government, and the professions as well as teach about it; but more important, they are directed to teaching as their primary interest.

Public Affairs At Sangamon State University

As the public affairs university in the Illinois state system of higher education, Sangamon State directs educational, research, and service efforts toward solution of public problems facing the state and its local communities. Emphasis is on a coordinated, interdisciplinary approach to problem-solving, training, and communication through the following centers and services: the Illinois Legislative Studies Center, the Center for Policy Studies and Program Evaluation, the Center for the Study of Middle-Size Cities, and the Legal Studies Center.

Each center and service program is charged to develop applied research and service activities which effectively address problems of state and local significance. Each unit has a small permanent core of faculty with joint appointments in the center and in an academic program. Specific projects draw additional staff from among the faculty who are temporarily attached to the unit; both groups of faculty members have teaching and other obligations during the period of their assignment to the project. This linkage serves to bring faculty members' public affairs experience to the classroom and provides a flexible staffing pattern which matches relevant faculty expertise to public problems and helps to ensure maximum benefit for instructional programs.

ILLINOIS LEGISLATIVE STUDIES CENTER

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

The Illinois Legislative Staff Internship Program, the Illinois Private Sector Internship Program, and the Applied Legislative Study Term are major educational components of the ILSC. The Legislative Staff Intern-
ship Program, which provides an opportunity for outstanding graduate students from throughout the state to serve with leadership or nonpartisan research agency staff for a period of nine and a half months beginning Oct. 1, is coordinated for the Illinois Legislative Council by the center. The Private Sector Program is also a nine-and-a-half months graduate-level experience, but interns are placed on legislative staffs of private associations which supply funding.

Applied research projects of the center are generally directed toward questions of public policy or legislative processes and afford both students and faculty the opportunity to conduct research and study in the legislative setting.

Public service activities have included sponsorship of conferences and training sessions for legislators, legislative staff, and associated professionals.

The center publishes a monograph series which reports the research projects and conferences conducted under its auspices.

CENTER FOR POLICY STUDIES AND PROGRAM EVALUATION

The Center for Policy Studies and Program Evaluation contributes to the public affairs mandate of Sangamon State University through a broad range of programs designed to help improve governmental performance in Illinois, particularly at the state governmental level. Started in 1972-73 informally as the Public Sector Evaluation Center, and formalized by the Board of Regents in the following year, the center's activities were expanded in 1976 to encompass its present scope of concern for the broad range of policy formulation and policy implementation processes.

In carrying out its mandate, the center conducts four main types of program activities: problem-solving research; technical assistance consultations; training programs; and a public sector internship program.

Center research activities include independent studies of major public problems facing Illinois as well as research undertaken at the request of governmental units. Research activity is applications oriented, emphasizing the use of rigorous analysis to clarify public issues and possible policy alternatives, while also developing new, generalizable knowledge about public policy processes and issues. Technical assistance is offered to governmental and other public sector organizations on internal managerial issues as well as policy-making and implementation questions. Management training and executive development activities include individual consultations, workshops and conferences, specialized courses, training needs assessments, and long-term development strategies.

Within the center, the Graduate Public Service Internship program contributes significantly to both the problem-solving mission of the center and to the broader educational mission of the university. Interns from a wide range of colleges and universities in Illinois serve with a variety of state executive branch departments and agencies. The internship program
allows a student to work one-half time in a state agency while completing work on a two-year graduate degree in a field such as public administration, business administration, economics, mathematics, human development counseling, social justice, political studies, and health services management. During the school year the agency provides funds to the university to pay the student a monthly stipend plus tuition costs and professional development travel. During the summer period the intern works full time in the agency.

As a public affairs university, Sangamon State has a dual mission to fulfill—extending the resources of the university outward through public service activities, and furthering the unique mandate of academia to advance understanding of man and his world. Both missions—service and understanding—provide the underlying purpose for the center's work. Interplay between these two missions is essential to fulfill the unique contributions the center can make to improve governmental performance in Illinois. Public service activities which are unguided by the academic concern for increased understanding are incomplete. Likewise, academic quests for understanding of our governing system without enrichment from the practical experiences of public service work are also incomplete. The center's mandate is thus to help bridge the knowledge-action gap between the academic understanding of government and the practice of government.

CENTER FOR THE STUDY OF MIDDLE-SIZE CITIES

The Center for the Study of Middle-Size Cities was established to address problems and issues common among cities with populations in the range of 50,000 to 250,000. Although much research has been conducted on numerous aspects of the nation's largest metropolitan areas, the findings are seldom relevant to or in a form useful to cities of lesser size. Moreover, few middle-size cities have developed the capacity to conduct applied studies of the broad-range problems and issues relevant to their particular interests. Consequently, many have difficulty in responding effectively to the increasing magnitude of economic, social, environmental, and governmental problems.

The major objective of the center is to serve the interests of middle-size cities by:

Conducting interdisciplinary, comparative, applied, and policy-oriented research on a wide variety of issues. Research has been done in the areas of energy consumption analysis, health services delivery systems, transportation feasibility studies, public opinion polls, and criminal justice.

Serving as an information and consulting resource center to assist social agencies, local governments, and public and private organizations in their efforts to improve the quality of life and government of their communities.

Gathering, organizing, and presenting information about middle-size
cities in workshops and seminars for students at the university and for interested groups and organizations throughout the state.

THE CENTER FOR LEGAL STUDIES

The Center for Legal Studies has been developed to serve Sangamon State's public affairs mandate in three basic ways: 1) to coordinate the clinical education aspects of the legal studies degree programs; 2) to develop and deliver a program of law-related training; and 3) to engage in applied research activities. The Illinois Board of Higher Education has also given the center responsibility for administering the educational component of a courts complex which is being planned for the Circuit Court of Sangamon County and the Fourth District Appellate.

Many legal studies students have been successful in finding a variety of public and private law-related positions under the auspices of internship and applied study programs administered by the center. Supervision of clinical education provides information which is useful for program planning and career placements. One of the center's continuing interests is to study ways to increase the use of legal assistants in the public service.

The center is active in the development of law-related training programs which expand general knowledge about the law and provide in-service legal training for persons working in public agencies. These include: 1) summer workshops on law-related education for secondary education teachers; 2) a probation training program which is a significant factor in efforts to improve the quality of the state's professional probation workers; 3) training programs for persons working with juvenile-status offenders; 4) in cooperation with state, local, and private agencies, initiation of a series of interdisciplinary workshops to improve communication between volunteers and professionals who seek to divert juvenile offenders from the court process; and 5) in cooperation with the University of Illinois and the Illinois Department of Children and Family Services, development of a legal training curriculum and workshops for state social workers dealing with abused and neglected children.

The center's main research interests, rural justice and the legal system in Illinois, provide the basis for applied and scholarly research projects intended to produce data for judicial policy development as well as theoretical information for reference, publication, and further research. A recent in-depth survey of Illinois circuit court clerks and a current study of Illinois trial court judges will be important contributions to a better understanding of the legal system in Illinois, as it pertains to the delivery of rural justice.

The training, clinical education, and research activities of the center provide Sangamon State students with many opportunities to supplement academic activities with practical experience.

PUBLIC AFFAIRS COLLOQUIA

Public Affairs Colloquia provide a unique opportunity for students to explore contemporary public issues in order to cultivate an informed
awareness. Each semester, the faculty offer at least 20 different colloquia. These courses encourage participants to view the issues as citizens, to recognize diverse forces and weigh their implications. Courses have no prerequisites. Bachelor’s degree candidates are required to successfully complete six credit hours from the PAC curricula; graduate students need four hours.

INTERSESSIONS

Each year a special PAC is held in midwinter as an intensive week-long Intersession. Nationally and internationally prominent figures are brought to the campus to address the Intersession topic. Opportunities for small-group discussion with these figures and the Intersession faculty are provided. Topics have included Confronting Inequality in 1980; Families; Individual Freedom and the State; Science and Human Values; American Identity: Tensions in the Myth; Crisis in Confidence: Corporate America; and Crisis in Confidence (American politics).

The Intersessions, which utilize the expertise of many faculty members, epitomize the multidisciplinary approach of the Public Affairs Colloquia. Likewise, the PACs are one fulfillment of the mandate of the university as an educational entity expressly commissioned to address social issues and public concerns.

Special Features Of Sangamon State University

THE LIBRARY

The Library provides an extensive multimedia collection which reflects the curriculum, being particularly strong in the social sciences. It contains more than 215,000 volumes, 2800 subscriptions to journals and newspapers, 70,000 government publications, a variety of musical and spoken recordings, simulation games, audio and video tapes, slides, and microform collections. Also available to the SSU community through the Library media department are cameras, tape recorders, microform readers, and other media hardware. SSU students also have direct borrowing privileges at 10 other area academic libraries.

The University Archives, another division of the Library, is a depository for Illinois county records and has, in addition, many other primary resource materials on local history.

Special services available to SSU students include production of graphics and audio, video, and photographic material, and computer-assisted literature searches.
The Sangamon State University Library, in addition to providing extensive collections and traditional library services, provides library instruction for students. The ability to select, analyze, and utilize information is important for academic success. The Library faculty teach those library skills which are of continuing usefulness for lifelong learning.

LABORATORY FACILITIES

One of the strong features of the natural science programs at Sangamon State University is the wide array of modern, sophisticated instrumentation which is available for use in the classroom and for independent projects. Since scientific investigation is becoming more and more technically demanding, there is increasing need for persons who have acquired a high level of competence in the use of sophisticated laboratory instruments. For this reason Sangamon State laboratory facilities are intended for student use, so that students can, in addition to their theoretical studies, gain marketable technical skills.

COMPUTER SERVICE

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

The center is open Monday through Thursday from 8 a.m. to 11 p.m., Friday from 8 a.m. to 5 p.m., Saturday from 9 a.m. to 5 p.m., and Sunday from 2 p.m. to 6 p.m.

CRT and hard-copy terminals from the terminal room and other campus locations operate interactively to the Hewlett-Packard HP3000 computer on campus or to the Educational Computing Network computer for the Mid-Illinois Computer Cooperative. Remote job entry is available to the CDC CYBER 730 computer at the University of Illinois. Consultants are available to assist new users. Student help positions are available to students wishing to be consultants or to operate the computer and peripheral equipment and gain valuable learning experience.

RADIO STATION

Sangamon State's public radio station, WSSR, began broadcasting on Jan. 3, 1975, with a full schedule of music, public affairs events, cultural activities, academic-credit courses, and other programs not normally a part of commercial broadcasting. The station is operated by a professional staff supplemented by participating faculty, staff, students on work/study assignments, and persons from the community. Committees of university and community members help guide policies and procedures.

WSSR, at 91.9 on the FM dial, operates in stereo, and is on the air 21 hours each day, seven days a week. Its 50,000 watts of power carry
programs throughout an 80-mile radius of Springfield. A program guide, *WSSR Montage*, is published monthly and distributed to interested listeners who help to support the station through voluntary subscriptions. Both federal and state monies supply basic financial support to the station.

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

CLAYVILLE RURAL LIFE CENTER AND MUSEUM

Clayville is the university’s outdoor museum located 20 miles from campus, 12 miles northwest of Springfield on Route 125—the old Beardstown Road. Museum education and museum methods, traditional culture, and historic crafts can be studied in regular courses offered there. During the season from May 1 through Oct. 31, student help positions offer practical experience in interpretation with visitors and school children and in museum maintenance and historic preservation. During the winter months there are additional opportunities for graduate students to work in museum registration, research, and program and exhibit planning.

Two academic programs encourage students who wish to pursue museum studies at Clayville. The History Program offers courses in museum history and museum methods, historic craft research, and historic preservation. The Environments and People Program offers two courses focusing on material culture—Midwest rural life and its European and American backgrounds. The program also gives the Summer Workshop on Rural Life, an introduction to using outdoor museums for teaching and learning. Its course, Mornings at Clayville, offers experience in running a five-hour intensive living history program for fifth-graders. Graduate students would normally combine courses from both of these programs to gain what is needed for museum, historic sites, and parks and recreation work.

The museum was given to the Sangamon State University Foundation in 1973 by a Springfield physician, Emmet Pearson, and his wife, Mary. They had begun it in 1961, inspired by the European open-air museums which pioneered in this new kind of institution in the 1890s. They built the collections during a 12-year period. The Clayville Folk Arts Guild, founded in 1968, conducts special-event weekends and festivals in the spring and fall. The guild’s goal is to recover, preserve, and provide instruction for traditional trades, crafts, and activities. Graduate students are encouraged to join and work with the group to gain experience in volunteer museum organizations.

The collections are outstanding for early Midwest history and material culture, and thus are an invaluable resource for students. The one *in situ* structure, the combined inn and farmhouse built by a New Jersey family in 1824, is a place where living history techniques of 1850s cooking, gardening, and household activities can be researched and carried out. Exhibit workshops for blacksmithing, printing, broommaking, and wood-
working are available for actual use. A variety of historic structures permits study at first hand of traditional architecture built by people from different parts of the East and South. The tools and simple machines, furniture, and household utensils are much more accessible than in most museums; and many artifacts can be handled and even used. Clayville is an outstanding laboratory for practical museum studies.

UNIVERSITY COURSES
In addition to courses offered in academic programs and to Public Affairs Colloquia, the university offers a limited number of University Courses each semester. These courses are designed to enhance students' skills and self-understanding; they are normally open to all students and carry no prerequisites. They usually represent materials which are not directly in the purview of any academic program. Specific descriptions of the UNI courses offered in any semester or session are published in the appropriate schedule of classes.

MEDIA-BASED COURSES
Sangamon State provides credit courses through the media of radio, television, newspapers, and cassette tapes, for students who are location-bound or are otherwise prevented from attending classes on a regular basis. Topics presented in the past have included: Roots; The Adams Chronicles; The Age of Uncertainty; Moral Choices; Classic Theatre; American Identity; and Perspectives on Aging. Students earn regular college credit for these courses and enroll in the same manner as they would for traditional classes.

UNIVERSITY PUBLICATIONS

Illinois Issues

*Illinois Issues* is a monthly magazine of government and public affairs operating under the guidance of a board appointed by the presidents of Sangamon State and the University of Illinois. The magazine has established a solid reputation for thoughtful commentary and analysis of state issues in several fields: energy, environment, taxation, education, business, and labor. It regularly covers the actions of all three branches of state government and local government. *Illinois Issues* enlists authoritative writers—academics, journalists, business and government professionals—to present clear and objective reports on the people, problems, and processes of government in Illinois. The magazine also publishes the following columns on a regular basis: "The State of the State," "Chicago," "Washington," "Politics," and "The Media."

First published in January, 1975, the magazine's current circulation is approximately 6000. It is supported by the two sponsoring universities, the
Ford Foundation, subscription income, and contributions from individuals and Illinois businesses.

Community College Frontiers

A journal sponsored since 1973 by Sangamon State University and Governors State University, Community College Frontiers is an important asset to the university’s work with the community colleges. Its editorial and business offices are located at SSU. The magazine has achieved a nationwide reputation as a vehicle for interaction among community colleges and as a guide to community college news and events. It publishes articles, news notes, and book reviews of special interest to community college faculty, staff, and students.

Now a quarterly publication, Frontiers has expanded its support base by the appointment of a National Panel of Editorial Consultants, outstanding educators involved with the two-year-college movement in Illinois and other states. In 1976 a graduate assistantship was assigned for the journal’s editorial assistant; the student appointed to the assistantship is usually an M.A. candidate in the Literature or the Communication program.

Psychohistory Review

The official journal of the Group for the Use of Psychology in History, an organizational affiliate of the American Historical Association, the Psychohistory Review is published quarterly. The Review contains articles, book reviews, research notes, and bibliographic information contributed by scholars from throughout the country, keeping its readers informed of recent developments in the field of psychohistory.

SANGAMON STATE UNIVERSITY FOUNDATION

The Sangamon State University Foundation is a charitable not-for-profit corporation which exists to aid the university in furthering its educational aims and serving the people, in particular, of Springfield and Central Illinois. However, the Foundation’s interests extend to the entire state, especially with regard to the university’s prescribed mandates. The Foundation seeks to provide broader educational opportunities for and service to students, alumni, the public, and governmental units by encouraging donations of money, property, art, historical material, or any other gifts which enhance the mission of the university. The organization works to strengthen the bonds between the university and all of its publics.

ALUMNI ASSOCIATION

Sangamon State University has more than 5000 graduates. They are served by the university’s Alumni Office, which publishes the alumni magazine, Sangamon, and an alumni newsletter, Alumnews. The Alumni Association seeks to keep the alumni informed of events on campus,
enables them to participate in an ever-growing schedule of events of interest to them, and offers members in good standing numerous special services and considerations. One of the association's major events is the annual Homecoming in the fall. The association underwrites a scholarship program administered by the Office of Financial Assistance. These substantial scholarship funds are made available each year to certain eligible students who are designated Alumni Scholars. The association also provides direct financial support to WSSR Radio, campus beautification, and other projects. The Alumni Association's primary goals are to communicate with the alumni body, provide graduates with various services and programs, and maintain a cooperative and constructive relationship with the university.
Graduate Admission

Persons who have earned a bachelor’s degree from a regionally accredited college or university and have, through their performance as undergraduates, demonstrated their ability to undertake graduate work are eligible to apply for admission to Sangamon State University with graduate standing.

ADMISSION PROCEDURE

The prospective student may write to the Office of Admissions, Sangamon State University, Springfield, IL 62708 for an application form or call toll-free from within Illinois, 800/252-8533.

An application will not be processed until a transcript has been received from the college or university awarding the applicant’s baccalaureate degree.

The application should be submitted at least one month prior to the beginning of the semester in which the student wants to begin course work. (See calendar.) If it becomes necessary to close admissions before the announced deadline, Sangamon State University will admit students in order of receipt of completed applications.

ALTERNATIVE ADMISSION OPPORTUNITY

Sangamon State University recognizes that many individuals receive an education outside the formal university environment through correspondence courses, educational television, on-the-job training, and independent study. As a result, the university has devised means of evaluating non-traditional education growth so that qualified applicants may be admitted directly to the beginning of a master’s degree program. For such admission, the university evaluates papers which explain applicants’ work, community leadership, or other learning experiences. The university may request that such applicants take the general examination battery of the College Level Examination Program of the College Entrance Examination Board after filing the formal application, and may seek corroborative evidence from persons familiar with the learning experiences presented for admission. Students should contact the Office of Admissions.

SPECIAL ADMISSION

Sangamon State University encourages persons who meet the basic requirements of at least two years of college or the equivalent in experience
to enroll for individual courses at the university. Graduate students may enroll through the Special Student category which permits registration in individual courses without the regular admissions procedures and without a commitment to a particular degree program.

Special Students are not required to file all of the documents necessary for admission to a degree program. Special Students will not generally be encouraged to take more than one course each semester and will be asked to define their educational goals before exceeding 12 semester hours of work. Any Special Student who chooses to become a candidate in a degree program will then be required to go through the normal admissions procedures. At that time, course work taken as a Special Student will be evaluated by the program to determine what credit can be applied to the chosen degree program. A maximum of 12 hours taken as a Special Student may be applied toward a degree.

ADMISSION FOR INTERNATIONAL STUDENTS

The university seeks to maintain a cosmopolitan atmosphere consistent with its interest in literacy, public affairs, lifelong learning, and problem-solving. To that end it admits international students whose academic preparation and educational and personal goals indicate that they will be well served at Sangamon State.

To assist the admissions office and academic programs in determining the appropriateness of applications from foreign students, a few additional steps are required beyond the admission procedures already indicated. These include providing a statement of educational goals, and evidence of suitable academic preparation, financial responsibility, and proficiency in the English language appropriate to graduate study in the United States. Materials describing specific ways of meeting these requirements are available from the Office of Admissions.

International students are urged to request these materials at least six months before their projected first enrollment. Students applying from abroad must meet early deadlines for completing their files in order to assure time for processing their visas. These deadlines are June 1 for the Fall Semester, Nov. 1 for the Spring Semester, and April 1 for the Summer Session. Foreign students transferring from colleges and universities in the United States also are urged to observe these deadlines although their files will be reviewed if completed after these dates.

TRANSFER CREDIT AT THE GRADUATE LEVEL

Students wishing to apply graduate credit earned at other institutions toward a graduate degree at Sangamon State University may request the transfer of not more than 12 semester hours of such credit. The credit must have been earned at an institution regionally accredited at the graduate level and must have resulted in a letter grade of "B" or better or that institution's equivalent.
THE SENIOR LEARNER PROGRAM

The Senior Learner Program was begun in January, 1976. It is open to all persons who have reached their 62nd birthday by the day of registration, and affords them the opportunity to study in special-interest courses and to audit courses, park on the campus, and borrow books from the university Library at a reduced rate of $10 per term. This program does not provide academic credit for courses audited.

MATRICULATION INTO A GRADUATE PROGRAM

Students who expect to receive a graduate degree must seek matriculation into a degree program. It is recommended that the application process be started as soon as possible after admission to the university. Each academic program has established requirements for admission into that program in accord with general university policy. Individual program admission requirements include statements of procedures for ascertaining the written and oral communication skills expected of students entering the program. The requirements are detailed in the program statements in the course description section of this catalog.
Choosing A Program

Sangamon State University offers 23 graduate programs, plus concentrations within several programs, from which students can choose courses of study. Programs range from traditional disciplines such as history, economics, and biology to more career-oriented concentrations such as operations research/systems analysis or business administration, to interdisciplinary programs which focus on topics such as environments and people or communication. In addition, Sangamon State offers an unusual alternative called the Individual Option Program.

The Office of Advising and Counseling is available to provide assistance to students who are attempting to choose their academic programs. This assistance includes life/career planning, vocational testing and interpretation, and referral to appropriate academic programs for further information.

THE INDIVIDUAL OPTION PROGRAM

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

Generally, Individual Option programs are based on broad topics or problems which interest students and for which appropriate faculty and other resources can be found. An Individual Option Colloquia is offered for the purpose of exploring and developing each student's topic and course of study. The student works with his or her faculty adviser in preparing an individual program of study.

People who wish to pursue a degree in some standard areas such as Women's Studies, Energy Studies, and Studies in Social Change will find the Individual Option Program well suited to their needs.
Master's Degree Requirements

GENERAL REQUIREMENTS

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

- Earn the number of semester hours of graduate credit required by the student’s academic program, of which all but 12 semester hours must be earned at Sangamon State.
- Earn a minimum of four semester hours of credit in Public Affairs Colloquia.
- Meet program matriculation requirements and earn the required number of graduate credit hours following program acceptance.
- Complete successfully the Illinois and United States constitution examinations in order to satisfy the requirements of Illinois School Code Sec. 27-3. (Must be completed at the collegiate level.)
- Fulfill all program requirements, including the Master's Project.
- Complete the Graduation Contract.
- Pay a graduation fee of $15.

CATALOG REQUIREMENTS

Students may choose to meet the academic program requirements of the Catalog in force at the time of their admission to the university as a degree-seeking student, or of any Catalog in force during a period subsequent to admission not to exceed five years for master’s degree candidates or seven years for bachelor’s degree candidates. Students unable to complete graduation requirements within that period may, at the discretion of their academic program, be held liable for the requirements in the Catalog in the year of graduation.

Sangamon State awards the following degrees:

*Master of Arts in Business Administration, M.A.B.A.*

*Master of Public Administration, M.P.A.*

*Master of Science, M.S.*

Nutrition

*Master of Arts, M.A.*

Biology

Child, Family, and Community Services

Communication

Community Arts Management

Economics
DEGREE REQUIREMENTS

Educational Administration
Environments and People
Gerontology
Health Services Administration
History
Human Development Counseling
Individual Option
Legal Studies
Literature
Mathematical Systems (four concentrations)
  Computer Science
  Mathematics
  Operations Research/Systems Analysis
  Statistics
Political Studies
Public Affairs Reporting
Psychology
  Clinical Psychology
Sociology/Anthropology
Social Justice Professions (three concentrations)
  Administration of Justice
  Human Services
  Law Enforcement

MASTER'S PROJECT

Every degree candidate is required to complete a Master's Project, which demonstrates the student's mastery of some area of competency within his or her major. The exact nature and format of the project are determined by the individual program; however, every project must have an identifiable academic focus and must include a written component.

The specific project must be approved before it is begun by a faculty committee composed of the director of the student's project, a faculty member from the student's program selected by the student, and a faculty member from outside the program appointed by the vice-president for academic affairs. The director of the student's project convenes the committee. The form of the presentation of the student's completed project is at the discretion of the program. It may take the form of a brief oral summary of a paper followed by questions at an open meeting, a seminar report, completion of a special course, etc.

When the student and the director of the student's project have determined that the project is ready for presentation, the director reconvenes the student's committee to consider the project. Satisfactory completion of the project must be certified by unanimous recommendation of the student's committee, and after the presentation the written portion of the project must be filed in the university Library.
THE SECOND MASTER’S DEGREE

All program and university requirements for the master’s degree are in effect for students who have previously earned an advanced degree. However, the Public Affairs Colloquium requirement may be waived for those who have completed that requirement at the graduate level.

RESEARCH AT SANGAMON STATE

Since universities offer instruction in the learned professions, the systematic pursuit of knowledge and methodologies of study are important. Similarly, an understanding and sensitivity to the moral and policy implications of one’s studies are important, particularly in the setting of the state capital. Sangamon State University tries to address both areas at the graduate level: specialized or concentrated study appropriate to the discipline or professional field of one’s interest, and liberal learning related to an understanding of the public order or public affairs. Although Sangamon State does not offer doctoral study programs, it can and does collaborate with neighboring universities in meeting doctoral student needs for research and residency in the Springfield area.

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

INTERNSHIPS AND EXPERIENTIAL LEARNING

Experiential learning is an integral part of education at Sangamon State. In addition to the internships offered through the public affairs centers, internship/practicum opportunities are offered by the following academic programs: public administration; child, family, and community services; community arts management; environments and people; gerontology; history; human development counseling; individual option; legal studies; nutrition; psychology; public affairs reporting; social justice professions; operations research/systems analysis (mathematical systems); and political studies.

Academic Standards

ACADEMIC LOAD

For purposes of tuition and fees, a student taking 12 or more semester hours of work during the Fall or Spring semesters, or six semester hours of work in the Summer Session, will be considered a full-time student.
Students taking less than this academic load will be considered part-time students.

Most courses at Sangamon State count for four semester hours. The normal course load for a full-time graduate student is usually three courses, or 12 semester hours. The normal course load for a part-time student is one or two courses, or four to eight semester hours.

Any graduate student who wishes to carry more than 18 semester hours during the Fall or Spring semesters, or eight semester hours during the Summer Session, must wait until the normal registration processes for the semester are completed and then register for the overload during the add/drop period. The student must also submit to the Registrar’s Office a completed “Student Petition” form. If the overload is for 19 or 20 hours, the student’s adviser and program representative must approve the petition. If the overload is for 21 or 22 hours, the petition must be signed by the student’s adviser, program representative, and the associate dean of the cluster in which the student is a major. During the Summer Session, any overload beyond eight semester hours must be approved by the student’s adviser, program representative, and the associate dean of the cluster in which the student is a major.

A graduate assistant’s normal load is 20 hours for an academic year, two 10-hour semesters. A graduate assistant may register for six hours during the summer term. If a graduate assistant wishes to take more than 20 hours in any academic year, he or she must have the approval of the adviser, program representative, the associate dean of the cluster in which the student is a major, and the vice-president for academic affairs.

GRADING

Sangamon State University believes that any grading system should be primarily a means of marking a student’s progress, and the grading systems at SSU reflect this belief. Sangamon State has two grading options: the student may choose to take grades for courses, or may select the credit/no credit system. The student may also decide on a combination of the two options, taking some courses for grades, and others for credit.

LETTER GRADERS

Letter grades, when used, emphasize a student’s successes rather than failures. To complete a graded course successfully, the student must earn one of the following grades:

- A — excellent
- B — good
- C — average

Courses which are not successfully completed will not appear on the student’s transcript. Due to the nonpunitive nature of the grading system, a grade-point average is not calculated.
CREDIT/NO CREDIT

When a student successfully completes a course for credit, she or he receives an "S" (satisfactory). Courses which are not successfully completed will not appear on the student's transcript.

GRADES ACCEPTABLE TOWARD GRADUATE DEGREES

A maximum of eight hours of "C" grades at the graduate level is applicable toward a degree, provided that each hour of "C" is balanced by an hour of "A." The academic program determines whether the "C" grade in the concentration requirements is acceptable toward the degree. Each program statement contains this information.

Under the credit/no credit option, "S" represents work equivalent to a letter grade of "B" or better.

Instructors may recommend whether a graduate student should take a course for a grade or for the credit/no credit option; however, it is the student's prerogative to choose the grading system to be used by the instructor in his or her particular case.

Students should indicate to the registrar at the time of registration which grading system (letter grade or credit/no credit) they prefer. If they wish to change their original choice, they may do so by completing and signing an appropriate form and turning it in to the registrar by mid-term.

WRITTEN EVALUATION

Regardless of the grading system chosen, students may request written evaluations of their achievement in each course within a week after the end of the semester. At the student's request, the written evaluations may be incorporated in the permanent record and transcript.

INCOMPLETE WORK

A student who has not completed all work for a course as of the date grades are due may request an incomplete ("I"). A change to credit and/or grade can be made once the work has been completed to the satisfaction of the instructor. If the work is not completed within one calendar year, the incomplete will be changed to no credit. The student may petition for an extension of the incomplete.

SATISFACTORY PROGRESS

Satisfactory progress for full-time students is defined as the completion of 12 semester hours of credit during each regular semester enrollment and the completion of six hours during each summer school enrollment.
ACADEMIC PROBATION

Students who fail to complete one half of the course work for which they are registered in any semester may be placed on academic probation during the following semester. If, after counseling and consultation with the adviser, the student again fails to complete at least half of the course work, he or she will be asked to withdraw from the university. The student will be notified by letter of probationary status.

WITHDRAWAL FROM COURSES

The university’s withdrawal and refund policies are being revised to conform with the new federal guidelines. The revised policy and fee schedule will be published in the schedules of classes for each academic term.

ADVISING AND SUPERVISION OF GRADUATE STUDY

Each graduate student should select an adviser promptly, ideally before admission—but definitely before matriculation. The adviser exercises direct supervision over the work of the student seeking a graduate degree. The signature of the adviser is required on the course planning form for degree-seeking graduate students registering for any given semester; this form is available to students only through the adviser. The adviser also assists the student in preparing to meet all university and program requirements for the graduate degree.

GRADUATE STUDENT GRIEVANCES

Students expressing grievances about the application of graduate policies may appeal through the channels established by the academic program. Students may then make further appeal of the decisions of the academic program through normal university channels.

RIGHT TO REVIEW FILES

Students at Sangamon State University have the right to inspect and review their official university records, to request corrections or deletions, and to limit access to such records by other persons in accordance with the Family Educational Rights and Privacy Act of 1974.

COURSE NUMBERING SYSTEM

Each course has a three-letter prefix which indicates that it is a course in a particular program (e.g., CFC—Child, Family, and Community Services; HIS—History), or an Applied Study Term (AST), or a Public Affairs Colloquium (PAC), or a University Course (UNI). Each course also has a three-digit number.
Courses numbered 300 through 399 are open to juniors and seniors. Courses numbered 400 through 499 are open to juniors, seniors, and graduate students. Courses numbered 500 through 599 are open to graduate students. Individual professors may require additional work of graduate students in 400-level courses.

Courses whose last two digits are 91 to 98 (e.g., ECO 495) are experimental courses which have not yet been included in the regular curriculum of the university. Most courses whose third digit is 0 (e.g., ENP 450) are "topics" courses, in which a variety of topics are covered in successive semesters; usually, students may repeat this course number for credit, but in no case may they repeat the same topic for credit.

COURSES FROM PROGRAMS OUTSIDE THE MAJOR

In some cases academic programs have approved courses offered elsewhere in the university for application to the major. Such courses are listed at the end of the program's offerings as "courses accepted for the program major." Students should consult with their advisers about applying these courses to their degrees.

Registration Procedures

Specific information regarding the dates and times of registration will be published in the schedule of classes for the semester or session that a student plans to attend. Generally, the schedule of classes bulletin will be available from the Office of Admissions two months prior to the beginning of the semester or summer session.
# Tuition And Fees*

## FULL-TIME STUDENTS

(12 or more semester hours)

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>In-State</th>
<th>Out-of-State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$306.00</td>
<td>$918.00</td>
</tr>
<tr>
<td>Activity Fee</td>
<td>12.00</td>
<td>12.00</td>
</tr>
<tr>
<td>Noninstructional Facility Fee</td>
<td>6.00</td>
<td>6.00</td>
</tr>
<tr>
<td>Health Insurance Fee</td>
<td>25.00</td>
<td>25.00</td>
</tr>
<tr>
<td>Parking Fee</td>
<td>7.50</td>
<td>7.50</td>
</tr>
</tbody>
</table>

**TOTAL**

|         | **$356.50** | **$968.50** |

## PART-TIME STUDENTS

(1-11 semester hours)

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>In-State</th>
<th>Out-of-State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (per semester hour)</td>
<td>$26.00</td>
<td>$78.00</td>
</tr>
<tr>
<td>Activity Fee</td>
<td>6.00</td>
<td>6.00</td>
</tr>
<tr>
<td>Noninstructional Facility Fee</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Parking Fee</td>
<td>7.50</td>
<td>7.50</td>
</tr>
</tbody>
</table>

**OTHER FEES**

- Student-to-Student Grant: $3.00
- Late Registration Fee: 10.00
- Late Payment Fee: 10.00
- Changes in Program Fee: 5.00
- Transcript Fee: 1.00
- Master’s Degree Graduation Fee: 15.00

Summer Session Fees will be listed in the Summer Schedule.

*Tuition and Fees are subject to change. Students should check with the Office of Admissions.

Tuition and fees will be assessed at the time of registration for each semester or session. Students with tuition waivers must pay any unwaived tuition and fees at the time of registration. Other students may be billed in accordance with the procedures in effect for the semester. The university reserves the right to require payment at the time of registration by students who have failed in past terms to pay tuition and fees by the date due. A $10 late payment fee will be assessed any student whose bill is not paid in full by the due date. Tuition, fees, and registration procedures are subject to change without notice. The current procedures and due dates will be published in the course schedule for each semester or session. Students are responsible for charges for all courses which are not officially dropped with the registrar’s office prior to the final drop date specified in the course schedule. Courses must be officially dropped in person at the registrar’s office or by letter.

## LATE REGISTRATION FEE

A fee of $10 is charged any student who registers after the first day of classes for any semester or term.
STUDENT ACTIVITY FEE

A student activity fee of $12 per semester for a full-time student and $6 per semester for a part-time student will be part of the student’s bill. This fee supports such activities as films, art exhibits, recreation, dances, and visiting lecturers.

TRANSCRIPTS

Official transcripts of a student’s academic record will be issued at his or her written request and sent to other educational institutions or prospective employers. A fee of $1 will be charged at the time of the request. Telephone requests for transcripts cannot be honored by the university.

DUAL ENROLLMENT

Undergraduate students who are within 16 hours of completing all course work for the bachelor’s degree may enroll in 500-level courses with the approval of their advisers and the course instructors. Credit earned in such courses may count either toward completion of the undergraduate degree or toward fulfillment of requirements for a graduate degree, but not both. Such students will be expected to achieve the same level of expertise and quality as other graduate students.

UNDERGRADUATE ENROLLMENT IN GRADUATE COURSES

Undergraduate students who wish to enroll in 500-level courses for credit toward the bachelor’s degree must have the approval of their faculty advisers and the course instructors. Such students will be expected to achieve the same level of expertise and quality as graduate students in the class.

CHANGING OF COURSES

A student may make changes from one course to another or drop courses during the late registration period of a regular semester. A fee of $5 will be charged for course changes made after the close of the regular registration period.

CLASS ATTENDANCE

There is no universitywide requirement regarding class attendance at Sangamon State University. Individual instructors, however, may set class attendance requirements which they consider to be reasonable, and which are consistent with the objectives of the course.

AUDITING COURSES

A student who wishes to audit a course will be required to pay full tuition and fees and will receive a grade of “AU” for the course. A student
may not change from audit to credit in any course, nor can credit for the audited course be established at a later date.

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

A student who wishes to change from credit to audit status after registration has been completed must submit a written request to the registrar's office.

VETERAN STUDENTS

It is the individual responsibility of the veteran/student to report immediately to the Office of Financial Assistance any changes in class status (withdrawals, added classes, etc.) or in his or her dependents (marriage, divorce, births, deaths) which will affect the amount of benefits. To be certified for benefits each term, all veteran/students must report to the Office of Financial Assistance.

Graduation Procedures

GRADUATION CONTRACT

The graduation ceremony for the awarding of the bachelor's and master's degrees is held at the end of the Spring Semester. However, a student may file a Graduation Contract during any semester or summer session in which the student feels he or she will complete the degree requirements.

The contract must be approved by the student's adviser, the program representative, and the appropriate administrator. The student should submit the contract to the registrar's office not later than the end of the eighth week of classes during a semester or the end of the fourth week of classes during a summer session. Students may submit Graduation Contracts for early evaluation during the semester or term prior to their graduation.

Contract forms are available in the registrar's office.

CONSTITUTION REQUIREMENT

The Illinois School Code (Sec. 27-3) requires all students graduating from public institutions in Illinois to pass an examination on basic principles, documents, and practices of the governments of the United States and state of Illinois. Successful completion of certain courses at SSU or other institutions may be approved in lieu of a specific examination. This requirement need be satisfied only once at the collegiate level. For further information, consult the Learning Center.
Student Financial Assistance

The Office of Financial Assistance at Sangamon State University coordinates federal, state, institutional, and private financial aid programs. Assistance is available in the form of grants, tuition waivers, scholarships, loans, part-time employment, and veterans benefits.

Application procedures for merit-based programs are indicated in the descriptions of the individual programs. Procedures for applying for need-based programs are in the section following those descriptions.

Merit-Based Programs

GRADUATE ASSISTANTSHIPS

General graduate assistantships provide stipends of $3600 for nine months, and tuition is waived during the period of appointment. The assignments are designed to provide educational experiences related to the student's fields of study in any of the teaching or public affairs programs of the university. The graduate assistant is expected to work 20 hours per week and may enroll in up to 20 semester hours of course work for the academic year. Assistants carrying at least six hours during the summer are eligible for a tuition waiver. Applications should be requested after notification of admission to the university and should be directed to the vice-president for academic affairs. Faculty members in any teaching program or public affairs center of interest may be contacted for specific information about opportunities. Students are selected by June 30 for assistantships beginning with the Fall Semester.

ILLINOIS LEGISLATIVE STAFF INTERNSHIP PROGRAM AND ILLINOIS PRIVATE SECTOR LEGISLATIVE INTERNSHIP PROGRAM

The Illinois Legislative Studies Center operates two graduate internship programs dealing with the legislative branch of state government—the Illinois Legislative Staff Internship Program and the Illinois Private Sector Legislative Internship Program. Both programs are designed to provide high-caliber students an opportunity to combine academic studies and research in legislative politics and policy analysis with firsthand observation of the operations of the Illinois General Assembly. The Private Sector Program places an additional emphasis on the role of the private sector in governmental decision-making.
Legislative staff interns are assigned either to one of the four leadership staff offices of the General Assembly or to the Illinois Legislative Council. Private sector interns are assigned to the offices of their respective sponsoring associations. Both programs are of nine-and-one-half months' duration, require full-time work in the office assigned, and confer graduate credit for an intern seminar. Students with a baccalaureate degree in any academic discipline are eligible for consideration for an internship provided their undergraduate academic records are of high quality.

Legislative staff interns receive tuition and fees, a modest professional development travel allowance, and a $750 monthly stipend. Private sector interns receive the same benefits with the exception of the stipend, which is $700 monthly.

**GRADUATE PUBLIC SERVICE INTERNSHIP PROGRAM**

The Graduate Public Service Internship Program is designed to provide a professional development experience during a period of 21 months for graduate students interested in pursuing careers in Illinois government. Interns enroll in an SSU graduate degree program appropriate to their interests and work in a sponsoring state agency for 20 hours per week during the regular academic year. Interns receive a stipend of $400 per month during the academic year ($800 per month during the summer); 10 credit hours of Illinois-resident tuition per semester during the regular academic year; and an allowance for professional development travel. Applications, which must be received by March 30, are first screened by a faculty committee and then forwarded to sponsoring agencies, which make final selections. Placements are completed in the spring and summer for agency assignments that typically begin between July 1 and Aug. 15. For complete information, contact: Director, GPSI Program, Sangamon State University, Springfield, Ill. 62708.

**LOCAL GOVERNMENT INTERNSHIP PROGRAM**

The Center for the Study of Middle-Size Cities administers the Local Government Internship Program, designed to attract and prepare the most capable students for productive careers in local agencies, both public and private. Interns will earn a master's degree for careers related to local government. They carry an academic load of 10 hours each semester and get 20 hours of on-the-job professional experience each week in a local agency.

Interns receive adequate financial assistance and in-state tuition waivers to defray the expenses of their education. Students will normally receive two nine-months intern assignments and complete their degrees in two academic years.

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

Interested persons should apply for admission in both a master's degree program in the university and the Local Government Internship Program; applications should be completed by April 30. The Internship Program will screen applications and select candidates for interviews with local government agencies. Interns will be chosen on the basis of their past academic performance, experience, and the interviews. To receive application materials, write to: Director, Local Government Internship Program, Center for the Study of Middle-Size Cities, Sangamon State University, Springfield, Ill. 62708.

STATE VETERANS SCHOLARSHIPS

These awards exempt the holders from the payment of tuition, graduation, and activity fees. They are available to Illinois veterans who have served at least one year of active duty in the armed forces, were legal residents of the state of Illinois when they entered military service, were honorably discharged, and after leaving the service returned to Illinois within six months. (Special note: Illinois veterans who served prior to Aug. 11, 1967, need not meet the requirement for one full year of active duty.)

An application for a Military Waiver should be requested from the Office of Financial Assistance, completed in full, notarized, and submitted along with a copy of the veteran's DD-214. Illinois veterans may also be eligible for federal assistance and are encouraged to contact the Office of Financial Assistance prior to registration.

VETERANS BENEFITS

A veteran of at least 181 days of continuous active duty, any part of which occurred after Jan. 31, 1955, is entitled to veterans benefits. Eligible veterans are entitled to educational assistance for a period of one and a half months or the equivalent in part-time training for each month or fraction thereof of their service on active duty after Jan. 31, 1955, but not to exceed 45 months. A veteran's eligibility ceases 10 years from the release date. Veterans are encouraged to contact the Office of Financial Assistance prior to registration.

LAW ENFORCEMENT EDUCATIONAL PROGRAM

LEEP Grants

In-service employees of police systems, courts, and corrections agencies enrolled in courses related to law enforcement can receive up to $400 per semester, not to exceed the cost of tuition and fees. Grant recipients must agree to remain for a period of two consecutive years in the service of a law enforcement agency following completion of their courses.
STATE TEACHER EDUCATION WAIVERS

A student who currently holds a State Teacher Education Waiver may transfer the award to Sangamon State. To facilitate the transfer, the Office of Financial Assistance should be notified in writing prior to registration. The award exempts the holder from the payment of tuition and admission, graduation, and activity fees. Waivers granted after Oct. 10, 1969, carry an obligation to teach in Illinois two of the five years following graduation, or the amounts waived must be repaid to the state of Illinois at the rate of 5-percent interest.

A limited number of new waivers are granted to students pursuing careers in special education. Students who ranked scholastically in the upper half of their high-school graduating classes and/or persons who hold valid teaching certificates are eligible to apply. Application for Special Teacher Education Waivers may be made to the local educational service region superintendent or to the superintendent of the Illinois Department of Education.

GENERAL ASSEMBLY WAIVERS

These awards exempt the holders from the payment of tuition, graduation, and activity fees. Members of the General Assembly may nominate two persons annually from their districts. Interested students should contact their district members of the General Assembly.

SANGAMON COUNTY DEPUTY SHERIFFS SCHOLARSHIPS

This program was established by the Sangamon County Deputy Sheriffs Association to provide scholarships to attract high-caliber individuals into the law enforcement profession. Preference is given to Sangamon County residents. Application materials should be requested from the Office of Financial Assistance.

FACULTY UNION SCHOLARSHIP PROGRAM

This program was established by the Sangamon State University Faculty Union to provide scholarship assistance to full-time students attending SSU. Each scholarship award is for $250 annually. Application materials should be requested from the Office of Financial Assistance.

PUBLIC AFFAIRS REPORTING SCHOLARSHIPS

Two scholarship programs have been created to assist students pursuing careers in public affairs reporting.

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

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

Interested students should contact the director of the Public Affairs Reporting Program after being admitted to the university.

# Need-Based Programs

## NATIONAL DIRECT STUDENT LOANS

This program provides loans for undergraduate and graduate students who have proven financial need. Interest is 3 percent, and repayment begins nine months after the student graduates or terminates attendance. Some recipients may have up to 10 years to repay the loan. In some cases cancellation privileges exist for teaching and for service in the armed forces.

## COLLEGE WORK-STUDY

This program provides resources to employ students who have proven financial need. The student is provided with a CWS authorization and paid by check for work performed. Once an authorization is received, it is the student's responsibility to interview for CWS assignments until a suitable position is found.

## ILLINOIS GUARANTEED LOAN PROGRAM

This program provides loans in amounts as follows:

- Junior $2500 per year (maximum)
- Senior $2500 per year (maximum)
- Graduate $5000 per year (maximum)

The total maximum for undergraduate and graduate study is $15,000.

The loans are at a rate of 7-percent simple interest. All loans disbursed on or after Nov. 1, 1978, are eligible for federal interest benefits.

A grace period exists for the nine-months period between the time the student ceases at least half-time study until he or she must begin regular monthly payments. Repayment of loans shall be in installments during a period of not less than five years (unless the maker, during the grace period, specifically requests in writing that repayment be made during a shorter period) nor more than 10 years.

## EMPLOYMENT OPPORTUNITIES

A job center is located in the Office of Financial Assistance. Job books
listing openings both on and off campus are maintained for interested students to review.

INSTITUTIONAL TUITION WAIVERS

A limited number of tuition waivers are provided each year. Awards are made on the basis of proven financial need and in some cases for particular talents in various fields of activity. Foreign graduate students are eligible to apply. However, foreign graduate students must complete two semesters at Sangamon State to be eligible to receive financial assistance.

THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN GRANT FUND

This fund provides financial assistance for mature women returning to complete an interrupted education. Undergraduate and graduate students are eligible to apply.

HARRY B. DELAND, SR., SCHOLARSHIP

This scholarship, established in memory of the late Harry B. DeLand, Sr., is awarded annually to either a graduate or undergraduate student. Preference will be given to a student in the Human Development Counseling Program. One award of $100 is given annually.

MARY GENE HALL SCHOLARSHIP

One award of $400 is given annually by the American Association of University Women and many individuals in tribute to one of the university’s first graduates. The ideal recipient is a mature woman (undergraduate or graduate) returning to an education interrupted by family concerns.

ALUMNI ASSOCIATION SCHOLARSHIPS

This program was established by the Sangamon State University Alumni Association to provide scholarships to full-time students with academic ability and financial need. Two scholarships, at $1000 each, are awarded for proven academic achievement, ability, and leadership; two others, also for $1000 each, are given primarily on the basis of financial need.

OTIS MORGAN MEMORIAL SCHOLARSHIP

One award of $250 is given annually to a student of minority-group heritage. Preference is given to a student planning to teach. Funds are received from contributions in memorial to a charter member of the university faculty.
ZONTA GRANTS

This program was established by the Zonta Club of Springfield to provide grants to students planning to work with the aged.

UNIVERSITY COMMUNITY EMERGENCY LOAN FUND

This fund provides short-term loans to students enrolled full time, to help them meet emergency educational expenses. Loans are interest-free. However, a service fee of 50 cents is charged at the time the loan is repaid.

This fund was established during the university's inaugural year through the cooperative efforts and combined contributions of the following Springfield banks and savings and loan associations.

Bank of Springfield
Capitol Bank and Trust Company
First National Bank
First State Bank of Springfield
Illinois National Bank
Land of Lincoln Bank
Peoples National Bank
Springfield Marine Bank
Town and Country Bank
American Savings and Loan Association
Citizens Savings and Loan Association
First Federal Savings and Loan Association
Sangamon Home Savings Association
Security Federal Savings and Loan Association
United Savings and Loan Association

Application Procedures For Need-Based Programs

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

1. An SSU Application for Financial Assistance. Applications are not considered until the student is admitted to the university.
2. The ACT Family Financial Statement.
3. A Financial Aid Transcript should be submitted to the financial aid office of each institution the student has attended previously.
4. Independent students must also submit the Notarized Statement of Parental Nonsupport certifying that the student:
   a. Has not been and will not be claimed as an exemption for federal income tax purposes by any person except his or her spouse for the
calendar year(s) in which assistance is received and the calendar year prior to the academic year for which aid is requested.

b. Has not received and will not receive financial assistance of more than $750 from his or her parent(s) in the calendar year(s) in which aid is received and the calendar year prior to the academic year for which aid is requested.

c. Has not lived or will not live for more than six weeks in the home of a parent during the calendar year in which aid is received and the calendar year prior to the academic year for which aid is requested.

CRITICAL DATES AFFECTING AID

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

May 1, 1980 — Application for Fall Semester assistance should be initiated to assure consideration for all forms of aid.

June 1, 1980 — Application deadline for maximum consideration.

June 15, 1980 — The first Fall Semester awards will be announced.

Aug. 10, 1980 — Applications should be complete (including results of needs and analyses) to assure consideration for all forms of assistance for Fall Semester.

Sept. 1, 1980 — Only applications for Basic Grant, loans, and employment will now be accepted for Fall Semester. Students may still apply for Spring Semester.

Dec. 1, 1980 — Application deadline for Spring Semester financial assistance.

Jan. 1, 1981 — Only applications for Basic Grant, loans, or employment will be accepted for Spring Semester.

April 15, 1981 — Application deadline for summer of 1981.

ASSISTANCE RENEWAL/SATISFACTORY PROGRESS

Students awarded federal and institutional financial assistance must maintain satisfactory progress. Satisfactory progress is defined as the satisfactory completion of 12 hours per semester for full-time students and six hours per semester for half-time students. Satisfactory completion of a course is defined as completion with a grade of A, B, or S. Incompletes are not satisfactory. Graduate students may not receive more than four full-time equivalent semesters of financial assistance.

Inquiries regarding all financial assistance programs should be directed to:

The Office of Financial Assistance
Sangamon State University
Springfield, Ill. 62708
Student Services

Student campus life at a university involves much more than academic programs and class schedules. Students are also concerned with the convenience of getting to classes, parking, personal health needs, someone with whom to talk over plans or problems, and opportunities for recreational and cultural activities.

Sangamon State provides a variety of services to help make students’ lives more interesting and comfortable—from organizations, student activities, personal counseling, and health services to a child-care center for children. All students, both full-time and part-time, have access to these services and activities.

UNIVERSITY CHILD-CARE CENTER

The Child-Care Center is operated on the Main Campus by the university for the benefit of students and their children. The center is open from 7:30 a.m. to 5:15 p.m. Monday through Friday. The day rate is $1 per hour. A varied program appealing to the preschool child is offered by the center.

I.D. CARDS

Each student is issued a photo-identification card at registration. The card is required to check materials and equipment out of the Library and may be requested for identification purposes at university-sponsored events. Lost cards may be replaced by contacting the Office of the Associate Dean of Students in E-16.
LIVING ACCOMMODATIONS

**On Campus**

Beginning with the fall, 1980, semester, for the first time in its history, the university will offer on-campus residential living for students. There are 18 one-bedroom and 52 two-bedroom apartments currently under construction to meet the housing needs of single students, married students, and students with families. Full information and assistance in acquiring space in the residential units can be obtained from the Housing Office staff.

**Off Campus**

Listings of off-campus housing are posted on the bulletin board outside the Housing Office in Building E. Arrangements for off-campus housing must be made by the individual student.

TRANSPORTATION

The Springfield Mass Transit District provides hourly bus transportation from the downtown Capital Campus to the Main Campus during the day Monday through Friday except on days that the university is closed. Bus schedules are available at the Office of the Associate Dean of Students in Building E, Room 16.

HEALTH SERVICE

The Health Service exists primarily to provide treatment for students. In addition, employees may be seen by the Health Service for acute illnesses which might interfere with their ability to continue the working day. Students and staff are also seen when legal obligations might be involved, such as on-the-job injuries covered under the Workmen's Compensation Act.

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

**PHYSICIAN:**
Douglas M. Gover, M.D., Monday and Thursday, Main Campus, 10 a.m. to 12 noon.

**PSYCHIATRIST:**
Lynn Cunningham, M.D., by appointment only through the Health Service.

**REGISTERED NURSE:**
Lynne Price, R.N., during Health Service hours.

The Health Service provides treatment not only for minor illness such as colds, cuts, and burns but also for other problems such as treatment and diagnosis of venereal disease, referrals to specialists, counseling and referral for unwanted pregnancies, allergy injections, birth control, and pelvic examinations. The service also provides special services such as
laboratory tests, which are available at reduced rates; sickle cell anemia testing; flu vaccine program; smallpox and tetanus immunizations; testing for infectious mononucleosis; loans of equipment such as crutches, ice bags, and hot water bottles; premarital examinations and blood tests, which are done for a minimal charge. ALL CARE IS COMPLETELY CONFIDENTIAL.

STUDENT HEALTH INSURANCE

By action of the Board of Regents, each full-time student is assessed a fee for group health and accident insurance, unless the student shows proof of equivalent coverage. SSU-insured students are also eligible to purchase identical coverage for their dependents. Students insured during the Spring Semester who do not intend to enroll full time in the summer may continue coverage for themselves and their dependents for the summer by making application and paying the required premium prior to the last day of the Spring Semester.

AFFIRMATIVE ACTION

Sangamon State University is committed to a policy of equal opportunity in employment, education, and access to university facilities without regard to race, creed, sex, national origin, age, or disability. SSU's policy of nondiscrimination applies to all facets of university life, and is intended to carry out explicitly all state and federal laws and executive orders which prohibit discrimination.

In addition, Sangamon State University will take affirmative action to increase the numbers of minority and women employees at all levels throughout the university.

The guidelines for implementing SSU's equal opportunity/affirmative action policies are set forth in the university's Affirmative Action Plan, which is monitored by the Affirmative Action Office. The affirmative action officer reviews university employment practices to ensure that no discrim-
ination will occur, analyzes the SSU work force to identify areas in which minorities and women are underutilized, and provides direction for establishing specific goals and timetables for affirmative action efforts.

Individuals with questions or complaints regarding equal opportunity and affirmative action at SSU should contact the affirmative action officer.

Office Of Advising And Counseling

The advising and counseling office staff provides academic, life-planning, and personal support to Sangamon State students and prospective students. The director of advising and counseling is responsible for six areas of educational support: academic advising, career counseling and placement, Learning Center, Minority Services Center, personal counseling services, and foreign student advising and counseling. Referrals to these services can be made through the Office of Advising and Counseling.

ACADEMIC ADVISING

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

During the first term at the university, each student selects or is assigned a faculty adviser from her or his academic program. The faculty adviser meets with the student to assure that she or he is progressing satisfactorily toward graduation and personal and career goals. The advising relationship is formalized by the completion of a "Selection of Faculty Adviser" form.

New, fully admitted students are required to have a "Declaration of Major" form at their first registration to indicate that they have had initial academic advising. This form may be completed with the academic program representative, the faculty adviser, or the director of advising and counseling.

In recognition of the maturity of upper-division and graduate students, much initiative in the academic advising process is entrusted to the student. Students seeking academic advising and/or information about graduation requirements are encouraged to contact their academic program office or the Office of Advising and Counseling.

CAREER COUNSELING AND VOCATIONAL TESTING

Assistance in life/career planning is available to all students and prospective students. Workshops, seminars, vocational testing, and indi-
Individual counseling sessions help students to focus on the important decisions which should be made in determining career direction. These include skill identification, preferred environments, value clarification, goal setting, and effective self-marketing.

A battery of vocational tests is available to assist clients with their self-assessment. There is no charge to students for the tests and follow-up interpretations. Further information on these services can be obtained by contacting the offices of career services and placement within the Office of Advising and Counseling.

CAREER PLACEMENT

The career services and placement office staff coordinates efforts and information to assist students in implementing their life/career plans through job or educational placement. Students receive aid and encouragement in development of resumes which incorporate their education, experience, and skills with life/career interests.

In a highly competitive labor market, it is important that life/career planning be a continuous part of the academic program. Seminars, classes, and individual counseling sessions are offered to help students prepare for career placement. Graduate internships and practicum opportunities frequently provide valuable career planning experience.

Placement services include job listings, a bi-weekly newsletter listing job openings, arrangements for on-campus interviews by prospective employers, and personal interviews and referrals. Some information about professional and graduate schools is also available.

THE LEARNING CENTER

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

For students' convenience, the office is open from 8:30 a.m. to 9 p.m. Monday through Thursday and 8:30 a.m. to 5 p.m. on Friday. Appointments are not necessary but they assure more individual time. Special times can be arranged if the regular hours do not meet student needs.

MINORITY SERVICES

Services offered to minority students assist them in adjusting to all aspects of the university and local community. This is accomplished through the combined efforts of the coordinator of the Minority Services Center and minority faculty, staff, and students who are familiar with the local community and problems of students.
The Minority Services Center, located in Building F, Room 46, works with other units of the university in meeting the educational needs of minority students. The goal is to provide service in the areas of recruitment and admission, financial assistance, job placement, and counseling—both personal and academic.

FOREIGN STUDENT ADVISING AND COUNSELING

The foreign student adviser's office provides foreign students with support services to assist them in gaining maximum benefit from their educational experience at SSU. Services include interpretation of governmental and institutional regulations; university orientation; personal counseling; English language assistance; serving as adviser and advocate; and providing opportunities for acculturation.

The foreign student adviser's office is located in Building F, Room 50-N.

PERSONAL COUNSELING SERVICES

Recognizing the obstacles to learning created by personal or psychological problems, counseling services are provided to assist students in their academic and personal endeavors. Counseling staff members are selected for their competency in providing counseling services. Their special skills and training, coupled with genuine caring, enable the university to offer a wide range of therapeutic techniques of both an individual and a group nature. A person seeking the services of a member of the counseling staff may contact the Office of Advising and Counseling for referral and/or appointment. Also, a consulting psychiatrist is available by contacting the nurse in the university Health Service.

BURSAR

The Bursar's Office in Building B, Room 105, will cash checks in amounts up to $25 for students with I.D. cards. American Express money orders, First National City Bank of New York travelers checks, postage stamps, and a free notary service are available. The Bursar's Office also collects tuition and fees, sells tickets to campus events, and sells campus parking decals. Master Charge and Visa credit cards are accepted for all payments. The Bursar's Office is open from 9 a.m. to 7 p.m. Monday through Thursday and from 9 a.m. to 4 p.m. on Friday.

VETERANS

Should any question arise concerning the "GI Bill of Rights" or the Illinois Veterans Scholarship, the veterans should contact the Office of Financial Assistance. Also, veterans who have any questions concerning academic problems or admissions and records matters, or who need assistance, should call 786-6724 or toll free at 800/252-8533.
Biology

M.A.
(40 Hrs.)


ASSOCIATED FACULTY — Malcolm P. Levin.


THE MASTER’S DEGREE

The Biology Program attempts to build on the undergraduate base of each graduate student by providing opportunities to add more knowledge through formal courses and by training students in the basic research skills of defining a specific problem, learning the major library tools to search the literature, critical thinking, oral and written communication, defining experimental protocols, and interpreting results. The student is encouraged to master a particular body of knowledge and a set of laboratory and/or field research skills. Moreover, the Biology Program attempts to fulfill university objectives by defining the skills required for specific career opportunities and by cultivating an awareness of the responsibility of a trained scientist to serve as a resource for the public.

ENTRANCE REQUIREMENTS AND ADVISING

Matriculation into the graduate program in biology is contingent upon attainment of requirements for the B.A. degree in biology. Also, beginning graduate students are required to take self-assessment tests of basic learning skills. Beginning graduate students will be initially assigned to an academic adviser and will have provisional status as degree candidates until they have completed satisfactorily 10 credit hours of program-approved course work. When degree candidacy is granted—and it may be with remedial provisions to strengthen deficiencies or improve learning skills—each candidate must form a master’s committee which will supervise the master’s program and master’s project. Admitted students are expected to make demonstrable progress toward completion of the master’s program.

GRADING POLICY

A maximum of eight credit hours of C grades are applicable to the
# Biology Master's Degree Model

<table>
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<tr>
<th>Requirements</th>
<th>Areas of Study</th>
<th>Required Courses</th>
<th>Suggested Electives</th>
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<tr>
<td>University</td>
<td>Program</td>
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<tr>
<td>No more than 12 semester hours of transfer credit toward degree; credit must have resulted in B grade or better.</td>
<td>All entering graduate students must have the self-assessment test of basic learning skills.</td>
<td>BIO 500 (4 Hrs. minimum) BIO 501</td>
<td>In consultation with adviser and master's committee.</td>
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<td>At least 16 semester hours between matriculation and graduation.</td>
<td>All entering graduate students are on academic provisional status for the first 10 credit hours of program-approved course work.</td>
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<tr>
<td>A maximum of 8 credit hours of C grades is applicable to the degree provided that each credit hour is balanced by an A grade. (See Program Requirements.)</td>
<td>Total of 40 credit hours required, 32 of which must be approved by Biology Program.</td>
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<tr>
<td>4 semester hours of PAC.</td>
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<td>CHE 415 and 416 BIO 500 (4 Hrs. minimum) BIO 501 BIO 551</td>
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<td>Constitution requirement.</td>
<td></td>
<td>MSU 405 or 401</td>
<td>BIO 422 BIO 425 BIO 449 BIO 510 BIO 512 BIO 524 CHE 411 CHE 412 CHE 413</td>
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<tr>
<td>Master's project.</td>
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<td>Minimum of 20 credit hours in biological concepts courses.</td>
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<td>INDIVIDUALIZED PROGRAM</td>
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<td>CELL BIOLOGY</td>
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<td>ENVIRONMENTAL BIOLOGY</td>
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<td>CHE 415 BIO 469 or 472 BIO 500 (4 Hrs. minimum) BIO 501 BIO 571 MSU 405 or 401 ENP 483 ENP 484 or 485</td>
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degree, provided they are balanced by eight hours of A. However, no C grades will be accepted for required courses and C grades taken in program-approved elective courses must be balanced by A grades in program-approved courses only. Master's candidates are expected to maintain a B average as described above, and those students who fall below that level may lose their candidacy.

PROGRAM REQUIREMENTS

The master’s degree model presents university requirements, program requirements, required courses, and some suggested courses for graduate study in biology. A total of 40 credit hours are required to graduate, of which 32 must be approved by the Biology Program; all students are required to take BIO 500 Graduate Research for a minimum of four credit hours, and BIO 501 Graduate Seminar. In addition to the two credit hours of seminar, full-time graduate students are required to attend the formal seminar presentations near the end of each semester. Part-time students must attend the presentations of at least one graduate seminar in addition to that in which they receive credit for this course.

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

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

THE ENVIRONMENTAL AREA of study complements advanced course work in theory with special training in field and laboratory research skills, as well as knowledge of current environmental regulations and a mature perspective on the interactions of man and the environment. Satisfactory demonstration of competencies in organic chemistry, mathematics through calculus, and ecology are required before a student can pursue the environmental area of study. These competencies can be satisfied by completion of CHE 367, MSU 409, and BIO 371 at SSU.

MASTER'S PROJECT

The master’s project is to be based on a graduate research problem approved by each student’s master’s committee. Each master’s project shall include a formal written manuscript and an oral presentation open to faculty, students, and guests. The sole guide in matters of general style and form for master’s project manuscripts shall be the most recent edition of the Council of Biology Editors Style Manual for Biological Journals.
Specifics are to be taken from the "Information for Authors" given in a professional journal to which the manuscript might logically be submitted for publication. However, it is not essential that manuscripts be submitted for publication. The student's master's committee decides whether the project is acceptable.

FACILITIES

The Biology Program emphasizes student mastery of instrumentation as a major component of both the undergraduate and graduate curricula. Current facilities consist of five course laboratories and one independent project laboratory. The equipment available for environmental studies includes a john boat and Boston whaler, portable spectrometer, pH meter, dissolved oxygen meter, submarine photometer, echo sounder, Van Dorn water sampler, and an extensive array of sampling and assay equipment for field and laboratory investigation of aquatic and terrestrial habitats. Specialized facilities include an all-weather greenhouse, terrestrial and aquatic animal facilities, and walk-in cold rooms and environmental chambers.

For studies in cell biology and physiology, the following are available: radiation biology laboratory equipped with a Searle liquid scintillation counting system; electron microscopy laboratory which includes an Hitachi HU-11B research microscope, HS-8 training microscope, high-vacuum evaporator, and freeze-fracture apparatus; light microscopy laboratory which contains a wide range of microscope systems, cryostat, micro- and macrophotographic equipment, and fully equipped darkroom; microbiology facilities including growth chambers, isolated preparation room, and complete sterilization capabilities; a wide range of biochemical and physiological equipment such as preparative high speed and ultracentrifuges, oscilloscopes, polygraphs, spectrophotometers, gas chromatographs, and a variety of atomic absorption and nuclear magnetic resonance spectrophotometers.

BIOLOGY/Course Descriptions

BIO 422 ELECTRON MICROSCOPY (4 Hrs.)
Theory and procedures of electron microscopy, integrated with an understanding of ultrastructural morphology. Students develop competencies within three broad areas including material preparation, instrumentation, and information processing through technique modules and an individual research project.

BIO 425 IMMUNOLOGY (4 Hrs.)
Analysis of host defense mechanisms and the immune response. Specific topics: antigens, antibodies and their reactions, humoral and cell-mediated responses, inflammation, antigen processing. Prerequisite: BIO 345 or equivalent.

BIO 426 PLANT PHYSIOLOGY (4 Hrs.)
Examination of physiological processes, mechanisms, and models involved in water relations, photosynthesis, nutrition, growth, and development of plants with emphasis on vascular plants.

BIO 431 HISTOLOGY (4 Hrs.)
Structure and function of fundamental tissues and combinations of such tissues that form different organs.
BIOLOGY

BIO 432 CYTOLOGY (4 Hrs.)
Structure and function of cells and organelles. Laboratory studies include theory and application of research techniques of electron microscopy, cytchemistry, and cell physiology. Prerequisites: general chemistry and BIO 311, or equivalents.

BIO 435 INVERTEBRATE BIOLOGY (4 Hrs.)
Comprehensive study of major and minor invertebrate phyla. Emphasis on morphology and "special features" of living and preserved specimens that facilitate recognition. Lecture/discussions, seminars, laboratory, and occasional field work.

BIO 436 VERTEBRATE BIOLOGY (4 Hrs.)
Ecological study of backboned animals. Brief account of organ systems of vertebrate classes followed by principles of systematic biology, factors governing distribution, adaptation, reproductive physiology and behavior, and population dynamics.

BIO 438 ALGOLOGY (4 Hrs.)
Identification, morphology, physiology, and ecology of algae with emphasis on freshwater forms. Spring Semester, when offered.

BIO 439 ANATOMY OF VASCULAR PLANTS (4 Hrs.)
Structure, development, and organization of cells, tissues, and tissue systems of vascular plants. Comparative anatomy of root, shoot, flower, and seed.

BIO 446 VIROLOGY (3 Hrs.)
Study of bacterial cells with their viruses, which form the basis for study of interactions of mammalian cells and their viruses. Use of viruses in transfer of genetic information also discussed. Prerequisite: BIO 345 or CHE 416 or equivalent.

BIO 449 ADVANCED MICROBIOLOGY (4 Hrs.)
Examination of selected advanced topics which may vary in response to student population, but including aspects of microbial physiology such as growth, metabolism, photosynthesis, and genetics. Prerequisite: BIO 345 or equivalent.

BIO 464 COMPARATIVE PHYSIOLOGY (4 Hrs.)
Comparative study of major systems in representative animal phyla. Includes osmotic and ionic regulations, respiration, circulation, endocrine function, nutrition, and excretion. Prerequisite: BIO 361 or equivalent.

BIO 468 ETHOLOGY (ANIMAL BEHAVIOR) (4 Hrs.)
Historical foundations of ethology; current methods, concepts, and research problems; analysis of the organization of behavior in individual animals; and application of human behavior. Field observations, laboratory exercises, and independent projects emphasized.

BIO 469 FIELD METHODS IN TERRESTRIAL BIOLOGY (2 Hrs.)
Collection methods, marking, sexing, aging, home-range measurement, habitat analysis, and evaluation. Laboratory involves group projects. Prerequisites: BIO 474 (may be taken concurrently).

BIO 472 METHODS IN AQUATIC BIOLOGY (4 Hrs.)
Sampling design, collection, preservation, enumeration, and biomass determination of periphyton, macroinvertebrates, plankton, nekton, and benthos. Includes field and laboratory experiences, data analyses, and introduction to the preparation of contract bids. Prerequisite: BIO 375.

BIO 473 PARASITOLOGY (4 Hrs.)
Emphasis on life history, morphology, and taxonomy of major groups. Field work required. Laboratory experiments include host-parasite relationships, physiology, and biochemistry of representative systems.

BIO 474 POPULATION BIOLOGY (2-4 Hrs.)
Analysis of population structure (demography); measurement of population productivity, density, and distribution; study of ecological and evolutionary parameters which define relationships within and between populations. Lecture and laboratory. Knowledge of statistics suggested.

BIO 475 LIMNOLOGY (4 Hrs.)
Study of structure and function of aquatic ecosystems. Interrelationships of physical, chemical, and biological factors emphasized. Prerequisite: BIO 375 (may be taken concurrently).
BIO 478 DEVELOPMENTAL BIOLOGY (4 Hrs.)
Causal analysis of chemical and cellular factors involved in reproduction, cellular differentiation, organogenesis, regeneration, metamorphosis, growth, senescence, and death in representative plants and animals. Prerequisites: BIO 333, BIO 338, CHE 415, or their equivalents.

BIO 479 EVOLUTION (4 Hrs.)
Examination of the origin of life and history of development of living systems. Analysis of classical and neo-classical Darwinism and mechanisms of evolution with emphasis on microevolutionary studies as an analytical tool.

BIO 480 WORKSHOP FOR SCIENCE TEACHERS (2-4 Hrs.)
Workshop on science methods and materials intended primarily for in-service experience. May be repeated for credit without limit.

BIO 481 PLANTS AND CIVILIZATION (3 Hrs.)
Interrelationships of plants and man in his evolution and cultural development.

BIO 500 GRADUATE RESEARCH (1-10 Hrs.)
In-depth investigation of a biological topic. Before beginning graduate research, students must have been granted degree candidacy status and have formed an examination committee to approve and review progress of the project. Research paper and formal seminar required for credit. Maximum of 10 semester hours may be applied toward the degree. Offered each semester.

BIO 501 GRADUATE SEMINAR (2 Hrs.)
In-depth exploration of biological topic with emphasis on methods of library research, organization of material, and techniques for presenting information. Required of M.A. candidates.

BIO 510 TOPICS IN CELL BIOLOGY (1-4 Hrs.)
Intensive study of a topic under investigation by contemporary cell biologists. Description of topic for a given semester will be stated in schedule of classes. Prerequisite: dependent upon topic. Course may be repeated for maximum of 8 hours in one academic year.

BIO 512 LIGHT MICROSCOPY AND PHOTOMICROSCOPY (4 Hrs.)
Applications of optical research tools to various types of biological materials and problems. Includes darkfield phase, differential phase, and Nomarski phase systems as well as principles of photomicroscopy.

BIO 523 PHYSIOLOGICAL INSTRUMENTATION (2 Hrs.)
Designed to establish competency in techniques and instrumentation used in physiological research. Includes surgical techniques, choice and use of anesthetics, multi-channel polygraphs, oscilloscopes, and animal respirators.

BIO 524 RADIOISOTOPES IN BIOLOGY (4 Hrs.)
Use of radioactive materials in analysis of biological processes and safety precautions which must be followed when pursuing such investigations. Prerequisite: CHE 415 or equivalent.

BIO 551 ADVANCED CELL BIOLOGY (4 Hrs.)
Cell structure and function, physiochemical properties, and cellular interactions. Prerequisites: BIO 311 and CHE 415 or equivalents.

BIO 571 ADVANCED ECOLOGY (2 Hrs.)
Practical application of ecological theory to regional environmental problems both terrestrial and aquatic. Designed especially for M.A. students majoring in environmental biology. Prerequisite: satisfactory matriculation into environmental biology curriculum.

The following courses are accepted for the program major.

ENP 435 Biology of Water Pollution
PHS 414 Radiation and Life
CHE 411-414 Instrumental Analysis
CHE 464 Environmental Chemistry
PSY 515 Hormones and Behavior
Business Administration

M.A.B.A.
(48-56 Hrs.)

PROGRAM FACULTY — Herschel N. Chait, William J. Crampon, Harold W. Elder, Jo Kim, John E. Megley.

The Business Administration Program is designed to help students develop an understanding of the business enterprise, with an emphasis on the role and function of business operating within a societal context. The curriculum requires the development of competence in the functional areas of business (marketing, finance, production, and human resources management) and a selection of electives designed to provide a broad education as a foundation for decision-making and a leadership role in business and society. An alternate sequence of courses is available to students who wish to emphasize the quantitative aspects of business administration.

ENTRANCE REQUIREMENTS

Admission to the business program involves three steps: admission to the university, submission of the applicant’s score on the Graduate Management Admission Test (Arrangements for taking this test should be made with the Office of Career Services and Placement.), and submission of an application to business administration faculty.

Evaluation of applications for admission will consist of an assessment of all materials in the applicant’s file. There are no arbitrary cut-off points on any criteria for admission—rather, admission decisions are made on the basis of the total configuration of qualifications.

ADVISING

An applicant admitted to the Business Administration Program will be assigned an adviser at the time of admission, and should consult with the adviser before initial registration to ensure a course of study which meets both personal objectives and degree requirements. A student may choose another member of the business faculty at any time, if the new adviser agrees.

DEGREE REQUIREMENTS

In addition to general university requirements, the M.A.B.A. degree requires successful completion of at least 48 semester hours of graduate credit. Each student must meet the university requirement of four semester hours of Public Affairs Colloquia as a part of the 48 hours.

Degree requirements are as follows.
Fundamentals

This material is fundamental to the study of business administration, and every M.A.B.A. student must have knowledge of these areas. Most students will already have had the equivalent of most of the courses listed as fundamentals. If a student is deficient in these basics, he or she may take the following courses, but in no case may more than four hours be applied to the 48 hours required for the M.A.B.A. degree.

ACC 421 Administrative Uses of Accounting Information 4 hours
ADB 407 Statistical Techniques for Administration I 2 hours
ADB 408 Statistical Techniques for Administration II 2 hours
ADB 415 Economics for Administration 4 hours* 4 hours

Functional Areas of Business

ADB 502 Managerial Finance 4 hours
ADB 512 Marketing Management 4 hours
ADB 522 Production and Operations Management 4 hours
ADB 541 Organizational Dynamics 4 hours 16 hours

External Environment

ADB 516 Economic Conditions Analysis 2 hours
ADB 532 Organizations and the Public Interest 2 hours 4 hours

Public Affairs

Public Affairs Colloquium elective(s) 4 hours 4 hours

Electives

Appropriate courses, requiring approval of adviser 16 hours 16 hours**

Integrative Course

ADB 583 Business Policy (may not be waived) 4 hours 4 hours

Total semester hours required 48 hours

*Maximum credit for course work in fundamentals.
**Number of elective courses depends on student’s previous preparation.
With the adviser's approval, appropriate electives may be substituted in lieu of any required course, when students have obtained the equivalent through previous course work. Waiver of any course does not waive any portion of the 48-hours degree requirement.

For students seeking to emphasize the quantitative aspects of business administration, certain courses in business and mathematics may be substituted for these stated requirements. Such courses assume preparation in mathematics through calculus. Students wishing to make such substitutions may obtain a program-approved list from their advisers.

For students wishing to emphasize other areas of business (marketing, finance, human resource management), a suggested list of electives may be obtained from the advisers.

STUDENT LOAD

A full-time course load consists of 12 hours per semester; therefore, registration for more than 12 hours in a semester requires adviser approval.

GRADING POLICY

With the approval of the student's adviser and subject to the judgment of program faculty, a maximum of eight hours of C may be credited toward the M.A.B.A. provided they are offset by an equal number of hours of A in courses at the same level or above. Because this substitution is subject to adviser approval, the student should obtain such approval in writing prior to taking a make-up course.

In no case will a grade of C be acceptable in ADB 583 Business Policy.

BUSINESS ADMINISTRATION/Course Descriptions

Required courses are offered in both the spring and fall semester. ADB 502, 512, 522, or 583 are not offered in the summer session. Additional offerings are scheduled to accommodate student needs subject to faculty availability.

ADB 407  STATISTICAL TECHNIQUES FOR ADMINISTRATION I (2 Hrs.)
Statistical and quantitative methods from the perspective of administrative decision-making. Summarization and presentation of data, introduction to probability, random variables, probability distributions, and their use in estimation and hypothesis testing.

ADB 408  STATISTICAL TECHNIQUES FOR ADMINISTRATION II (2 Hrs.)
Statistical and quantitative methods used in business analysis and decision-making. Regression and correlation analysis, seasonal adjustment and forecasting, sample survey methods, decision analysis, and introduction to SPSS. Prerequisite: ADB 407 or equivalent.

ADB 415  ECONOMICS FOR ADMINISTRATION (4 Hrs.)
Essential micro- and macroeconomic concepts as they apply to administrative decisions. Principal theories and analysis of efficient resource allocation as related to economic decisions of individuals, public and private organizations, and society. Intended primarily for students with no prior college-level work in economics.
FINANCE

ADB 502 MANAGERIAL FINANCE (4 Hrs.)
Introduction to concepts and variables used in financial analysis, planning, and control. Topics include financial forecasting, capital budgeting, leverage, valuation, cost of capital, asset/liability management, and capital market instruments. Prerequisites: ACC 421, ADB 415, ADB 407, or approved equivalents; corequisite: ADB 408 or equivalent.

ADB 503 FINANCIAL INSTRUMENTS (2 Hrs.)
Advanced study of capital markets, financial instruments, and implications of federal monetary policy for decisions regarding management of debt and equity obligations of the business enterprise. Prerequisite: ADB 502 or approved equivalent.

ADB 504 CORPORATE FINANCIAL POLICY (2 Hrs.)
For students with an interest in decision-making variables of the corporate financial manager. Includes conceptual, theoretical, and applied considerations for formulating intermediate and long-range financial policies. Prerequisite: ADB 502 or approved equivalent.

ADB 510 TOPICS IN FINANCE (2 or 4 Hrs.)
Selected topics, to be announced when offered. Prerequisite: ADB 502 or approved equivalent. May be repeated for an indefinite number of credit hours, but a particular topic may not be repeated for credit.

MARKETING

ADB 512 MARKETING MANAGEMENT (4 Hrs.)
Planning, organizing, and control of activities necessary for manufacturers, wholesalers, and retailers to provide products and services to customers. Emphasis on behavioral research necessary to gain or hold competitive advantage and provide customer satisfaction and social benefit. Prerequisites: ACC 421, ADB 407, ADB 415, or approved equivalents.

ADB 514 MARKETING PROMOTION (4 Hrs.)
Integrated management of advertising, personal selling, sales promotion, and publicity to reach current and potential customers with promotional messages and campaigns. Prerequisite: ADB 512 or equivalent.

ADB 517 INTERNATIONAL MARKETING (4 Hrs.)
Analysis of development of retail and wholesale marketing institutions in other countries, focusing on marketing universals of geography, stage of economic development, and cultural factors. Prerequisite: ADB 512 or approved equivalent.

ADB 519 MARKETING CHANNELS STRATEGIES (4 Hrs.)
Strategies involved in managing flows of goods and attendant flows of communications, title, financing, and other responsibilities. Conflict and cooperation as components of channel-term relationships. Prerequisite: ADB 512 or equivalent.

ADB 520 SELECTED TOPICS IN MARKETING (2 or 4 Hrs.)
Selected topics, to be announced when offered. Prerequisite: ADB 512 or approved equivalent. May be repeated for an indefinite number of credit hours, but a particular topic may not be repeated for credit.

PRODUCTION AND OPERATIONS MANAGEMENT AND QUANTITATIVE ANALYSIS

ADB 522 PRODUCTION AND OPERATIONS MANAGEMENT (4 Hrs.)
Managerial techniques of planning, scheduling, and controlling cost, quality, production, and inventory in both product- and service-oriented organizations. Linear programming, simulation, PERT, statistical inventory, and quality control are studied in terms of applicability to systems such as businesses, hospitals, banks, government agencies, and others. Prerequisites: ACC 421, ADB 407, and ADB 415, or approved equivalents.

ADB 523 PRODUCTION PLANNING AND CONTROL (2 Hrs.)
Decision models and computerized systems used in production and distribution. Systems
of production control, inventory control, quality control, and forecasting as tools in an integrated approach to management of the modern operations function. Prerequisite: ADB 522 or approved equivalent.

ADB 524 OPERATIONS ANALYSIS (2 Hrs.)
Systems and quantitative decision models in production and operations management. Computerized solution techniques of linear programming, PERT, queuing theory, simulation, and other quantitative methods as applied to planning, scheduling, and control. Prerequisite: ADB 522 or approved equivalent.

ADB 530 TOPICS IN PRODUCTION AND OPERATIONS MANAGEMENT (2 or 4 Hrs.)
Topics to be announced when offered. Prerequisite: ADB 522 or approved equivalent. May be repeated for an indefinite number of credit hours, but a particular topic may not be repeated for credit.

ADB 580 TOPICS IN QUANTITATIVE ANALYSIS (2 or 4 Hrs.)
Selected topics, to be announced when offered. Prerequisite: ADB 408 or approved equivalent. May be repeated for an indefinite number of credit hours, but a particular topic may not be repeated for credit.

EXTERNAL ENVIRONMENT

ADB 417 SOCIAL INDICATORS (2 Hrs.)
Introduction to the progress and problems in developing a "comprehensive set of statistics reflecting social progress or retrogression." Intended as measurement of social activities to complement currently employed quantitative measures of economic activities. Prerequisite: ADB 408 or approved equivalent.

ADB 516 ECONOMIC CONDITIONS ANALYSIS (2 Hrs.)
Uses and evaluation of various economic indicators—e.g., labor statistics, Gross National Product, Consumer Price Index—employed in modern analysis of the macroeconomy. Prerequisites: ADB 407 and ADB 415 or approved equivalents.

ADB 531 SOCIAL MARKETING RESEARCH (2 Hrs.)
Application of marketing and social science research to determining social needs and to assessing alternative strategies for contributing to solution of social problems. Based on familiarity with research procedures, social problems, and marketing concepts, the specific problems are addressed in projects. Prerequisite: ADB 408 or approved equivalent.

ADB 532 ORGANIZATIONS AND THE PUBLIC INTEREST (2 Hrs.)
Introduction to legal, political, and cultural influences which coalesce to provide boundaries for resolving conflicts between economic interests and "the public interest." Prerequisite: ADB 415 or equivalent.

ADB 533 BUSINESS AND ECONOMIC FORECASTING (2 Hrs.)
Methods for analyzing and forecasting business and economic conditions pertaining to the industry and to individual firms. Demand and supply functions stressed. Prerequisite: ADB 516 or approved equivalent.

ADB 534 ANTITRUST AND TRADE REGULATION (2 Hrs.)
Investigation of major legislative, administrative, and adjudicative functions related to regulation of business activities. Concentrates on contemporary issues as emphasis for viewing regulation as an evolving force in business activity. Prerequisite: ADB 532 or approved equivalent.

ADB 535 BUSINESS AND THE URBAN ENVIRONMENT (2 Hrs.)
Examines selected aspects of major concern to business policy-makers: growth and development of metropolitan areas, housing and transportation, the inner city, poverty and racial problems, and urban finance and politics. Prerequisite: ADB 502, ADB 512 or approved equivalents.

ADB 536 MULTINATIONAL BUSINESS (2 Hrs.)
Examination of the nature of the multinational business firm, and of economic, social, and political considerations which establish parameters for a multinational firm's activities. Prerequisites: ADB 502, ADB 512 or approved equivalents.
ADB 537  MULTINATIONAL CORPORATIONS: POLICY FORMULATION  (2 Hrs.)
Examination and analysis of critical economic, social, and political variables, domestic and foreign, which enter into major policy decisions of multinational corporations. Prerequisite: ADB 536 or approved equivalent.

ADB 540  TOPICS IN EXTERNAL ENVIRONMENT  (2 or 4 Hrs.)
Advanced study in specific topics, to be announced when offered. May be repeated for an indefinite number of credit hours, but a particular topic may not be repeated for credit.

HUMAN RESOURCE MANAGEMENT

ADB 452  LABOR-MANAGEMENT RELATIONS  (4 Hrs.)
Examination of behavioral, economic, social, and institutional forces which affect quality of union-management relations and objectives. Analysis of relationships at individual work-unit level and more complex levels as they interact with each other and influence negotiations, grievances, and administration of collective bargaining agreements in all kinds of work organizations.

ADB 454  WORK FORCE CHANGES, PROBLEMS, AND ISSUES  (2 Hrs.)
Examination of changes, problems, and issues which have arisen due to both external and internal forces in changing employment patterns. Attention to current issues including, but not limited to, the increasing role of women and minorities at all levels of the work force, affirmative action plans, the younger and better-educated work force, white-collar unionism, and governmental pressures.

ADB 460  TOPICS IN LABOR-MANAGEMENT RELATIONS  (2 or 4 Hrs.)
Selected topics in labor-management relations, topic to be announced when offered. Prerequisite: ADB 452 or equivalent. May be repeated for an indefinite number of credit hours, but a particular topic may not be repeated for credit.

ADB 541  ORGANIZATIONAL DYNAMICS  (4 Hrs.)
Structure and function of an organization as a sociotechnical system and of individual, group, and leadership processes and behavior within it. Historical development, leadership, decision-making, group dynamics, motivation, job satisfaction, authority, influence and power, organizational change, communications, conflict, and organization structure and design. Not open to students who have received credit for ADG 431 and/or ADG 432.

ADB 542  BEHAVIOR RESEARCH IN ORGANIZATIONS  (4 Hrs.)
Study of research methods which can be applied to analysis of the behavior of individuals and groups within an organizational setting. Focuses on design of research projects, evaluation of published research, and requesting research to be carried out by others. Prerequisites: ADB 408, ADB 541, or approved equivalents.

ADB 545  MOTIVATION: THEORY AND PRACTICE  (2 Hrs.)
Focuses on application of various theories of human motivation to the organizational setting. Students are involved in developing motivation systems which can be used to direct individual effort and performance toward accomplishment of the organization's goals and objectives. Prerequisite: ADB 541 or equivalent.

ADB 546  BEHAVIORAL TECHNIQUES FOR CONFLICT RESOLUTION  (2 Hrs.)
Study of behavioral theories of conflict resolution and discussion of their application to a number of areas. Area of emphasis varies with instructors' and/or students' interest. Prerequisite: ADB 541 or equivalent.

ADB 550  TOPICS IN ORGANIZATIONAL DYNAMICS  (2 or 4 Hrs.)
Advanced study of specific topics, to be announced when offered. Prerequisite: ADB 541 or equivalent. May be repeated for an indefinite number of credit hours, but a particular topic may not be repeated for credit.

ADB 551  HUMAN RESOURCE MANAGEMENT  (4 Hrs.)
Operational approach to managing people at work, drawing from behavioral sciences. Builds on concept of reconciliation and integration of worker-organizational interests through supportive situation-oriented leadership by both line and staff managers. Focuses on emerging issues and concepts relating to management of human resources of an organization. Prerequisite: ADB 541 or equivalent.
ADB 552 PERFORMANCE APPRAISAL (2 Hrs.)
Performance appraisal systems from both developmental and evaluative perspectives. Students are involved in developing performance appraisal systems to meet needs of various types of employees in various types of organizations. Prerequisite: ADB 551 or equivalent.

ADB 557 SOCIALIZATION AND INDIVIDUALIZATION (2 Hrs.)
Adaptation of individuals to organizations and organizations to individuals. Processes used by organizations to change individuals' attitudes and behavior to fit needs of the organization, and processes used to change organizations to fit needs of individuals. Prerequisite: ADB 541 or equivalent.

ADB 559 WAGE AND SALARY ADMINISTRATION (2 Hrs.)
The process of developing general compensation policies and criteria for large organizations. Direct and indirect compensation systems, incentive plans, wage surveys, and compensation guidelines. Designed for students interested in careers in personnel administration. Prerequisite: ADB 551 or equivalent.

INTEGRATIVE COURSES
ADB 521 RESEARCH ANALYSIS (4 Hrs.)
Investigates methods used for collection, analysis, and interpretation of various types of business research data from the perspective of design, execution, and evaluation of research projects as well as requests for research. Emphasis will be given to using research analysis methods for decision-making within business organizations. Prerequisite: ADB 408 or equivalent.

ADB 583 BUSINESS POLICY (4 Hrs.)
For Business Administration students, emphasizing the level of analysis necessary for top-management decisions and policy formulation for a firm operating in an uncertain environment. Satisfactory completion meets university graduation requirements of a problem-solving exercise for Business Administration students. Not offered during summer sessions. Prerequisites: ADB 502, ADB 512, ADB 522, ADB 541, or approved equivalents; expected completion of degree requirements by end of current semester.

Child, Family, and Community Services

M.A. (48 Hrs.)

PROGRAM FACULTY — Andrew Edwards, Carole Fee McHugh, Caryl Moy, Michael Townsend, Don Yohe.

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

The objectives of the graduate curriculum are related to full professional practice, and in a number of ways resemble traditional social work education. Because of the resources of the university and its location in the state capital, there is an increasing emphasis on social development, or the management/policy aspect of the social services. A student may elect a
direct service concentration in children or families or a social development concentration in community services.

ENTRANCE REQUIREMENTS

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

The admission process includes review of a student's transcript and submission of a three- to five-page autobiography. A complete outline and further description of the autobiography are available from the admissions office. Students may take up to 12 hours of course work without formal admission. A degree candidate must meet prerequisites and admission requirements, and agree on a program of study with his or her adviser before continuing in the curriculum.

AREAS OF STUDY

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

1. Social Services: Prepares students who want to work in traditional social work areas. The emphasis is on a variety of service delivery patterns, such as case work, group work, and community organization. The character of this area of study is similar to that of the MSW degree.
2. Children's Services: Prepares students for careers in fields such as child care, early childhood education, institutional care of children, and child welfare services (foster care, adoption, and services related to child abuse).
3. Family Studies: Combines courses in the history of family development, comparative studies in family organization, sociology of family life, human sexuality, marriage, parenting, and family therapy.
4. Social Development/Community Services: Prepares students to understand the complex forces that form communities. Special emphasis is placed on strategies for social change. Career opportunities might include work in client advocacy, community development, youth outreach services, and neighborhood organizing.
GRADING POLICY

Graduate students must carry a B grade as minimum in all required courses.

THESIS

A thesis is required for all graduates. This is to be an extensive written document directed to a topic or issue in the social service field. It must be approved by a student’s adviser. It may focus on statistical analysis, a practice issue, or social policy analysis. The defense and explanation of the thesis will compose the problem-solving requirement of the university.

INTERNSHIP

Professional training is achieved through rigorous course work and regular application of course material to direct service. Over-all integration of knowledge and skills comes through the internship.

This consists of two placements in the social service system. Each placement is two semesters in length and will involve a minimum of two days each week in voluntary or paid service. A student who is employed in the social services may use his or her employment as the internship, provided special arrangements have been made with the adviser. The internship is taken as two credit hours during each of four semesters. This is eight hours of academic credit and approximately 1000 hours of field learning.

Weekly supervision is provided by the agency and may be supplemented by written, taped, or videotaped segments of the student’s work. This experience should be concurrent with course work, but may be done in a block of time in another community if necessary. In either case, the internship must be discussed carefully with the adviser, both prior to and during the experience.

PROGRAM REQUIREMENTS

The master’s program requires 48 hours of graduate-level courses.

- Human behavior and the social environment (such as CFC 501, 503) 8 hours
- The role of social services in a democratic society (such as CFC 506, 507) 8 hours
- Social research skills (such as CFC 505, SJP 440, SOA 511) 4 hours
- Direct service skills; appropriate courses to be determined with adviser 4 hours
- Thesis seminar 4 hours
- Internship 8 hours
- Public Affairs Colloquia 4 hours
- Program electives 8 hours

Total 48 hours
CHILD, FAMILY, AND COMMUNITY SERVICES/Course Descriptions

CORE COURSES

CFC 501 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (4 Hrs.)
Examination of human behavior as a consequence of social dynamics, environment, and culture. Behavior is viewed primarily from a group societal perspective.

CFC 503 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (4 Hrs.)
A counterpart of CFC 501. Examination of human behavior from the perspective of individual development and choice. Integration of theory and major theme issues that are part of all individual human behavior.

CFC 505 APPLIED RESEARCH (4 Hrs.)
Analysis of research design, sampling techniques, questionnaire or survey instrumentation, and some content in statistical analysis. Also includes problem definition, general principles of information gathering, and interpretation. Students learn basic statistical meanings without advanced mathematics skill.

CFC 506 HISTORY AND PHILOSOPHY OF SOCIAL WORK (4 Hrs.)
Issues and people instrumental in historical development and philosophical span of the social work profession.

CFC 507 SOCIAL SERVICES IN THE 20TH CENTURY (4 Hrs.)
Examination of variety of roles currently carried by social services and exploration of what new models might be developed. Some examination of interrelationship of selected social problems and public attitudes and policy.

CFC 508 THESIS SEMINAR (4 Hrs.)
Individualized research class. Student must demonstrate skill at conceptualizing social phenomenon, problem formulation, research design and a corresponding problem-solving process by completing an acceptable research project under supervision of a faculty member. Enrollment limited to master's candidates.

CFC 550 INTERNSHIP (1-8 Hrs.)
Intensive direct service experience in a social service agency. Regular supervision required. Placement is developed with adviser; 100 hours of service earns 1 credit hour. Course is generally taken for 2 credit hours. Service time may be concurrent with classes or may be full time. Course may be repeated for a total of 8 hours.

GENERAL COURSES

CFC 423 COUNSELING WOMEN (4 Hrs.)
Examination of specialized biological, psychological, and social issues which affect women. Exploration of theoretical assumption, counseling practices, and process variables which may apply differently to or affect women in counseling/therapy. Identification of skills facilitative to women in general and to particular subgroups of women. See HOC 423.

CFC 424 WORKING WITH THE INVOLUNTARY CLIENT (2 Hrs.)
Many social services provide the bulk of their services to clients who are required to receive service. Course examines agencies, philosophies, skills, and input of this arrangement on both client and worker.

CFC 427 CASE ASSESSMENT AND THE PROCESS OF CHANGE (4 Hrs.)
Examines skills and information necessary for diagnosis and formulation of a treatment plan and the philosophy and process of change.

CFC 428 HELPING VICTIMS OF VIOLENCE (2 Hrs.)
Examines the impact of violence on victims; skills required of the professional; and some of the most common situations, such as assault, rape, etc.

CFC 429 INTRODUCTION TO GROUPS (4 Hrs.)
Basic group dynamics such as tasks, composition, and leadership patterns; implications of these principles on group counseling.
CFC 431  THE UNWANTED CHILD  (4 Hrs.)
A look at basic problems of abuse, desertion, neglect; and study of solutions typically employed to solve these problems.

CFC 432  ISSUES IN CHILD ABUSE  (4 Hrs.)
Specific study of incidence and causes of abuse, remedies, and special emphasis on impact on the professional who deals with abuse.

CFC 438  CHILDREN AND THE LAW  (2 Hrs.)
Designed for the human services professional who deals with children and their families. Examines laws affecting lives of children from birth to adulthood.

CFC 447  STREETWORK WITH ADOLESCENTS: INTRODUCTION TO COMMUNITY OUTREACH WORK  (4 Hrs.)
Exploration of theories, techniques, and models of working with troubled adolescents and their families. Studies ways neighborhood residents can organize and provide leadership for important community activities.

CFC 448  COMMUNITY OUTREACH WORK: DISCOVERING STRENGTHS OF LOW-INCOME NEIGHBORHOODS  (4 Hrs.)
Examination of specific techniques of neighborhood organizing, using indigenous people and resources. Uses Chicago Area Project for delinquency prevention as the primary model. Explores ways of identifying leadership and resources in low-income neighborhoods.

CFC 454  THE HISTORY OF THE FAMILY  (4 Hrs.)
Investigates the modern family in comparative and historical perspective. Selected themes—changing patterns of sexuality, high rate of divorce, shifting kinship relationships—are explored historically to understand their importance in the present. See HIS 454.

CFC 456  HUMAN SEXUALITY  (4 Hrs.)
Exploration of knowledge and values toward issues of human sexuality with emphasis on sociological content, personal growth, and professional development. Format includes lectures, film presentations, and small-group discussions. See HDC 456 and SOA 456.

CFC 467  FAMILY DYNAMICS  (4 Hrs.)
Examines the cultural context of family life, differing individual dynamics, and their influence on the relationship and growth and changes in that relationship.

CFC 482  AGING AND THE SOCIAL SERVICES  (4 Hrs.)
Examination of the process and condition of being aged and social services that operate to lessen problems of aging. Evaluation of services and attitudes and policies that inhibit or promote delivery of those services. See GER 482.

CFC 485  HISTORY OF CHILDREN'S LITERATURE  (4 Hrs.)
Study of books children read before there was a "children's literature," as well as books written for children. Includes a social history of children and the family. See LIT 485, HIS 485.

CFC 521  ADVANCED INTERVIEWING AND INTERVENTION  (4 Hrs.)
The helping relationship, with emphasis on skill development. Recommended for students in human services who utilize therapeutic interviewing. Videotaping used. Prerequisites: CFC 301 (See undergraduate catalog.) and CFC 427.

CFC 522  HELPING PROFESSIONS AND THE LAW  (4 Hrs.)
The helping professions and the network of legal regulations and prescriptions. Study of legal responsibility, malpractice, privacy, confidentiality, torts, and licensure. Attention to recent changes in the law. See LES 522.

CFC 525  PREVENTIVE PROGRAMMING  (2 Hrs.)
Study of models for conceptualizing preventive programs. Students design, and when possible implement, a preventive program in the community. See HDC 525.

CFC 526  RADICAL SOCIAL WORK  (4 Hrs.)
Critiques the social work profession and the system maintenance function of social services in the context of U.S. socio-economic-political structure. Explores alternative strategies open to social workers committed to a comprehensive assault on our society's major social problems.
CFC 537  ADVANCED CHILD DEVELOPMENT (4 Hrs.)
In-depth look at child development, proponents of particular perspectives, and current research and findings in the field. Prerequisites: course in child development or child psychology.

CFC 542  PROGRAM PLANNING AND EVALUATION (4 Hrs.)
Study of elements of evaluation of social agencies, including need, effectiveness, and utilization of resources. Helps students to develop basic skills and understanding for both planning and evaluation.

CFC 544  STAFF DEVELOPMENT AND SUPERVISION (4 Hrs.)
Provides training and background understanding of personnel issues, staff development models, and principles of direct supervision. See HDC 544.

CFC 545  THE GIFTED CHILD (4 Hrs.)
Defines areas of talent and methods of its identification. Deals with research in the field of giftedness, assessment of special needs, and development of unique programs for the gifted. See HDC 545.

CFC 551  PRINCIPLES AND TECHNIQUES OF CHILD THERAPY (4 Hrs.)
Consideration of recent thinking and research about child therapy. Surveys techniques recommended for treatment of disorders classified as: intrapersonal, situational, and crisis. Diagnosis of disorders emphasized. See PSY 551.

CFC 552  CHILD PSYCHOPATHOLOGY AND THERAPY (4 Hrs.)
Student learns to recognize and define clinical problems of childhood, disclose clinical results, prescribe treatment approaches, and outline theoretical positions based upon research findings. See PSY 552.

CFC 556  PLAY THERAPY (4 Hrs.)
Investigation of use of play therapy in treatment of children with severe handicaps and children experiencing transient developmental adjustment difficulties. Student is exposed to divergent theoretical models upon which play therapy has been founded. See PSY 556.

CFC 557  GROUP THERAPY (4 Hrs.)
Group dynamics, research, and theory combined with study of group therapy. Class lectures, discussions, and simulations demonstrate group processes, provide experience in a group therapy situation, and teach specific leadership techniques. See PSY 557. Prerequisite: PSY 553, or permission of instructor.

CFC 559  FAMILY THERAPY (4 Hrs.)
For advanced students interested in specializing in family counseling techniques. Students develop and implement family treatment plans in actual and/or simulated family systems, and must be able to articulate at least two major family counseling approaches. See HDC 559 and PSY 559.

CFC 567  SEXUAL COUNSELING (4 Hrs.)
Exploration of problems in sexual functioning and some therapeutic methods available for change. Prerequisite: college-level course in human sexuality or permission of instructor. See HDC 567.

CFC 574  SOCIAL PROBLEMS/SOCIAL POLICY (4 Hrs.)
Study of selected major social problems and social strategies for coping. Current state and national policies in regard to integration, family stabilization, and disarmament will be evaluated.

CFC 576  COMMUNITY ORGANIZATION: THEORY AND MODELS (4 Hrs.)
Identifies sets of organizing tactics that can consistently contribute to successful strategies for social change. Reviews divergent theoretical approaches and examines actual case studies to evaluate their validity and effectiveness.

CFC 577  POVERTY, WELFARE, AND SOCIAL POLICY (4 Hrs.)
Analyzes causes, manifestations, and effects of poverty. Attention to development of the welfare system and its various difficulties. Current theoretical and legislative proposals for change are studied.

CFC 578  PRINCIPLES OF SOCIAL DEVELOPMENT (4 Hrs.)
Explores social and human costs of rapid technological development, intensified urbanization, and depersonalization of societal structures. Proposes reality-oriented models of
COMMUNICATION

competent social functioning designed to foster mutually supportive human ties and re-establish individual ability to make an impact on societal institutions.

CFC 579  SEMINAR ON SOCIAL CHANGE  (4 Hrs.)
Historical, theoretical, and practical examination of processes intended to create change at the macro level in society. Contemporary social movements and their ideology are examined as to their impact and potential for change in the social order.

Communication

M.A.
(36-40 Hrs.)

PROGRAM FACULTY — Sandra Baldwin, Robert Eastman, Henry Nicholson, Guy Romans, Ray Schroeder, Larry Smith, Lynda Toth.

ASSOCIATED FACULTY — Bill Miller.

The Communication Program is concerned with the development, production, and exchange of information; how it is hindered or facilitated; and how it affects the individual in both personal and social relationships. The program seeks to enhance students' understanding of the effect of messages and media on individuals, groups, and society, and the development of message-making skills and techniques. To facilitate achievement of these goals, the curriculum addresses the analytical-critical, production-technical, theoretical, and creative aspects of communication.

Specializations are offered in the areas of broadcasting, communication theory and human relations, print journalism and language theory, public relations and organizational communication, and theater.

ENTRANCE REQUIREMENTS

For admission to the Master of Arts program, the student must have a bachelor's degree or its equivalent. Students are expected to take diagnostic examinations—which will be evaluated by the student's adviser and the program graduate committee—during the first term they are admitted to the program. The program reserves the right to require additional course work where deficiencies are indicated.

ADVISING

Each new student is urged to select an adviser soon after the beginning of the first term. Those who do not will be assigned advisers. The adviser will help the student develop a course of study based on program requirements and personal interest.

A prospectus form is available for use in pre-planning a course of study and should be completed the first term the student is admitted to the program. The completed form should be submitted to the adviser and
program graduate committee for an early opinion on the adequacy of a proposed course of study.

GRADING POLICY

No C grades in communication courses may be applied toward the degree.

PROGRAM REQUIREMENTS

In addition to university requirements, the master’s degree in communication requires 32 to 36 hours of communication courses. Two degree options are provided.

1. The student who selects a degree program with a traditional or creative thesis will be required to complete a total of 32 semester hours of credit plus a thesis in consultation with an adviser and approved by the program graduate committee.

2. The student who selects a nonthesis degree project will be required to complete an appropriate amount of work (minimum of four hours) in addition to the 32 semester hours plus the project. Course work and project topic will be selected in consultation with the adviser according to program policies and approved by the program graduate committee.

All master’s degree students are required to take COM 505 Research Methods in Communication. Additional required courses for each area of specialization will be determined by the adviser and the program graduate committee.

<table>
<thead>
<tr>
<th>Course Offerings</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 505 Research Methods in Communication</td>
<td>4 hours</td>
</tr>
<tr>
<td>Communication courses within a planned program with at least two at the 500 level</td>
<td>24 hours</td>
</tr>
<tr>
<td>Public Affairs Colloquia</td>
<td>4 hours</td>
</tr>
<tr>
<td>Option 1: COM 500 Thesis</td>
<td>4 hours</td>
</tr>
<tr>
<td>Total required</td>
<td>36 hours</td>
</tr>
<tr>
<td>Option 2: COM 501 Project</td>
<td>4 hours</td>
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<tr>
<td>Plus course work (minimum)</td>
<td>4 hours</td>
</tr>
<tr>
<td>Total minimum required</td>
<td>40 hours</td>
</tr>
</tbody>
</table>

The graduate program is distinct and separate from the undergraduate program even though the two have courses in common. Graduate students should expect special assignments in 400-level courses.

COURSE OFFERINGS

Through its offerings, the Communication Program makes available to students a curriculum which investigates a variety of messages and media and the effects they have on individuals, groups, and society.

Tutorials may be designed by students who wish to explore a subject not covered by a regular course, so long as the tutorial is administered by a
competent tutorial director. Determination of the applicability of the tutorial toward a communication concentration is made by the adviser and by the program graduate committee.

Courses from other programs which may be accepted for the program major appear at the end of the Communication Program course descriptions.

COMMUNICATION/Course Descriptions

GENERAL COURSES

**COM 500 THESIS** (4 Hrs.)
In-depth exploration of a research topic; students should consult during first semester in residence with their adviser for guidelines and information on the thesis requirement. Course completion fulfills the university Master's Project requirement. May not be repeated for credit.

**COM 501 PROJECT** (4 Hrs.)
Production of a major project selected with approval of the adviser and graduate committee. Students should consult during their first semester of residency for program guidelines.

**COM 505 RESEARCH METHODS IN COMMUNICATION** (4 Hrs.)
Examination and discussion of ways in which we answer questions about human communication and of ethical considerations surrounding this process. Probing the kinds of questions research answers and applications of those answers is a major focus. Includes mini-course on researching and writing the graduate thesis.

**COM 510 COMMUNICATION SEMINAR** (4 Hrs.)
Topic varies each semester; may be repeated for an indefinite number of hours, but specific topic must be different in each section taken.

**PRINT JOURNALISM AND LANGUAGE THEORY**

**COM 401 JOURNALISM THEORY AND PRACTICE** (4 Hrs.)
Examination of various theories of journalism and their relationships to current issues and movements and role of the press in the United States and the world.

**COM 402 NEWS GATHERING AND WRITING** (4 Hrs.)
Examination of techniques involved in interviewing, reporting, and writing. Discussion of major issues such as freedom of the press, ethics, and responsibility of the writer. Practical journalistic assignments.

**COM 403 FEATURE ARTICLE** (4 Hrs.)
Competency-based course in writing nonfiction. Emphasis on style, usage, and marketing. Instruction is presented in written units followed by practical writing assignments. Credit earned only by producing publishable material.

**COM 405 PHOTOGRAPHY FOR COMMUNICATORS I** (4 Hrs.)
Teaches basic competencies in determining exposure, composition, operation of cameras, processing black-and-white film, and making prints. Students are assisted in formulating a photographic communication philosophy of their own through exposure to pictures and thoughts of a variety of photographers. Camera with adjustable lens required.

**COM 406 PHOTOGRAPHY FOR COMMUNICATORS II** (4 Hrs.)
Builds on knowledge and skills developed in COM 405. Each student completes a photo documentary project. Class and lab instruction focuses on refinement of existing skills, and other topics in which students have expressed interest—e.g., artificial light, mounting and display, color slide processing. Prerequisite: COM 405 or permission of instructor. Camera with adjustable lens required.

**COM 407 CREATIVE PHOTOGRAPHY** (4 Hrs.)
Study of photography as an art form. Students develop their own techniques and
experiments. Presumes basic knowledge of photography and darkroom technique. Pre-
requisite: COM 405, COM 406, or comparable experience and permission of instructor.

COM 412 LANGUAGE ACQUISITION (4 Hrs.)
Language acquisition in the infant and its development through acquisition of writing at
grade-school age. Major focus is comparison of spoken and written communication, as
well as writing readiness of child of six.

COM 415 PSYCHOLINGUISTICS (4 Hrs.)
Psychology of spoken and written language. Major topics are psychology of language
acquisition in children, linguistic competence and performance, biological and social
content of language, and language as behavior.

COM 417 WORDS (4 Hrs.)
Study of culture’s style through its use and esteem of words (oral, written, electronic),
their biases, and insights. Specifically contrasts use and function of words in oral and print
culture. Project involving words required.

COMMUNICATION THEORY AND HUMAN RELATIONS

COM 421 INTERPERSONAL COMMUNICATION (4 Hrs.)
Analyses of the process of interpersonal communication leading to rewarding outcomes
for the participants, and of information and prediction processes which led to those
outcomes. Personality and relational factors discussed, as well as techniques for their
measurement. Comparisons with other popular views of interpersonal communication.

COM 422 COMMUNICATION AND COUPLES (4 Hrs.)
Understanding the potential and problems of the male-female relationship. Ways in which
expectations and experiences of the individual reflect upon the couple relationship and
how healthier relationships develop. Open to individuals or couples.

COM 423 USING COMMUNICATION (4 Hrs.)
Focus is on using communication in everyday situations more effectively, and on
understanding new applications for communication knowledge. How to sharpen com-
munication skills and appreciate the expanding role of communication in all areas of
society.

COM 425 PERCEPTION AND COMMUNICATION: SYMBOLS IN A
GLOBAL VILLAGE (4 Hrs.)
Examination of human perception in the intercultural situation: study of communication
as aspect of culture, symbol systems, and language environments. Includes perceptual and
belief structures present among various groups in the world.

COM 428 USING NONVERBAL COMMUNICATION—BODY
LANGUAGE—EFFECTIVELY (4 Hrs.)
Study of nonverbal behavior as it affects the communication process in interpersonal,
group, and organizational situations. Examination of both theoretical and practical
application to foster greater success in developing and maintaining relationships.

COM 429 FAMILY COMMUNICATION (4 Hrs.)
How human communication within the family unit is affected by conflict, aging process,
stress, increased mobility, changing roles, and life-styles. Investigates research questions
in human communication relating to the family.

COM 431 COMMUNICATION AND AGING (4 Hrs.)
How human communication across the life span is affected by the aging process.
Investigates research questions in human communication that relate to gerontology.

COM 435 INDIVIDUAL IN A MASS CULTURE (4 Hrs.)
Stress, change, and mobility as message effects of human interface with technological
environment. Examines individual life in a mass culture as well as informational input and
sensory overload in modern life. Inner growth and alternative life-styles discussed.

COM 438 ANALYZING COMMUNICATION PROCESSES (4 Hrs.)
Introduction to techniques of analysis as they apply to study of human communication
behavior. Discussion and application of knowledge-generating techniques are grounded in
real communication situation. Familiarity with methods presented allows students to
interpret and criticize communication research studies.
COMMUNICATION

BROADCASTING

COM 441 MASS MEDIA—THEORY AND PRACTICE (2 Hrs.)
Concentrates on social effects of the media and how societal changes, in turn, affect the
media; new technologies of the media; and in-depth research study of relationship
between media and government. See PAR 406.

COM 442 BROADCASTING IN AMERICAN SOCIETY (4 Hrs.)
Brief history of broadcasting: nontechnical discussion of UHF, VHF, AM, FM, and cable
transmission—reception, programming trends, commercial and noncommercial broad-
casting, regulation and responsibility of broadcasters, impact of broadcasting on society,
and children's programming.

COM 443 IMPACT AND POTENTIAL OF TELEVISION (4 Hrs.)
Study of the birth, adolescence, and near-adult period in history of television's growth.
Areas of particular concern in regard to TV's impact and potential and possible forced
alterations include news, race relations, sports, entertainment, politics, and the family.

COM 444 RADIO PROGRAMMING AND PRODUCTION (4 Hrs.)
History of radio in the United States, examination of network management and local radio
stations, evaluation of programming formats, introduction to ratings and survey methods,
and look at future of radio. Preparation for third-class radio-telephone operators' exam.
Students study audio techniques and produce airable productions.

COM 445 JOURNALISM FOR THE MEDIA (4 Hrs.)
Study of tools and techniques of professional media journalists: news writing, reporting
style, ethical and legal responsibilities. Final paper required. Students write and produce
news and documentary pieces.

COM 446 BROADCAST MANAGEMENT (4 Hrs.)
Basics of broadcast management including specific management needs in areas of
engineering, law, programming, Federal Communications Commission, advertising,
production, operations, ascertaining of community needs, personnel, organization,
construction, equipment, traffic, research, unions, creativity, promotion, politics, account-
ing, public relations, and publicity. Management by objectives approach; emphasis on
planning, organization, and control.

COM 447 ISSUES IN BROADCASTING (4 Hrs.)
Broadcasting industry today—right now. Issues discussed from both historical perspective
and current impact. Periodicals are chosen in lieu of a text, with regular listening and
viewing assignments.

COM 448 MEDIA ADVERTISING (4 Hrs.)
Introduction to theoretical and creative processes in media advertising. Students receive a
basic orientation not only to economic aspects of advertising, but to creative processes.
Students develop advertising campaigns and write television, radio, and press copy.

COM 449 BROADCAST PERFORMANCE (4 Hrs.)
Radio and television microphone technique, on-camera presence, articulation, and voice
projection; style of announcing and some commercial announcing is covered in student
performance activities.

COM 452 BASIC VIDEO PRODUCTION (4 Hrs.)
Introduction to equipment, materials, and techniques used in television broadcasting,
including television cameras, graphic materials, and fundamental principles of television
writing. Students also develop basic skills in television directing.

COM 453 TV PRACTICUM (4 Hrs.)
Workshop course which provides opportunities to gain experience and home skills in
television and video production. Basic knowledge of television is assumed.

COM 455 INSTRUCTIONAL MEDIA (4 Hrs.)
Introduces teachers to tools and techniques of media production for instruc-
tional/classroom purposes. Includes survey of electronic and film formats, including
audio, video, still and motion picture films, and computer-aided instruction. Students are
given opportunity to develop instructional segments using various selected media.

COM 456 ETHNOGRAPHIC MEDIA PRODUCTIONS (4 Hrs.)
Human communication behavior in visual and sound environments; uses media produc-
tion as a methodological tool to reveal and explore human interaction. Some media production experience desirable. Prerequisite: COM 301.

COM 540 NEW TECHNOLOGIES IN ELECTRONIC MEDIA (4 Hrs.)
Seminar on new and emerging technologies and systems in electronic media: hardware, software, and societal impact.

COM 542 BROADCAST PROGRAMMING (4 Hrs.)
Investigation into theories and realities of current programming tactics for both radio and television. Students research and analyze such topics as format strategy, program producers and sources, and audience research.

PUBLIC RELATIONS AND ORGANIZATIONAL COMMUNICATION

COM 461 HUMAN RELATIONS FOR ORGANIZATIONS (4 Hrs.)
Analysis of most effective methods for creation, exchange, and flow of ideas within private and public organizations. Examination of media as tools for disseminating ideas. Projects include preparing print, radio, and video press releases; public service announcements; and commercial advertisements.

COM 462 EFFECTIVE ORGANIZATIONAL COMMUNICATION (4 Hrs.)
Survey of major communication functions in organizations, person-to-organization relationships, analysis of interaction between organizational structures, message forms and flows, channel effects, and personal behavior. Theoretical and applied experiences provided.

COM 464 CONFLICT MANAGEMENT (4 Hrs.)
Analysis of role and effect of conflict on interpersonal, group, and organizational relationships and social movements in both theoretical and practical applications to foster greater success in resolving conflict.

COM 465 INTERVIEWING (2 Hrs.)
Examination of interviewing and its various purposes in a variety of communication settings. Practical and theoretical approach.

COM 467 PUBLIC SPEAKING FOR BUSINESS AND COMMUNITY LEADERS (4 Hrs.)
Performance course preparing the individual for formal and informal speaking situations where there is need to inform and persuade. Argumentation and debate strategies studied for practical application in legislative and courtroom dialogue. Videotape facilities utilized.

COM 468 PROPAGANDA AND PERSUASION (4 Hrs.)
Ways in which attitudes and behavior are influenced through images and messages. Students learn techniques for resisting persuasion as well as methods for changing attitudes and behavior.

COM 469 LEADERSHIP AND DYNAMICS OF SMALL-GROUP COMMUNICATION (4 Hrs.)
Discussion of leadership and dynamics of small-groups including cohesiveness, motivation, task completion, and communication climates. Interpersonal persuasion and attraction in relation to proxemic, kinesic, and verbal behavior in the group setting.

COM 569 ANALYSIS OF SMALL GROUPS (4 Hrs.)
Analysis of the group process from theoretical and empirical perspectives. A combination of experience and empirical activity.

THEATER

COM 481 FUNDAMENTALS OF ACTING (4 Hrs.)
COMMUNICATION

COM 482 DRAMA AND THEATER (4 Hrs.)
Lecture. Study of representative plays of the Western world from its beginning to modern times. Drama from viewpoint of the creative director rather than purely literary analysis.

COM 483 PLAY DIRECTING (4 Hrs.)
Lab/lecture. Principles and theories of stage movement, blocking, casting, rehearsing. Laboratory work involving organization, play directing, motivation and action, stage business, production coordination, and technical survey.

COM 484 WESTERN THEATER HISTORY (4 Hrs.)
Lecture. Theater history with emphasis on the contemporary movement. General study of the theater's evolution and its changing styles from the beginning to 1970.

COM 485 THEATER AND SEXUALITY (4 Hrs.)
Study in depth of relations between persons as seen through works of contemporary playwrights who are black, white, male, female—particularly Albee, Genet, Hellman, Hansberry, Jones, Gray, Pinter, Beckett, Simon, and Weiss.

COM 480 APPLIED THEATER (4 Hrs.)
Applied work in production and presentation of a play, together with study of various elements of production process in community theater (role of director; technical, analytical, and critical problems; practical needs of managing the house, ticket office, and publicity). Credit allowed for acting and other activities related to total production. Course may be repeated.

COM 489 FILM AS AN ART (4 Hrs.)
Examination of techniques of film art. Major works screened and analyzed are films by Bergman, Fellini, Kurosawa, and Resnais. Students are encouraged to undertake short film projects.

COM 490 STUDIES IN THE ART OF FILM (4 Hrs.)
Exploration in depth of a particular film genre, the cinema of a nation, or the work of a particular director. Topics include Italian cinema, French cinema, the Western, Orson Welles, Frederico Fellini, and others. May be repeated for an indefinite number of hours, but a particular topic may not be repeated for credit.

INDIVIDUALIZED STUDY

COM 499 TUTORIAL (4 Hrs.)
Specialized instruction; individuals or small groups of students may arrange for special courses on otherwise unavailable topics, subject to availability of an instructor and program committee approval if credit is to be applied to the communication concentration.

COM 599 TUTORIAL (1-12 Hrs.)
Specialized instruction; student may arrange to develop with approval of instructor and program graduate committee a course on an otherwise unavailable topic. Restricted to graduate students.

The following courses are accepted for the program major. Through petition to the program committee, it is possible for the student and adviser to obtain approval for additional courses in other programs.

ART 436 Publication Design
LIT 465 History of the English Language
LIT 466 Introduction to Linguistics
LIT 471 Perceptual Writing
LIT 472 The Personal Journal
MAN 461 Managerial Communication in Public Relations
PHI 434 Philosophy of Language
PHY 412 Lights, Optics, and Vision
SOA 463 Propaganda, the Mass Media, and Social Control
Community Arts Management

M.A. (42 Hrs.)

PROGRAM FACULTY — Jonathan Katz, Carole Kennerly.

ASSOCIATED FACULTY — John Palincsar, Larry Shiner, Anna May Smith, Donald F. Stanhope.

ADJUNCT FACULTY — William Bealmer, Robert Evans.

The Community Arts Management Program emphasizes the skills and knowledge especially appropriate to the management of multi-arts organizations such as community and state arts agencies and arts centers. The program is based on the assumption that a good arts administrator is one who possesses not only general management and planning skills but also knowledge and skills specifically pertinent to the arts. These include awareness of art forms, ability to examine aesthetic issues and make aesthetic decisions, an understanding of the similarities and differences between producing and distributing an aesthetic product and an industrial one, familiarity with the peculiarities of nonprofit and government management systems, and knowledge of sources of funding. Although the program focuses upon the management of multi-arts organizations, the competencies acquired have enabled graduates to pursue careers in orchestra, theater, museum, and dance company management. The program has been designed, and is continually under review, to ensure a balance of theory and practical work experience that stimulates inquiry, self-criticism, learning and growth.

ENTRANCE REQUIREMENTS

After being accepted into the university for graduate study, students must apply to the director of the Community Arts Management Program for admission. Applicants must have some academic or experiential background in the arts. At least two years’ work experience in some field (not necessarily the arts) is desirable. Enrollment is selective; each year from 10 to 15 persons will be admitted. Because of this selectivity, each program participant can benefit from continual individual counseling and flexibility in arranging degree requirements which meet individual needs, supplementing prior work experience and academic study.

GRADING POLICY

If balanced by an equal number of hours of A, a maximum of eight hours of C is applicable toward the master’s degree. A or B work is required for degree credit in any CAM-prefix course.
PROGRAM REQUIREMENTS

Students should plan to complete the degree program in two full years. The first, consisting of course work and local internships, is spent in Springfield. Each semester, in CAM 521 and CAM 522, students choose a community arts organization—such as the Illinois State Museum, Springfield Art Association, Springfield Theatre Guild, Central Illinois Arts Consortium, University Events, or Springboard (the community arts council)—with which to work approximately eight hours each week. While interning with these organizations, students have the opportunity to learn experientially and to apply knowledge gained through course work.

The Community Arts Management Program offers a Public Affairs Colloquium examining public arts support policy at the federal, state, and community levels in the United States. Location of the university in the state capital allows the program exceptionally good access to the persons, activities, and materials associated with cultural policy decision-making in the public sector.

The second year consists of supervised experience in a professionally staffed arts organization. Faculty are responsible to SSU and the program participant for the educational value of the employment experience. Faculty and the participant plan the kind of employment experience they feel would be most valuable to the participant’s administrative development. Once placement is made, they agree on more specific educational objectives and evaluative procedures. Salary arrangements are negotiated between employer and participant. Faculty must approve, in cooperation with the employer, a procedure for evaluation of the participant. The agreement is formalized by contract.

All participants return to Springfield for a two-weeks program evaluation and problem-solving seminar in May or June of their final year in the program. Upon satisfactory completion of the seminar and other university requirements, the participant is recommended for the degree.

To satisfy the requirements for the Master of Arts degree, the student must successfully complete the following CAM courses.

- CAM 502: Administration of Arts Organizations 4 hours
- CAM 521: Internship I 2 hours
- CAM 522: Internship II 2 hours
- CAM 531: Theatre and Concert Management 4 hours
- CAM 571: Field Experience I 4 hours
- CAM 572: Field Experience II 4 hours
- CAM 573: Problem-Solving and Program Evaluation Seminar 2 hours

The student must also complete the following support courses or demonstrate competency in their subject matter.

- ACC 427: Financial Management for Arts Organizations 4 hours
- MAN 489: Management of Community Organizations 4 hours
- PHI 432: Philosophy of Art 2 hours
Public Affairs Colloquia and electives totaling at least 10 semester hours constitute the remainder of the required course work. 

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAM 486</td>
<td>ARTS AND THE LAW</td>
<td>(2 or 4 Hrs.)</td>
</tr>
<tr>
<td>CAM 490</td>
<td>DIRECTED STUDY</td>
<td>(2 or 4 Hrs.)</td>
</tr>
<tr>
<td>CAM 502</td>
<td>ADMINISTRATION OF ARTS ORGANIZATIONS</td>
<td>(4 Hrs.)</td>
</tr>
<tr>
<td>CAM 521</td>
<td>INTERNSHIP I</td>
<td>(2 Hrs.)</td>
</tr>
<tr>
<td>CAM 522</td>
<td>INTERNSHIP II</td>
<td>(2 Hrs.)</td>
</tr>
<tr>
<td>CAM 531</td>
<td>THEATER AND CONCERT MANAGEMENT</td>
<td>(4 Hrs.)</td>
</tr>
<tr>
<td>CAM 571</td>
<td>FIELD EXPERIENCE I</td>
<td>(4 Hrs.)</td>
</tr>
<tr>
<td>CAM 572</td>
<td>FIELD EXPERIENCE II</td>
<td>(4 Hrs.)</td>
</tr>
<tr>
<td>CAM 573</td>
<td>PROBLEM-SOLVING AND PROGRAM EVALUATION SEMINAR</td>
<td>(2 Hrs.)</td>
</tr>
<tr>
<td>CAM 590</td>
<td>VISUAL ARTS PROJECT MANAGEMENT</td>
<td>(4 Hrs.)</td>
</tr>
</tbody>
</table>

The following courses represent the variety of electives available and accepted for the program major. These and other courses may be approved by the student's adviser and program director in order to tailor a program to meet the particular needs of each student.

- ADB 541 Organizational Dynamics
- ADP 424 Dynamics of Public Organizations
- ADP 425 Analytical Tools for Public Administrators
- ADP 461 Management Skills
- ADP 471 Planning and Politics
- COM 452 Basic Video Production
- COM 453 TV Practicum
- COM 463 Effective Organizational Communication
The master’s program is designed to prepare the student for a career as a business or government economist, and is sufficiently flexible that it may be used as preparation for Ph.D. studies. Emphasis is given to conveying the principles of economic theory and quantitative tools with application to real world problems.

ENTRANCE REQUIREMENTS

An undergraduate training in economics is not required. However, a student with no prior training in economics may find it necessary to complete courses in intermediate micro- and macroeconomics.

ADVISING

The M.A. candidate should select an adviser from among the program’s faculty members. The course of study is planned with the assistance and approval of the adviser, and the student’s plans for meeting the requirements of ECO 500A Master’s Project or ECO 500B Master’s Thesis require the approval of the adviser.

GRADING POLICY

An over-all B average in all courses in economics offered for the M.A. is required, with no more than eight hours of C which must be balanced by eight hours of A. Also required is an average of B or better in the two required courses selected from ECO 501, 502, or 503.
MASTER'S PROJECT OR THESIS

Each M.A. candidate with the assistance and approval of his or her adviser is required to develop a project or thesis (ECO 500A or 500B) and to defend it in an oral examination.

PROGRAM REQUIREMENTS

For the M.A. degree, 40 credit hours are required, consisting of courses from the following areas; 24 hours must be at the 500 level. Students should expect special assignments in 400-level courses.

Techniques of Economic Analysis

ECO 500A or 500B

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Economic History</td>
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<tr>
<td>US Economic History</td>
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<tr>
<td>History of Economic Thought</td>
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<tr>
<td>Economic Theory</td>
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<tr>
<td>Advanced Macroeconomics</td>
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<td>Advanced Microeconomics</td>
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<td>Advanced Institutional Economics</td>
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<tr>
<td>Quantitative Methods</td>
<td>4</td>
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<tr>
<td>Mathematical Economics</td>
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<td>Econometrics</td>
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<td>Math courses</td>
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<td>An area of specialization in one of the following:</td>
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<tr>
<td>Business Economics</td>
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<td>Economics of Government and Public Policy</td>
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<td>Economics of Monetary and Financial Institutions</td>
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<td>Economic Growth and Development</td>
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<td>Economic Theory and Quantitative Methods</td>
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<tr>
<td>Electives</td>
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<td>Public Affairs Colloquia</td>
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All 400- and 500-level economics courses may be used to satisfy degree requirements for the economics major except the following courses, which are primarily intended for undergraduates or students not majoring in economics: ECO 401, 402, 403, 404, 415.

ECONOMICS/Course Descriptions

THEORY

ECO 401 INTERMEDIATE MICROECONOMICS

Theory of prices and markets covering theory of demand and production; pricing under conditions of competition and monopoly; allocation and pricing of resources; partial and general equilibrium theory; and welfare economics. Offered fall and spring. Credit not applicable to M.A. in economics.

ECO 402 INTERMEDIATE MACROECONOMICS

Analysis of role of government, consumers, and business in determination of aggregate income, employment, and price level. Primary attention given to development of a model
of income determination, with discussion of the model's relation to classical economic
theory and its policy and social implication. Offered fall and spring. Credit not applicable
to M.A. degree in economics.

ECO 403 INSTITUTIONAL THEORY (4 Hrs.)
Analysis of impact of recent developments in philosophy, logic, anthropology, and other
social sciences on conventional economic theory. See LST 403. Credit not applicable to
M.A. degree in economics.

ECO 404 ECONOMICS FOR MANAGERS (4 Hrs.)
Basic principles of micro- and macroeconomic theory with emphasis on the price system.
Application of these principles to managerial problems. Intended for Management
Program students. Credit not applicable to M.A. degree in economics.

ECO 406 MATHEMATICAL ECONOMICS (4 Hrs.)
Organized along economic rather than mathematical lines, intended to equip the student
with ability to integrate mathematical techniques and economic analysis.

ECO 408 HISTORY OF ECONOMIC THOUGHT (4 Hrs.)
Study of creation and evolution of the body of knowledge and doctrine designated as
"economics." Particular attention to historical and social circumstances from which
various concepts evolved, and "theory" creation as an art.

ECO 409 RADICAL POLITICAL ECONOMICS (4 Hrs.)
Development of radical thought in Western civilizations from Socrates through Trotsky,
Stalin, and into the present. Orientation is toward identifying relationships between
theoretical ideas and pragmatic implementations.

ECO 411 THE ECONOMIC AND PHILOSOPHICAL THOUGHT OF
KARL MARX (4 Hrs.)
Analysis of the Marxian system, developing in detail the Marxian critique of capitalism.
Includes theories of value, surplus value and exploitation, reserve army of the unem­
ployed, and alienation; nature of crisis under capitalism. See SOA 418.

ECO 413 ECONOMETRICS (4 Hrs.)
Statistical techniques used to estimate economic relationships—e.g., demand, supply,
production, consumption functions, etc. An introductory statistics course is strongly
recommended.

ECO 415 ECONOMICS FOR ADMINISTRATION (4 Hrs.)
Study of essential micro- and macroeconomic concepts as they apply to administrative
decision. Principal theories and analysis of efficient resource allocation are related to
economic decisions of individuals, public and private organizations, and society. Pri­
marily for students who have had no prior college-level work in economics.

ECO 482 RESEARCH METHODS (2 Hrs.)
Training in research techniques in economics and in sound methodological practice
through involvement in research projects. Includes source identification, hypothesis
formulation, statistical analysis and presentation, and reporting results. Prerequisite:
Intermediate Economic Theory or equivalent.

ECO 500A MASTER'S PROJECT (4 Hrs.)
Research project individually designed to permit the student to demonstrate knowledge of
economic theory and ability in applied analysis. 500A or 500B required of M.A.
candidates.

ECO 500B MASTER'S THESIS (4 Hrs.)
Academic study of student-selected topic that utilizes economic theory and involves both
a survey of relevant literature and empirical analysis. ECO 500A or 500B required of
master's candidates.

ECO 501 ADVANCED MICROECONOMICS THEORY (4 Hrs.)
Optimization techniques as applied to demand, cost, and production theory. Other topics
include general equilibrium, market structures, capital theory, distribution theory, as well
as recent mathematical topics of game theory and input-output.
ECO 502 ADVANCED MACROECONOMICS (4 Hrs.)
In-depth study of theory and models of macroeconomics. Involves theory from the "classical model" through Keynesian ideas. Some knowledge of math helpful. Designed to follow Intermediate Macroeconomic Theory.

ECO 503 ADVANCED INSTITUTIONAL ECONOMICS (4 Hrs.)
Evolution, organization, and allocation functions of modern industrial economic concepts. Philosophical and theoretical interpretations of the economy in light of contemporary developments in philosophy and social science.

ECO 508 SEMINAR: HISTORY OF ECONOMIC THOUGHT (4 Hrs.)
In-depth study of particular schools of economic thought: i.e., physiocratic, mercantilist, classical, neo-classical, Marxist, etc. Students have considerable latitude in choosing area of concentration.

ECO 512 ADVANCED MONETARY AND FISCAL POLICY (4 Hrs.)
Consideration of principles of monetary and fiscal policy in depth, documentation of how policies have been enacted in postwar period, and critical examination of relative effectiveness of these policies. Prerequisites: ECO 402 and ECO 435.

ECO 533 BUSINESS AND ECONOMIC FORECASTING (2 Hrs.)
Methods of analyzing and forecasting business and economic conditions pertaining to an industry and individual firms. Demand and supply functions stressed. Prerequisites: ECO 401, ECO 402, and statistics or equivalents.

ECONOMIC HISTORY OF COMPARATIVE SYSTEMS

ECO 416 GROWTH OF THE AMERICAN ECONOMY (4 Hrs.)
Survey and interpretation of developments in the American economy since 1945 in light of changes in technology, political and social values, and international relations.

ECO 417 EUROPEAN ECONOMIC HISTORY (4 Hrs.)
Survey of major economic changes, 1000-1914. Feudalism, mercantilism, the era of industrialization.

ECO 418 US ECONOMIC HISTORY (4 Hrs.)
Survey of major sources of economic development from colonial era to World War II. Special attention to sectoral contributions: foreign trade, cotton and slavery, government, finance, transportation, and industry.

ECO 421 CAPITALISM AND SOCIALISM (4 Hrs.)
Overview of differences between various economic systems using the approach of analyzing systems of different countries. Emphasis on Soviet Union, China, Yugoslavia, France, Sweden, Japan, and Great Britain.

ECO 422 SOVIET ECONOMICS (4 Hrs.)
Comprehensive examination of Soviet economic planning since 1917. Emphasis on analyzing functional and dysfunctional aspects of planning, especially as they relate to ideological and pragmatic questions.

LABOR ECONOMICS

ECO 425 LABOR ECONOMICS (4 Hrs.)
Application of economic principles to problems of labor sections of the American economy. Includes employment, unemployment and manpower policies, wage determination and wage policy, development and organization of trade unions in private and public sectors, social legislation and policy for the labor market as these relate to contemporary social and economic problems. See LST 425.

ECO 426 MANPOWER ECONOMICS (4 Hrs.)
Functioning of the labor market with consideration of wages, mobility, labor supply, and unemployment. Analysis and evaluation of the role of government in labor allocation process, and projecting future tasks.
MONEY AND FINANCE

ECO 435  MONEY AND BANKING  (4 Hrs.)
Concentration on principles of banking, with commercial banks and Federal Reserve System as central topics, followed by Monetarist and Keynesian monetary theories and presentation of empirical evidence on effectiveness of monetary policy. Offered fall and spring.

ECO 437  SECURITIES MARKETS  (2 Hrs.)
Methods of security analysis for defensive and enterprising investors. Examination of financial statements, security markets, types of investment media, and investment practices. Economic function of saving and capital formation and its reflection in securities, security markets, and types of investors.

ECO 438  FUTURES  (2 Hrs.)
Economic functions of futures markets in general; analysis of speculation and its impact on price movements; followed by focus on actual workings of real-world futures markets, emphasizing specific exchanges, roles of trading firms, dealers, and speculators.

ECO 535  ADVANCED MONETARY ECONOMICS  (4 Hrs.)
Advanced course which explores professional literature. Topics include supply of money, demand for money, interest rates, and monetary policy.

INTERNATIONAL AND DEVELOPMENT ECONOMICS

ECO 445  ECONOMIC DEVELOPMENT  (4 Hrs.)
Introductory course presenting overview of principal problems of the Third World. Some major theories of causes of low income, various applications of economic analysis to specific policy issues, and social and political considerations. Limited number of country cases presented as illustration.

ECO 447  INTERNATIONAL TRADE  (4 Hrs.)
Establishment and examination of the free-trade model, followed by study of real-world impediments to theoretical model with particular emphasis on problems encountered by United States in the past decade. Course in intermediate microeconomic theory prior to enrollment recommended.

ECO 449  THE WORLD ECONOMY  (4 Hrs.)
Overview of world economy: trade, finance, exchange rates, monetary reserves, poverty, wealth, multinational corporations, and governments. Objective is understanding and assessing current performance and future prospects. Prior economic study not required.

PUBLIC ECONOMICS

ECO 455  STATE AND LOCAL FINANCE  (4 Hrs.)
Impact of recent changes in the federalism system: federal grant-in-aid programs, state and local government fiscal positions and priority problems, and revenue sharing. Emphasis on revenue sharing in historical context and current dimensions.

ECO 456  PUBLIC FINANCE  (4 Hrs.)
Analysis of meaning and economic significance of the government sector in a private enterprise economy. See ADP 456.

INDUSTRIAL ORGANIZATION AND PUBLIC POLICY

ECO 423  ECONOMIC GROWTH AND TECHNOLOGICAL CHANGE  (4 Hrs.)
Analysis of effects of technological change on American economy and society. Consideration of source of change, processes of evaluation, adoption and regulation; aggregative effects in the short and long run. Impact of changing social values upon the system. Offered in spring.

ECO 461  INDUSTRIAL ORGANIZATION  (4 Hrs.)
Structure, conduct, and performance of American industry. Historical evolution of American industry; alternative industrial systems; antitrust policies and their alternatives.
Technological change and its impact on both industrial performance and conventional economic theory.

ECO 462 GOVERNMENT AND BUSINESS (4 Hrs.)
Critical analytical review of federal policies and programs regulating activities of private business in light of political, legislative, and economic considerations.

ECO 467 POLICY ANALYSIS (4 Hrs.)
Survey course examining how policy questions in business and government can best be analyzed and presented to decision-makers. Covers knowledge and theories of decision-making directed toward the question: can better policy analysis lead to better decision-making? Each student presents a policy paper. No prior economics or mathematics required.

ECO 474 ENVIRONMENTAL ECONOMICS (4 Hrs.)
Acquaints the student with basic theoretical tools necessary to examine current environmental problems from economic standpoint. Covers externalities, cost assignment, and environmental problems associated with economic growth.

ECO 481 ECONOMICS OF WOMEN (4 Hrs.)
Examination of factors determining supply and demand for female labor, occupational concentration of women, unequal pay, credit discrimination, professional women, male-female income differentials, women and labor unions, historical evaluation of women’s work roles, and relevant sociological factors.

ECO 484 URBAN ECONOMICS (4 Hrs.)
Survey course examining various social and economic theories, describing urban environments and social behavior and directing policy development. Focus is on urban finance and urban design.

ECO 486 SOCIAL POLICY (4 Hrs.)
Survey course covering government health and welfare policy and programs with emphasis on cultural and political setting in which social policy is made. Includes historical review of health and welfare policies and examination of economic, sociological, administrative, and political factors that operate.

ECO 487 NATIONAL HEALTH POLICY (4 Hrs.)
Analytic and descriptive study of national health policy in America in terms of philosophy, history, politics, economics, sociology, and administration of health care. Emphasis on social policy setting in which health policy is made and complex workings of the system by which health care is provided. No prior study of economics required. See HSA 487.

ECO 488 HEALTH ECONOMICS (4 Hrs.)
Application of economic theory and analytical tools to problems of the health-care sector. Includes concepts and measures of health, determinants of health, cost of illness, concept of demand for medical care, welfare economics of physicians, dentists, drugs and hospital markets, financing health care, and other policy issues such as cost containment and national health insurance. See HSA 488.

ECO 520 ADVANCED READINGS (1-4 Hrs.)
Permits graduate research in selected topics in economics. May be repeated for indefinite number of credit hours, but a particular topic may not be repeated for credit.

ECO 561 ADVANCED SEMINAR IN INDUSTRIAL ORGANIZATION (4 Hrs.)
Detailed analysis of several industries and corporations with emphasis on data gathering and research techniques. Specific attention to development of multinational/ multinational corporations and their import on the nation’s state concept.

ECO 599 TUTORIAL IN ECONOMICS
Arranged by the student with instructor of his or her choice.

Courses offered by other programs may be included in a major in economics if approved by the program. Economics in Career Planning (available from the program secretary) lists acceptable courses. Other courses may be applied to fulfill program requirements on approval of the student’s Economics Program adviser.
Educational Administration

M.A.*
(40 Hrs.)

**PROGRAM FACULTY** — Stuart A. Anderson, Jack Coleman, Melvin Hall, Mark Heyman, Merrill Redemer.

**ADJUNCT FACULTY** — Ronald R. Booth, Eugene M. Daly, Mary Loken, James K. Nighswander, Earl D. Patton, Donald E. Sledge, David M. Smith, John G. Wargo.

*New majors are not currently being admitted to the program pending the establishment of an inter-university agreement on graduate study in educational administration. Information on alternative degree possibilities can be obtained from the office of the associate dean, Public Policy and Administration.

The Educational Administration Program is designed to meet the in-service and professional growth needs of Illinois educators. The curriculum provides an opportunity to obtain the Master of Arts degree with an emphasis on educational administration. The program also provides an opportunity to obtain the General Supervisory and the General Administrative certificates.

Because of the generic nature of most courses, the Educational Administration Program is appropriate for the classroom teacher, state department of education personnel, central administration staff, and school board members. A wide selection of courses is available to meet varying student needs and interests, while fulfilling the requirements for a degree and/or certification.

**ADVISING**

An educational administration student may select any faculty member as academic adviser. Assistance in selecting an adviser is available through the program.

**GRADING POLICY**

Students in educational administration may select a pass-fail or letter-grade option. A pass grade in an ADE course is considered B or above. A fail grade is given for work below B level. Acceptable letter grades in ADE courses are A and B.

**MASTER’S PROJECT**

All educational administration students are required to successfully complete the capstone course ADE 529 Case Studies in Educational
Administration, and submit an acceptable Graduation Report or approved Master’s Project.

Students interested in advanced graduate training may elect to do a formal thesis project. Credits earned in a thesis will be included in the 40-semester-hours requirement. Advance approval by the student’s faculty adviser is required.

PROGRAM REQUIREMENTS

The master’s degree requires completion of 40 semester hours, including a minimum of 28 semester hours of ADE courses. There are three required courses:

- ADE 505 Introduction to Research 4 hours
- ADE 509 Organizational Dynamics 4 hours
- ADE 529 Case Studies in Educational Administration 4 hours

Each student must also meet the university requirement of four semester hours of Public Affairs Colloquia as a part of the 40 hours.

EDUCATIONAL ADMINISTRATION/
Course Descriptions

ADE 409 OPEN EDUCATION IN ENGLAND AND THE UNITED STATES
Study of the British primary school, "the open classroom," and "informal education"—what they are and implications for schools and classrooms. Especially appropriate for teachers, administrators, would-be teachers, and parents.

ADE 500 THESIS
Credit awarded upon acceptance of thesis.

ADE 501 ORGANIZATION AND ADMINISTRATION OF PUBLIC SCHOOLS
Examines the organizational implications of our federal system, administrative arrangements necessary for local districts, and nature and range of pressures on the schools. Recommended to be taken early in student’s program.

ADE 502 SCHOOL FINANCE
Sources of school revenue, analysis of expenditure policies, intergovernmental relationships, introduction to economics of education, trends and issues, and other aspects of school finance.

ADE 503 SCHOOL LAW
Legal aspects of public education with emphasis on statutory law, Illinois School Code, and judicial rulings. Examination of rights and responsibilities of boards, administrators, teachers, and students.

ADE 504 POLITICS OF EDUCATION
Examines effects of politics on education at federal, state, county, and local levels. Political roles of superintendent, board, and special interest groups. Political activities of principals, teachers, and community groups; effects of court decisions and legislation.

ADE 505 INTRODUCTION TO RESEARCH
Survey of basic research methods in educational administration. Topics include basic statistics, hypothesis testing, design of experiments, and use of research tools available from other disciplines. Must be taken early in the student’s program.
ADE 506  EDUCATIONAL FACILITIES (4 Hrs.)
Examines phases of facilities planning: population study, educational goals, educational specifications, architect plans, contractor, financing, referendum, legal considerations and school board; involvement of community, faculty, students, and administrators; planning, site selection, additions, modernizations, and renovation; equipment and maintenance. Schools are visited.

ADE 507  NATURALISTIC INQUIRY (4 Hrs.)
Systematically investigates recent popularization of investigative frameworks which take a broad, holistic, qualitative view of a program or institution. Techniques include case study methods, participant observation, comparative analysis, event analysis, and ethological observation techniques.

ADE 508  SCHOOL/COMMUNITY RELATIONS (4 Hrs.)
Examines relationships of schools to communities and citizen involvement in educational issues; development of more effective ways for educators to deal with new role of the public; changes in school/community relations practices. Emphasis on effective communication processes.

ADE 509  ORGANIZATIONAL DYNAMICS (4 Hrs.)
Study of structure and function of an organization as a social system and of individual, group, and leadership processes and behavior within it. Not open to students who have previously received credit for ADG 431 and/or ADG 432.

ADE 511  CURRICULUM: THEORY, PRACTICE, AND DEVELOPMENT (4 Hrs.)
Nature of modern curriculum theories, practices, and development. Sources of knowledge utilized in formulation of elementary and secondary curriculum patterns that have emerged in American education. Approaches to curriculum study, revision, and evaluation.

ADE 512  SCHOOL BUSINESS MANAGEMENT (4 Hrs.)
Analysis of local school business management. Includes principles and practices of accounting, budgeting, debt service-insurance, investments, lunch programs, maintenance and operations, purchasing, transportation, and other general responsibilities of managing school business affairs.

ADE 513  EDUCATIONAL EVALUATION (4 Hrs.)
Theory, techniques, and application of evaluation as related to policy formulation and decision-making in an educational environment. Recommended that students complete ADE 505 prior to enrollment.

ADE 514  TEACHER NEGOTIATIONS (4 Hrs.)

ADE 519  THE PRINCIPALSHIP (4 Hrs.)
Examines competencies, role, and responsibilities of the building principal. Elementary, junior-high, and senior-high-school principalships studied. Current research, issues, and problems considered.

ADE 521  PERSONNEL MANAGEMENT (4 Hrs.)
Focuses on personnel function in educational administration. Hypotheses, concepts, and practices for resolving human problems in educational systems. Problems of manpower planning, compensation, collective negotiations, personnel information, and continuity of personnel services.

ADE 525  SUPERVISION OF INSTRUCTION (4 Hrs.)
Application of principles of supervision in the instructional setting. Includes current curricular and instructional practices, K-12. Specific goal is improvement of curricular and instructional practice through the supervisory role.

ADE 529  CASE STUDIES IN EDUCATIONAL ADMINISTRATION (4 Hrs.)
Integrative course utilizing case analysis of theoretical and applied aspects of educational administration. Student's particular area of interest will be recognized in required project. Spring and fall semesters. Prerequisites: successful completion of 16 hours of ADE courses plus ADE 505 and ADE 509, or approved equivalents. Must be taken in last portion of the student's program.
The following courses are accepted for the program major:

ADB 407 Statistical Techniques for Administration I
ADB 408 Statistical Techniques for Administration II
ADB 541 Organizational Dynamics
ADP 424 Dynamics of Public Organizations
ADP 425 Analytical Tools for Public Administrators
ADP 572 Planning as Education
HSA 401 Organizational Behavior and Interpersonal and Group Relationships
HSA 402 Organizational Theory and Administrative Process
HSA 407 Quantitative Analysis
PHI 436 Philosophy of Education

Environments and People

M.A.
(40 Hrs.)


ADJUNCT FACULTY — Paul R. Craig, John Wiedman, Wayne E. Tipsword.

The goal of the Environments and People Program is to increase the ability of our society to create an environmentally acceptable future. This future requires creative and imaginative ecological and resource planning. Therefore, the program focuses on understanding the origins of our environmental dilemmas, developing and evaluating short- and long-range solutions, and considering their consequences. The program believes it is necessary to have an aware citizenry and knowledgeable professionals trained in analyzing environmental problems and dealing with their complexities.

The principal emphasis of the M.A. degree in the Environments and People Program is on providing professional education in environmental analysis and planning. Ultimately, decisions affecting human and natural environments require a person with a sound academic background who can analyze an environmental problem by generating and presenting information in such a way as to improve the decision-making process.

In the M.A. program students are trained to order and to compare information, concepts, and ideas in comprehensive and meaningful systems—processes that involve both synthesis and analysis. Study is future-oriented; it keeps options open while searching for reasonable alternatives.

ENTRANCE REQUIREMENTS

Students with a bachelor’s degree may enter the Environments and
People Program. A minimum of 40 semester hours is required for the M.A. degree.

ADVISING

During the first semester of study each student will select a faculty adviser.

GRADING POLICY

A maximum of eight hours of C grades is applicable to a degree provided they are balanced by an equal number of A grades.

PROGRAM REQUIREMENTS

Environments and People Program Core

ENP 452 Environmental Natural Science 4 hours
ENP 453 Environmental Social Science 4 hours
Natural science or social science elective 4 hours
Environmental Information Seminar 0 hours

12 hours

Concentration Core

(See concentrations.)

12-16 hours

Electives

4-8 hours

Public Affairs Colloquia

4 hours

Problem-solving, practicum, internship, or thesis

4-10 hours

Total

40 hours

Each student will select one of the following concentrations.

*Environmental Administration.* This concentration prepares people to function effectively in agencies with environmental mandates and programs. It prepares students to judge their administrative decisions from multiple environmental perspectives, and provides training in organizational function and behavior and in administration theory applied to environmental problems.

*Environmental Economics.* Economic considerations play a large role in environmental decisions. The student who graduates with a concentration in Environmental Economics will be able to develop benefit/cost analyses, to determine possible long-range economic effects of proposed projects, and to articulate economic problems in environmental affairs.

*Environmental Land and Resource Planning.* This concentration involves environmental analysis and planning of land and other resources. Graduates will be able to respond with policy, planning, and action recommendations for the fulfillment of land and resource use goals.

The program also provides two additional areas of study. Students may specialize in Environmental Methodology, or they may want to tailor their Master of Arts degree in ways that best match their career objectives through the Individualized Environmental Study.
**Environmental Methodology.** A basic part of any decision in regard to the environment must be gathering data upon which to base a decision, the proper interpretation of that data, and its correct application using appropriate decision-making processes. This area of study is designed for the student who wishes to have an additional discipline base in systems analysis and operations research for data-gathering and decision-making in environmental affairs. Graduates will have a knowledge of general system theory, computer procedures, and appropriate environmental modeling systems.

**Individualized Environmental Study.** In this area, the student may maximize the opportunity for development of the series of courses that best fit his or her career objectives.

Detailed requirements in each of these concentrations or areas of study are available from any member of the Environments and People Program faculty.

**STUDENT'S EDUCATIONAL PLAN**

During the first semester of study, each student will be expected to submit an educational plan, which will include the student's initial planning for the graduate project—an internship, a problem-solving exercise, a practicum, or a thesis. The plan also includes the courses and other experiences by which the concentration will be explored and an account of how the chosen concentration is appropriate to the student’s background, aspirations, and needs. Each student's educational plan must be approved by the Environments and People Program in its initial phase. This plan is to be done by the end of the student’s first semester. The final phase is completed in the semester prior to graduation. Amendments to the plan may be made during the course of study with the consent of the adviser.

**Core Curriculum.** The Environments and People Program requires all degree candidates to take 12 credit hours of core courses: ENP 452 Environmental Natural Science, ENP 453 Environmental Social Science, and four hours of either a social science or a laboratory science as determined in consultation with the adviser in developing the educational plan. When a student has exceptionally strong preparation, either ENP 452 or ENP 453 may be waived in consultation with the student's adviser. The student is strongly urged to complete the core curriculum requirement early in the course of study.

**Communications and Library Skills.** In addition to the 40 hours, students will be expected to demonstrate competency in communication skills and library skills. Library skills competency is demonstrated by successful completion of the Environmental Information Seminar. Communication skills assessment will be a part of the core courses, ENP 452 and 453.
ENVIROMENTS AND PEOPLE/Course Descriptions

CORE COURSES

ENP 452 ENVIRONMENTAL NATURAL SCIENCE (4 Hrs.)
Knowledge of science is necessary to understand and solve environmental problems. Basic concepts of natural sciences—geology, physics, chemistry, biology, ecology—are studied to bring biological and physical world into perspective as integrated continuum of structures, processes, and functions. Required of E and P majors. Offered every Fall Semester.

ENP 453 ENVIRONMENTAL SOCIAL SCIENCE (4 Hrs.)
Knowledge of social science is necessary to understand and solve environmental problems. Basic concepts of social sciences—anthropology, economics, history, political science, sociology—are studied to bring social world into perspective as integration of structures, processes, and functions and to understand basic patterns and alternative patterns of relationship of human society to biological and physical world. Required of E and P majors. Offered every Spring Semester.

ENP 454 ENVIRONMENTAL INFORMATION SEMINAR (0 Hrs.)
Study of sources and organization of information, identifying major bibliographical tools within particular subject areas pertaining to the interdisciplinary study of environmental problems. Required of E and P majors.

ENVIRONMENTAL PLANNING

ENP 401 ENVIRONMENTAL PLANNING: LAND AND RESOURCE USE (4 Hrs.)
Introduction to land and resource use practices. Environmental analysis, formulation of land-use policies, environmental design, and influences of institutional constraints are considered. Development of land and resource use rights in the Midwest are examined. Offered every Fall Semester.

ENP 402 LAND-USE PLANNING: PRINCIPLES AND PRACTICES (4 Hrs.)
Examination of principles of land-use planning, with examples of successful and unsuccessful human and environmental accommodations. Includes aesthetic considerations in land-use planning and current federal, state, and local statutory law and impacts on land and resource use and allocation. Offered every Spring Semester.

ENP 403 REGIONAL PLANNING (4 Hrs.)
Introduction to regional planning. Examines basic elements for preparing regional plans, and processes for integrating basic data and forming development policies. Includes examples of regional plans and primary problems of planning for large regions.

ENP 404 TECHNIQUES OF ENVIRONMENTAL PLANNING: AERIAL PHOTOGRAPHS AND APPLICATIONS OF REMOTE SENSING (2 Hrs.)
Principles of remote sensing are reviewed. Stresses use of aerial photography and remote sensing as research tools in environmental planning.

ENP 405 TECHNIQUES OF ENVIRONMENTAL PLANNING: DATA ACQUISITION AND GRAPHIC PRESENTATION (2 Hrs.)
Methods for acquiring environmental information are examined. Graphic and cartographic techniques are learned and used for presenting environmental data.

ENP 406 IMPLEMENTATION OF ENVIRONMENTAL PLANNING (4 Hrs.)
Techniques and tools for managing environmental resources are considered. Examines wet lands, riverine resources, and other sensitive land areas; land reclamation, transfer of development rights, land conservation practices, the site plan, zoning rights, and other legal prerogatives. Environmental planning activities are viewed from perspective of both local and regional agencies.

ENP 407 WATER RESOURCE PLANNING (4 Hrs.)
Water needs and demands are examined with regard to distribution, quality, and ecosystem maintenance. Planning methodology and theory considered in both institutional and political contexts, and potential alternative futures are studied.
ENP 408 ENERGY PLANNING
(4 Hrs.)
Energy systems and alternative futures examined. Planning methodology and theory considered with regard to technological imperatives and policy potential in a context of general system theory.

ENVIRONMENTAL HISTORY

ENP 411 MIDWEST RURAL LIFE AND ITS EUROPEAN BACKGROUND
(4 Hrs.)
Examination of contributions of English, French, German, Norwegian, and other groups in shaping the Midwest, using methods and questions from social history, cultural geography, and folklife studies. Focuses on natural environments, material culture, and values. Offered in spring, odd years.

ENP 413 MIDWEST RURAL LIFE AND ITS AMERICAN REGIONAL BACKGROUND
(4 Hrs.)
Study of Midwest culture and folk and popular cultures which have contributed to it. Interdisciplinary approach used to understand relationships of such factors as natural environment, buildings, food, and farming practices with social patterns and values. Offered in fall.

ENP 415 WORKSHOP IN RURAL LIFE
(4 Hrs.)
Introduction to living history and rural life studies at Clayville. Students discover how to use museums, libraries, and contemporary landscapes as resources; learn select farm and household tasks and crafts; and assist in historic building reconstructions. Offered in summer.

ENP 417 ENVIRONMENTAL HISTORY, A PROBLEMS APPROACH
(4 Hrs.)
Examines basic environmental problems. Investigations into the past can provide a clearer perception of the present. Actions of other societies are compared to our present and future alternatives. Offered in spring, odd years.

ENVIRONMENTAL SOCIOLOGY

ENP 421 SOCIOLOGY OF NATURAL RESOURCES
(4 Hrs.)
Examination of social meanings, role, and impact of natural resources for human society and effect of the nature of human society on natural resources and ecosystems. See SOA 447.

ENP 422 THE POPULATION CONTROVERSY
(4 Hrs.)
Examination and analysis of major schools of thought on overpopulation and their implications for change. What is the nature of the problem? What are important factors? What interrelationships are there between population dynamics and other social concerns?

ENP 423 ISSUES IN POPULATION: POLICY AND ACTION
(4 Hrs.)
Study of what is involved for human populations to control their own growth. Considers "optimum" population, possible consequences of different social action for achieving population control, and new social issues arising from stable population or zero population growth.

ENP 424 HUMAN AND SOCIAL ECOLOGY
(4 Hrs.)
Processes and forms of man’s adaptation to and of the physical environment. Biological and sociological perspectives on land use and urban development. Applications to social policy and environmental planning. See SOA 446.

ENERGY AND RESOURCES

ENP 431 ENERGY AND THE ENVIRONMENT
(4 Hrs.)
Relates energy principles to environmental affairs. Energy is the ultimate resource; considerations of its uses must be the basis for environmental analysis and planning. Systems analysis used for analyzing environmental problems and planning practical applications of energy policy. Offered in spring, odd years.
ENP 432 ENVIRONMENTAL CONSERVATION
Consideration of the earth’s life support system relative to human needs. Energy, water, land, forest, soil, food, and mineral resources are examined. Evaluation of negative and positive impacts of mankind’s activities upon various systems which comprise the sphere of life. Offered in fall.

ENP 433 ENERGY SYSTEMS POLICY AND ADMINISTRATION
Examines energy systems in administrative and public policy context as these systems affect the natural and man-made environment. Offered in fall, odd years.

ENP 434 WATER RESOURCE POLICY AND ADMINISTRATION
Examines water resource policy and administration. Water needs; water hazards such as flooding, erosion, and drought; water in ecosystem maintenance; and the water/energy relationship are studied with regard to present and potential policy.

ENP 435 BIOLOGY OF WATER POLLUTION
Effects of pollution by organic wastes, industrial chemicals, and thermal discharges on river fauna and flora; waterborne diseases; detection and measurement of water pollution. Several Saturdays or a weekend field trip required. Offered in spring.

BIOECOLOGY

ENP 441 HEREDITY, EVOLUTION, AND SOCIETY
Evolution as a unifying principle of biology. Emphasis on application of mechanisms of heredity and evolution to societal and institutional problems. Assesses genetics aspects of agriculture, environmental hazards, population, biomedical engineering, and others. Offered in spring, even years.

ENP 442 ECOLOGY AND SOCIETY: IMPLICATIONS FOR PUBLIC INSTITUTIONS
Implications of man’s activities within the context of change. Change viewed as process in natural systems preventing over-specialization and simplification. Complexity and its survival value examined in contrast with man’s attempt to achieve stability through simplicity. Students may receive credit for either ENP 442 or ENP 443 but not for both.

ENP 443 ECOLOGY AND PEOPLE
Examination of principles of ecology and biological systems. Considers relationship between biological principles and environmental problems. Presents biological alternatives as problem solutions. Topics include diversity and stability, energy flow and analysis, meaning of species extinction, systems modeling. Offered in fall.

ENP 444 AGROECOSYSTEMS: AN ECOLOGICAL ANALYSIS
Seminar and research-oriented exploration of past, present, and future agricultural practices interpreted through application of current ecological concepts. Offered in spring, odd years. Prerequisite: ENP 443 or consent of instructor.

ENP 544 CONCEPTS OF ECOLOGY
Analysis of structure and function of ecological systems, includes principles of ecology and application of knowledge to major communities; habitat approach includes terrestrial and aquatic systems. Laboratory involves comparative study of two terrestrial communities. Readings in and study of original literature required. For E and P majors only.

ENP 545 BIOLOGY OF AQUATIC SYSTEMS
Examines microscopic and macroscopic aquatic communities, both plants and animals; includes ecology, functional morphology, and some taxonomy. Lab and field experience are integral parts of course. Readings in and study of original literature required. For E and P majors only.

ENVIRONMENTAL GEOGRAPHY AND AREA STUDIES

ENP 461 URBAN GEOGRAPHY
Considers urban land use, urban structure, and the plan of the city; and theories relative to function, growth, and quality of urban environments. Special attention given to problems and advantages of the middle-sized city.
### ENP 462 ENVIRONMENTAL PHYSICAL GEOGRAPHY (4 Hrs.)
Physical elements of the landscape examined with attention focused on climate and weather, water balance, landforms, soils, and vegetation. Interrelationships between various environmental elements and their influence on the changing natural landscape noted. Variety of environmental problems examined.

### ENP 463 ENVIRONMENTAL CLIMATOLOGY (4 Hrs.)
Focus on energy and moisture fluxes of the atmosphere. Processes of energy and water exchange which provide life and motion to the biosphere are discussed. Global and local climatic change receives special attention.

### ENP 464 NORTH AMERICA (4 Hrs.)
Cultural, economic, and physical patterns of North America examined. Evaluation of regional characteristics and problems constitutes a major course topic. Applications of regional planning techniques examined in selected locations.

### ENP 465 EUROPE: ITS GEOGRAPHY, PLANNING, AND RESOURCES (4 Hrs.)
Regional and urban development examined relative to the continent’s physical and cultural conditions. Attention given to physical geography and land and resource use practices will be carefully evaluated in selected countries.

### ENP 466 CULTURAL GEOGRAPHY (2 Hrs.)
Interactions between mankind and the natural landscape examined in variety of cultural environments. Cultural change viewed from the reference point of dissimilar technological environments. Emphasis on differences between developed and developing world.

### ENP 467 ECONOMIC GEOGRAPHY (2 Hrs.)
Geographic characteristics associated with development, transportation, and consumption of resources are examined. Location theory discussed from perspective of both production and consumption.

### ENP 468 ASIAN NATURAL RESOURCES AND ENVIRONMENT: THE POLICY CONTEXT (4 Hrs.)
Political systems of South Asia, East Asia, and Southeast Asia examined with regard to natural resource allocation and ecosystem maintenance. Potential alternative futures and long-range problems studied.

### ENVIRONMENTAL HUMANITIES

### ENP 470 MORNINGS AT CLAYVILLE (2 Hrs.)
Practicum in historical and environmental interpretation. Students take part in the program for fifth-graders and work with children as they engage in cooking, gardening, and other activities of the 1850s at Clayville Rural Life Center. Some written work expected. May be repeated for a maximum of 4 hours. Offered spring and fall.

### ENP 471 ENVIRONMENTAL EDUCATION (4 Hrs.)
Differentiation between symptoms and causes of environmental issues examined. Crucial environmental causes considered in light of issues, alternatives, and resolving goals in relation to the design of wholistic, organic futures. An interdisciplinary and process-oriented class.

### ENP 474 ENVIRONMENTAL PERCEPTION (4 Hrs.)
Study of perception of and responses to natural environments. Analysis of the eye and other senses as perceptual systems; landscape interpretations; concepts of aesthetics; and environmental metaphors, images, and symbols. Offered in fall.

### ENP 475 ADVANCED ENVIRONMENTAL PERCEPTION (4 Hrs.)
Practical application of principles and theories studied in ENP 474 to environmental design projects on the SSU campus and at other suitable locations in the region. Prerequisite: ENP 474.

### ENP 477 EXPRESSIONS OF AMERICAN NATURALISM: FROM COLONIAL DAYS TO WENDELL BERRY (4 Hrs.)
Study of historical and literary sources, with artistic representations, in chronological order, to uncover the growth and change of Americans’ attitudes toward their natural
ENVIRONMENTS AND PEOPLE

environment. Selections from Jefferson, Cooper, Audubon, Emerson, Thoreau, Whitman, Cather, Sandburg, Frost and others. Offered in spring, even years.

ENP 572 INTERPRETIVE WORKSHOP (4 Hrs.)
Practical experience in planning and developing interpretive programs in historic sites (Clayville), parks, nature centers, and museums. Goal is to learn how to deepen awareness of natural environment and cultural heritage through living history programs, tours, exhibits. Lecture and laboratory. Offered in fall.

ENVIRONMENTAL POLICY AND ACTION

ENP 481 DIGNITY AND THE WASTELAND: NATURE IN THE POLITICAL TRADITION (4 Hrs.)
Study of important political thinkers in order to clarify how environmental ethics bear on civic action. Is the good environmentalist a good citizen? Course conducted as a seminar. See POS 427. Offered in spring, even years.

ENP 482 ENVIRONMENTAL POLICIES: SOLID WASTE (2 Hrs.)

ENP 483 ENVIRONMENTAL POLICIES: NATIONAL ENVIRONMENTAL POLICY ACT (2 Hrs.)
Students receive in-depth training in Environmental Impact Statement process in NEPA. Case studies analyzed; EIS on new projects researched and written.

ENP 484 ENVIRONMENTAL POLICIES: AIR QUALITY (2 Hrs.)
Clean Air Act of 1977 and amendments studied for their effectiveness in improving air quality. Administrative procedures, standards, and regulations—together with case studies—are analyzed.

ENP 485 ENVIRONMENTAL POLICIES: WATER QUALITY (2 Hrs.)
Clean Water Act of 1977 and amendments studied for their effect on water quality. Administrative procedures, standards, and regulations—together with case studies—are analyzed.

ENP 486 ENVIRONMENTAL POLICIES: TOXIC SUBSTANCES (2 Hrs.)
New Toxic Substances Control Act analyzed in depth to gain clearer understanding of control of toxic substances in the environment.

ENP 487 CITIZEN ACTION IN ENVIRONMENTAL AFFAIRS (4 Hrs.)
All aspects of citizen participation considered: concepts, organization, processes, programs, staff, communication, funding, products, implementation, and continuing evolution. Focus on local and regional citizen involvement with state and national interfaces.

ENP 488 ENVIRONMENTAL LAW AND THE CITIZEN (4 Hrs.)
Examination of how citizens can participate in legal processes to work toward resolution of environmental issues, citizen's role in public hearings, litigation, class-action suits, appeals processes included in providing student knowledge of state and federal environmental law. Offered in fall.

ENP 489 ADMINISTRATIVE LAW (4 Hrs.)
Legal foundation of administrative powers and limitations; study of delegation of administrative power, administrative discretion, legislative and executive controls, and legal restraints; types of administrative action and enforcement, administrative remedies, and judicial review of administrative action. See ADP 417 and LES 422.

RESEARCH

ENP 500 GRADUATE RESEARCH (1-5 Hrs.)
Investigation of a specific interaction between people and their natural-physical environment. Student should see an Environments and People faculty member before enrolling. Research paper and/or program seminar required for credit. Maximum of 10 hours may be applied toward M.A. degree, 1 to 5 hours in any semester.
Gerontology

M.A.

(40 Hrs.)


**ADJUNCT FACULTY** — Richard Ham, Joseph M. Holtzman.

Gerontology concerns itself with the study of the processes of aging and their consequences. Gerontology approaches the study of aging from a variety of perspectives and through a number of related disciplines including biology, nursing, clinical medicine, history, philosophy, psychology, sociology, anthropology, and political science.

The goal of the graduate program is to foster the development of knowledgeable professionals to occupy newly emerging roles in the gerontologic service network.

Through a multidisciplinary core curriculum, the student is prepared to perform in a variety of settings which require an understanding of the problems and needs of older persons. Career interests may lie in public arenas such as social service, health care agencies, and education, or in private arenas such as retirement communities, nursing homes, and specialized business firms.

**ADMISSION TO THE PROGRAM**

The student must:

1. Gain admission to Sangamon State University.
2. Apply to the Gerontology Program for admission to the M.A. degree program.

Applications for admission to the program are reviewed by the Gerontology Program. Applicants will be expected to have a baccalaureate degree with basic course work in the natural and social sciences and/or experience in the health or human services field.

ADVISING

Each student selects an adviser from the Gerontology Program faculty; the adviser is responsible for counseling the student with regard to the options available for a wide range of academic and professional experiences.

GRADING POLICY

Students are expected to maintain an over-all grade average of B, with not more than one grade of C allowed in a gerontology core course.

PROGRAM REQUIREMENTS

The master's degree in gerontology is a 40-semester-hours program. Of the total, 28 hours are in required core courses, eight hours in gerontology electives, and four hours in Public Affairs Colloquia.

Course substitutions are possible based upon previous course work and/or extensive work experience.

Internships. The core courses include three Gerontology Internships, each of which is a four-hour course. The internships occur at community agencies and facilities which provide services for older persons and which have arranged with the Gerontology Program to serve as internship sites. Each term students enrolled in the internship courses consult with the faculty member serving as internship supervisor regarding placements that would be of maximum educational benefit in view of the students' interests and experience.

Master's Project. In addition to completion of the required course work, all gerontology students must complete a thesis written under the supervision of an adviser, to be defended during the required oral examination.

Course requirements for the M.A. are as follows:

Course Courses | Description | Hours
---|---|---
GER 402 | Perspectives on Aging | 4
GER 501 | Biology of Aging | 4
GER 502 | Psychology of Aging | 4
GER 585 | Gerontology Internship I | 4
GER 586 | Gerontology Internship II | 4
GER 587 | Gerontology Internship III | 4
GER 589 | Research Methods in Gerontology | 4

Total: 28 hours
CERTIFICATE PROGRAM

The Certificate Program is designed for persons with professional or personal interest in expanding their knowledge of the scientific and service aspects of gerontology. It is especially suitable for persons who do not wish to enroll in a formal graduate degree program. Requirements are the successful completion of 16 semester hours of course work in gerontology, including the Gerontology Colloquium.

GERONTOLOGY INSTITUTE

The Gerontology Institute takes place each spring in the form of three weekend sessions, each devoted to a particular problem or issue germane to the study of adult development and aging.

Prominent scholars and practitioners in the field of aging deliver formal talks and conduct small discussion groups. The institute is attended not only by students, but also by professionals from throughout the country. Two hours of academic credit may be received by enrolling in PAC 430, by attending all three institute sessions, and by completing specified academic requirements. PAC 430 is open to students throughout the university, and is strongly recommended for gerontology students.

GERONTOLOGY/Course Descriptions

GER 401  GERONTOLOGY COLLOQUIUM  (2 Hrs.)
Seminar on current issues in gerontology including discussions of research, governmental policy, and social services. Presentations by invited speakers and graduate students. Required of students participating in the gerontology minor and the Certificate Program.

GER 402  PERSPECTIVES ON AGING  (4 Hrs.)
Overview of disciplines related to the field of aging. Represented are perspectives of biology, psychology, and sociology. New horizons in gerontology in areas such as cellular biology, environmental design, and psychopathology are discussed. Radio/cassette course; four required campus meetings.

GER 410  WORKSHOP IN ORAL HISTORY  (2-4 Hrs.)
A research technique, not a body of historical data. Technique: oral history—tapes recording, transcribing, editing personal reminiscences. Projects added to the university’s Oral History Collection. May be repeated for an unlimited number of credit hours. Offered in fall. See HIS 410.

GER 411  SOCIOLOGY OF THE LIFESPAN  (4 Hrs.)
Review of theories and research in sociology and social gerontology pertaining to development throughout the life span. Issues such as social integration, age norms, socialization, and intergenerational relations discussed. Required of students participating in gerontology minor. See SOA 432.

GER 421  LIFE-SPAN EDUCATION  (4 Hrs.)
The increasing number of persons living into older age should prompt us to conceptualize education as a life-long endeavor. Issues discussed include second careers, delayed-start educational opportunities, retirement planning, education for leisure.
GER 423 WORK AND AGING (4 Hrs.)
Investigation of employment and income problems of Americans older than 45 within our rapidly changing technological society. Emphasis is on present and possible future socio-economic status of older workers; development of policy for improving well-being of older Americans. See LST 431.

GER 425 STUDYING THE EXPERIENCE OF AGING (2 Hrs.)
Explores the way day-to-day experience changes with increasing age. Concept of experience is reviewed and various theoretical and methodology approaches, including integration of literature and psychology, are discussed.

GER 451 POLICIES AND PROGRAMS FOR THE ELDERLY (4 Hrs.)
Review of local, state, and national policies with respect to allocation of monies and development of programs for older persons. Policies and programs analyzed in relation to current needs and projected future service requirements.

GER 452 PROGRAM MANAGEMENT AND ADMINISTRATION (4 Hrs.)
Examination of organizational structures and administrative procedures in programs for older persons, with emphasis on understanding practices which lead to high quality in service delivery.

GER 482 AGING AND THE SOCIAL SERVICES (4 Hrs.)
Examination of the process and condition of being aged and social services that operate to lessen problems of aging. Evaluation of services, attitudes, and policies that inhibit or promote delivery of those services. See CFC 482.

GER 501 BIOLOGY OF AGING (4 Hrs.)
Comparative view of biological changes associated with aging, with emphasis on humans and other mammals; theories of aging; genetic and environmental factors in longevity and aging; age-related changes in human organ systems (e.g., cardiovascular, nervous, respiratory, etc.); pathobiology of aging.

GER 502 PSYCHOLOGY OF AGING (4 Hrs.)
Provides foundation of knowledge in psychology of adult development and aging with emphasis on theories, methodologies, and research findings. Focuses on cognitive, personality, social psychological, and mental health aspects of aging.

GER 503 SOCIOLOGY OF AGING (4 Hrs.)
Investigation of social forces which shape the lives of older persons, including roles issues such as age norms and socialization to old age. See SOA 541.

GER 504 PHILOSOPHY OF AGING (4 Hrs.)
Examination of how ancient attitudes transmitted through myth, ritual, religion, and folklore have affected present-day concepts of aging and the older person. Analysis of concepts of aging as they appear in current literature and in ancient and modern philosophies.

GER 511 CROSS-CULTURAL STUDIES IN GERONTOLOGY (4 Hrs.)
Study of views of aging in various cultures, responses of persons in those cultures to their own aging, and kinds of support systems and services for older persons which exist in various societies.

GER 521 AGING AND THE FAMILY (4 Hrs.)
Examination of the changing family with special emphasis on the older family member. Emphasis on exploration of adult child - aged parent relationship, changes in family structure, demographic trends, and emerging role of adult women.

GER 522 SOCIOLOGY OF RETIREMENT (4 Hrs.)
Examination of major sociological and social policy issues relating to retirement, including mandatory versus flexible retirement policies, early retirement trend, and economics of aging.

GER 531 PATTERNS OF AGING (4 Hrs.)
Study of lives of older persons through use of oral history techniques. Development of skills in data collection and analysis, and use of the personal interview as a therapeutic measure.

GER 532 COUNSELING THE ADULT/AGED (4 Hrs.)
Focus on counseling techniques and related problem-solving strategies for helping adults,
including the older population in our society. Variety of solutions proposed to alleviate the multivariated problems troubling adults in our nation today. See HOC 532.

GER 533 FACING DEATH (4 Hrs.)
Death is everyone's reality. Particular individuals are on more intimate terms with death — the elderly, the terminally ill, and those who rely upon modern technology to sustain them. Focus is on ways of minimizing discomfort, loneliness, anxiety, and fears of patients facing death.

GER 551 PROGRAM IMPLEMENTATION AND EVALUATION (4 Hrs.)
Factors affecting the implementation of programs for older persons are discussed through a review of case studies. Principles of program evaluation are examined.

GER 569 BIOMEDICAL PROBLEMS IN AGING (4 Hrs.)
Introduction to the etiology and treatment of common medical problems of the aged such as dementia, atherosclerosis, and osteoporosis. Other topics include nutrition, exercise, and pharmacology of aging.

GER 571 BIOBEHAVIORAL ASPECTS OF AGING (4 Hrs.)
Study of behavioral effects of age-related changes in nervous and endocrine systems in areas such as cognitive processes, sleep patterns, and affective responses.

GER 572 LEGAL ADVOCACY FOR THE ELDERLY (4 Hrs.)
Study of laws and legal problems having greatest impact on the elderly; analysis of tools and techniques available to the advocate.

GER 585 GERONTOLOGY INTERNSHIP I (4 Hrs.)
Internship in a setting providing services for older persons. Experience is to be related to career interests of the student. May be taken concurrently with GER 586 and GER 587.

GER 586 GERONTOLOGY INTERNSHIP II (4 Hrs.)
Internship in a setting providing services for older persons. Experience is to be related to career interests of the student. May be taken concurrently with GER 585 and GER 587.

GER 587 GERONTOLOGY INTERNSHIP III (4 Hrs.)
Internship in a setting providing services for older persons. Experience is to be related to career interests of the student. May be taken concurrently with GER 585 and GER 586.

GER 589 RESEARCH METHODS IN GERONTOLOGY (4 Hrs.)
Provides basic information on statistics and research methods used in biological, psychological, and social aspects of gerontology in order to enable students to become knowledgeable consumers of research.

GER 590 THESIS (1-4 Hrs.)
Individual and small-group supervision of thesis preparation. Prerequisites: completion of all other program course requirements. During terms (excluding summer terms) when students are working on their theses and no other courses are being taken, students are required to take the 1 semester hour course GER 590 in order to maintain their enrollment in the program. Students must reregister for GER 590 in succeeding terms until their thesis has been approved, or up to a maximum of 4 terms.

Health Services Administration

M.A.
(48 Hrs.)

PROGRAM FACULTY — Ashim Basu, George A. Lindsley.

ADJUNCT FACULTY — Henry Allen, Charles Begley, Arthur Pittman, Donald Sniff.

The Health Services Administration Program is designed to prepare
students for direct entry into positions of managerial responsibility in health service organizations and also to broaden, update, and sharpen administrative knowledge and skills for persons already working in the health services field.

The health field in the United States today encompasses more organizations, spends more dollars, and employs more people than any other field of endeavor except the construction industry. With expenditures for health currently approaching 10 percent of our Gross National Product, new emphasis is being placed on the need for coordination and competent management of the resources required by the health system. It is on this need for skilled managers throughout our health system that the Health Services Administration Program at Sangamon State University is focused.

Competent and knowledgeable administrators are needed in public and private health service organizations such as hospitals, clinics, mental health facilities, and nursing homes; financing organizations such as insurance companies, prepayment organizations, Medicare and Medicaid financing agencies; planning organizations; governmental regulatory agencies; comprehensive health-care organizations such as health maintenance organizations; medical practice groups; voluntary associations as diverse as professional groups, trade associations, and fundraising organizations; and public health agencies.

ADVISING

Each student in the Health Services Administration Program should select an adviser early in the educational experience. The advising relationship involves frequent and full discussions of the student’s career goals, role expectations, and areas of needed competency development. At the master’s level the Prospectus of Study helps to facilitate the advising process.

Students who are employed full time are strongly urged to enroll in no more than eight semester hours of course work per semester.

Admission to study at the master’s level is governed by the availability of faculty and other resources in relation to student numbers. Therefore, the number of students admitted may be restricted from time to time.

GRADING POLICY

A grade of C will not be allowed in the required health services administration courses. In all other course work, students are expected to maintain an over-all grade average of B or better, with no more than one grade of C allowed.

ADMISSION REQUIREMENTS

Program admission is based upon: 1) admission to the university as a graduate-level student and 2) completion of an advising process consisting of evaluation of previous academic work and diagnosis of writing skills. For students accepted into the program, a formal Prospectus of Study
should be established prior to the first enrollment. Because of the time required to complete satisfactorily the pre-admission advising process, prospective students should contact the Health Services Administration Program well in advance of their intended date of registration. For students entering in the Fall Semester this would normally mean no later than the preceding April 15. For students entering in the Spring Semester, initial contact should normally be no later than the preceding Oct. 15.

Curricular entry requirements are composed of two program prerequisites: that entering students must have or attain an understanding of basic accounting principles, and of basic economic principles. Both of these requirements could be fulfilled by taking introductory courses in other programs at Sangamon State. The principles and terminology learned in these two areas are germane to many of the graduate HSA courses.

PROGRAM REQUIREMENTS

Required Courses. Graduate students in the HSA Program are required to take *HSA 401 Organizational Behavior and Interpersonal and Group Relationships, *HSA 402 Organizational Theory and Administrative Process, HSA 407 Quantitative Analysis, HSA 408 Health Research Analysis, HSA 515 Financial Management, HSA 545 Medical Sociology, HSA 551 Human Resources Management, HSA 557 Health Services Research and Program Evaluation, and HSA 579 Application of Administrative Concepts, for a total of 30 semester credit hours.

Other Requirements. The university requires that all graduate students take four hours of Public Affairs Colloquia in addition to the other requirements established by the program. The remaining hours in the 48-hours program must come from elective courses. Eight of these elective hours must be drawn from courses listed by the HSA Program, while six credit hours may be in courses listed by other programs.

Program requirements for the M.A. degree are distributed as follows.

<table>
<thead>
<tr>
<th>Required Health Services Administration courses</th>
<th>30 hours</th>
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<tbody>
<tr>
<td>*HSA 401 Organization Behavior and Interpersonal and Group Relationships</td>
<td>4 hours</td>
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<tr>
<td>*HSA 402 Organizational Theory and Administrative Process</td>
<td>4 hours</td>
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<tr>
<td>HSA 407 Quantitative Analysis</td>
<td>2 hours</td>
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<tr>
<td>HSA 408 Health Research Analysis</td>
<td>2 hours</td>
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<tr>
<td>HSA 515 Financial Management</td>
<td>4 hours</td>
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<td>HSA 545 Medical Sociology</td>
<td>4 hours</td>
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<tr>
<td>HSA 551 Human Resource Management</td>
<td>2 hours</td>
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<tr>
<td>HSA 557 Health Services Research and Program Evaluation</td>
<td>4 hours</td>
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<tr>
<td>HSA 579 Application of Administrative Concepts</td>
<td>4 hours</td>
</tr>
<tr>
<td>University requirement</td>
<td>4 hours</td>
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</tbody>
</table>
HEALTH SERVICES ADMINISTRATION

Public Affairs Colloquia (any of the PAC's) 4 hours
Electives (any 400- or 500-level courses) 14 hours
Eight hours from the HSA curriculum 8 hours
Six hours from any program 6 hours
Total 48 hours

*Those graduate students who have taken the equivalent of these two courses, HSA 401 and 402, will be required to substitute eight semester hours of advanced behavioral courses.

GRADUATION REQUIREMENTS—M.A.

Graduate students must satisfy university graduation requirements and, in addition, must complete a master's project by enrolling in HSA 579, and completing either a thesis, a project, or a residency. The option will be determined by the student in collaboration with the course instructor and adviser.

Students are urged to contact their advisers early in the semester of anticipated graduation so that these requirements can be met on a timely basis.

HEALTH SERVICES ADMINISTRATION/Course Descriptions

HSA 401 ORGANIZATIONAL BEHAVIOR AND INTERPERSONAL AND GROUP RELATIONSHIPS (4 Hrs.)
Focuses on understanding interpersonal relations and group dynamics as they affect managerial decision-making and organizational effectiveness within the health services organization. To provide students with a working understanding of forces which influence individual, interpersonal, and group behavior; to develop diagnostic skills in identifying causes of human problems in group and interpersonal work settings; and to develop judgmental skills in taking actions to improve the effectiveness and satisfaction of group and individuals. Particular attention given to understanding and managing primary work groups (such as departments) and interpersonal relationships (boss-subordinate relationships). Also deals with conflict resolution, dealing with ineffective performance, giving and receiving feedback, effective communication as well as more general topics of motivation and influence. Cases, films, exercises, reading, and conceptual notes used.

HSA 402 ORGANIZATIONAL THEORY AND ADMINISTRATIVE PROCESS (4 Hrs.)
Study of structure and function of health-care organization as socio-technical system and administrative process of planning, controlling, directing, staffing and coordination. Topics include: leading theories of organization, from classical to present day; decision-making; leadership; motivation; job satisfaction; authority; power; conflict; informal groups; organization design; and organizational change and development. Concludes with examination of possible future trends in the economy, society, and technology and the way these are likely to affect health-care organizations and medical profession.

HSA 407 QUANTITATIVE ANALYSIS (2 Hrs.)
Statistical and quantitative methods from perspective of administrative decision-making. Logical basis of modern quantitative techniques and their application to health services administration problems. See MSU 407.

HSA 408 HEALTH RESEARCH ANALYSIS (2 Hrs.)
Quantitative techniques as applied to the health field. Includes regression and correlation, analysis of variance, and introduction to operations research. See MSU 408.
HSA 415 MEDICAL TERMINOLOGY FOR HEALTH SERVICES MANAGERS (1 Hr.)
Study of professional vocabulary. Uses student-paced audio tape cassettes in conjunction with a workbook. Not open to students with previous professional training which included medical terminology. Offered fall and spring.

HSA 421 COMMUNITY HEALTH ORGANIZATIONS (4 Hrs.)
Examination of the multiplicity of community health organizations at national, state, and local levels in relation to health problems and needs; their organization and functions; their governance; and role of the consumer-citizen.

HSA 425 INTRODUCTION TO PUBLIC HEALTH ADMINISTRATION (4 Hrs.)
Definition of public health administration and consideration of community health needs and resources; analysis of role of health teams and of public health administration on national, state, and local levels; and functions of voluntary health agencies.

HSA 431 SOCIETAL PERSPECTIVES OF HEALTH (4 Hrs.)
Comprehensive view, with historical perspective, of health policies and programs of America since the 1940s: policies affecting physicians, consumer-patient, and hospital; policies of the 1950s and 1960s to assure access to health care; impact of spiraling health care costs; search for new policies.

HSA 432 THE UNITED STATES HEALTH “INDUSTRY” (4 Hrs.)
Examination of dynamics of the United States health services system. Students review various roles, policies, and issues in order to analyze and comprehend the systematic components and their interrelationships.

HSA 438 INDIVIDUAL STUDY PROJECT (4 Hrs.)
Serves as integrator for previous studies. Involves in-depth individual research and reporting on topics formulated by students in consultation with course instructor and/or project director. Selected topics covered in seminar form—e.g., policy formulation, interpersonal relations, and individual evaluation.

HSA 451 HEALTH PLANNING (4 Hrs.)
Introduction to history of health planning and an interpretation of its relevance to health services administration; overview of health planning theory, definitions, methodology, and sites; in-depth examination of current health planning structure, process, and products based on P.L. 93-641, National Health Planning and Resource Development Act of 1974, and its implementation.

HSA 452 HEALTH PLANNING IMPLEMENTATION (4 Hrs.)
Examines steps required to develop action programs to meet health needs identified by the health planning process: program identification and development, legislation and the legislative process, resource requirements and grantsmanship, project review and evaluation, and understanding the regulatory process.

HSA 453 LABOR MANAGEMENT RELATIONS IN HEALTH ORGANIZATIONS (4 Hrs.)
Examination of behavioral, economic, social, and institutional forces which affect quality of union-management relations and objectives in health organizations. Analysis of relationships at individual work-unit level as they influence negotiations, grievances, and administration of collective-bargaining agreements.

HSA 455 HEALTH INSURANCE (4 Hrs.)
Examination of insurance as a social and economic concept and application of insurance principles to meeting costs of health care. Considers public policy questions surrounding regulation and proposals for national health insurance.

HSA 458 HEALTH LAW (3 Hrs.)
Examination of historical and current legal status in physician and hospital liability; confidentiality of medical records; labor law in health organizations; medical ethics and the law; recent legal developments in utilization review, rate review, planning, and other legal-medical areas.

HSA 487 NATIONAL HEALTH POLICY (4 Hrs.)
Analytical and descriptive study of American national health policy; philosophy, history, economics, sociology, administration of health care. Emphasis on social setting in which
policy is made and the complex workings of the system for health-care provision. No prior study of economics required. See ECO 487.

HSA 488 HEALTH ECONOMICS (4 Hrs.)
Application of economic theory and analytical tools to problems of the health-care sector. Includes concepts and measure of health; determinants of health; cost of illness; concept of the demand for medical care; welfare economies of physician, dentist, drugs, and hospital markets; financing health care; and other policy issues such as cost containment and national health insurance. See ECO 488.

HSA 499 TUTORIAL IN HEALTH ADMINISTRATION (1-4 Hrs.)
Individual study directed by a faculty member. Tutorials are offered to meet special course work needs not otherwise available.

HSA 511 BEHAVIORAL RESEARCH IN ORGANIZATION (4 Hrs.)
Application of research in analysis of behavioral problems within organizations. Design and execution of a research project, analysis of data, and information of conclusions and recommendations based on empirical results of the study. Prerequisite: HSA 407 or equivalent.

HSA 515 FINANCIAL MANAGEMENT OF HEALTH-CARE INSTITUTIONS (4 Hrs.)
Examines internal and external financial environments of health-care institutions. Covers areas of working capital management, decision criteria for investment, and long- and short-term financing. Prerequisite: ACC 421 or equivalent.

HSA 525 PERSONAL HEALTH SERVICES ADMINISTRATION (4 Hrs.)
Examination of major patterns of organization for provision of personal health service in the private, voluntary sector. Studies role and relationships of trustees, medical staff, and administrator; manpower deployment, education, and credentials; cost containment; financing mechanisms; construction design; information systems.

HSA 545 MEDICAL SOCIOLOGY (4 Hrs.)
Medical sociological framework for analyzing and understanding the health status of American society; social structure and social value; special issues in health and medical care; various models of health; life-styles and impact on health.

HSA 547 QUALITY OF CARE IN HEALTH-CARE ORGANIZATIONS (4 Hrs.)
Examines levels of quality rendered in health-care organizations—public or private; emphasizes structure, process, and outcome of care; provides a basic framework for upgrading quality. Appropriate for top and middle managers, nurses, and various health professionals.

HSA 551 HUMAN RESOURCE MANAGEMENT (2 Hrs.)
Operational approach to managing people at work. Builds on concept of reconciliation and integration of worker—organizational interests through supportive situation-oriented leadership by both line and staff managers. Prerequisite: HSA 401 or equivalent.

HSA 556 DEVELOPMENT OF LEADERSHIP SKILLS (2 Hrs.)
Helps students work on development of leadership skills which they have determined they need for personal improvement and working relationships with others. Prerequisite: HSA 401 or equivalent.

HSA 557 HEALTH SERVICES RESEARCH AND PROGRAM EVALUATION (4 Hrs.)
Principles of formulating, collecting, analyzing, and interpreting information for management and administrative purposes in health care. Social science theory, research methods, and statistical techniques are applied to questions of program planning, monitoring, impact, and efficiency. Each student develops a research project in an area of special interest. Prerequisite: HSA 407.

HSA 560 ORGANIZATIONAL DYNAMICS AND ADMINISTRATION IN HEALTH AND MENTAL HEALTH SETTINGS: TOPICS AND ISSUES (2 or 4 Hrs.)
Advanced study of topics and issues involved in organizational and managerial aspects of providing health and mental health services. Prerequisite: HSA 401, HSA 561 or
equivalent. May be repeated without limit but particular topic may not be repeated for credit.

HSA 561 ORGANIZATIONAL DYNAMICS AND ADMINISTRATION IN MENTAL HEALTH SETTINGS (4 Hrs.)
Examines structure and functioning of mental health organizations as socio-technical systems, and individual and small-group processes and behavior within them, with special emphasis on the clinician-executive role. See HDC 561.

HSA 564 TRAINING AND DEVELOPMENT IN HEALTH AND MENTAL HEALTH ORGANIZATIONS (4 Hrs.)
Concepts and processes involved in planning, conducting, and evaluating training and development activities for all personnel of health and mental health organizations. Prerequisites: HSA 407, and HSA 401 or HSA 561, or equivalents.

HSA 565 ORGANIZATIONAL CHANGE AND DEVELOPMENT IN HEALTH AND MENTAL HEALTH SETTINGS (4 Hrs.)
Strategies and methods for conducting and evaluating organizational change and development programs. Prerequisites: HSA 407, and HSA 401 or HSA 561, or equivalents.

HSA 579 APPLICATION OF ADMINISTRATIVE CONCEPTS (4 Hrs.)
Serves as capstone for graduate students in the HSA Program. Students must complete one of three course options: a thesis, a project, or a residency. Students are encouraged to consult with their advisers to establish the best course option for them to pursue.

History

M.A.
(40 Hrs.)


ADJUNCT FACULTY — Daniel Holt, William Feipel, John Squibb.

The Master of Arts program in history at Sangamon State University is addressed to the student who at present works in or plans in the future to work professionally with history. Many M.A. candidates in history are classroom teachers strengthening their teaching qualifications through their own learning. Others are interested in becoming teachers, in writing history, in interpreting history for the public through museums and living historical sites, or in working with the preservation of historical materials through archives and libraries. Still others seek the intellectual challenge of studying history.

Preparation for the M.A. degree emphasizes comparative historical analysis of key themes in America and other national cultures. There is also stress on the development of skills in historical methodology. A final assessment requires the student to select a major theme or themes in the history of the United States and of one other national culture to analyze comparatively for a time period of approximately one century. The student will work out the proposed comparison with his or her adviser and present
it to the student’s committee for approval. Where the student’s degree objectives would be best served by an assessment of a theme or themes between two national cultures, not including the United States, an exception may be granted by the student’s committee. Students choosing such a focus will draw on cross-cultural thematic courses, but will also need to work out tutorials with the faculty members most qualified to guide their study in that culture or cultures.

MASTER’S PROJECT

The master’s research essay requirement encourages the student to utilize the rich primary and secondary sources available in the several public library collections in the Springfield area (SSU Library, Illinois State Historical Library, Illinois State Library, Illinois State Archives, Lincoln Library) as well as the resources from other colleges and universities through interlibrary loan. Students interested in careers related to museums and historic sites may develop a focus in which to learn museum methodology and historic research interpretation skills. Certain courses utilize the resources of the Clayville Rural Life Center and the Illinois State Museum as practical learning laboratories. The Clayville center is a small open-air university museum located 20 miles from Sangamon State. Through its interpretation and school programs, its continuing education workshops, and site development program, it offers museum work experience. Those choosing this focus will develop an applied museum project in place of the master’s research essay employing the requisite research, curatorial, interpretative, and administrative skills.

ENTRANCE REQUIREMENTS AND ADVISING

Admission to the master’s program in history will be granted anyone with a baccalaureate degree. Matriculation to official M.A. degree candidacy will come only after successful completion of History 541 The Graduate History Colloquium. In the colloquium, students will be helped to develop and demonstrate skills in historical research and to identify a topic for their master’s research essay or related project. The student’s M.A. degree plan should be sufficiently developed at the completion of the colloquium to permit selection of the student’s committee: the student’s faculty adviser; one or two other faculty members; and, optionally, one or two other students. The committee will approve the M.A. degree plan, the research essay, and the final assessment topic, and will conduct and certify the competencies demonstrated in the final assessment.

M.A. COMPETENCIES

The history M.A. student, upon completing his or her plan of study, will be able to:

1. Locate, organize, and analyze primary and secondary historical source materials.
2. Demonstrate the techniques of historical research through a re-
search essay or an appropriate special project utilizing research skills.

3. Demonstrate an understanding of cultures through a comparative analysis of a major theme or themes in the historical development of the United States and of one other national culture.

GRADING POLICY

No C grades are allowed in courses that count toward the major, but the student may petition his or her graduate committee for exceptions to this policy.

GRADUATION REQUIREMENTS

1. Completion of 40 hours of graduate credit, including four hours of Public Affairs Colloquia credit; 28 hours must be in history or involve closely related experiences in other programs directly applicable to the student's approved plan.

2. Completion of HIS 541 The Graduate History Colloquium, which meets the university's communication skills requirement.

3. A final assessment comparing a major theme or themes of two national cultures, which meets the university's problem-solving requirement.

4. A research essay or, for the student with an interest in museum and historic sites work, a special project.

5. Successful completion of the required United States and Illinois constitution test if not previously done at the collegiate level.

Guidelines for the assessment and the research essay are available from the History Program Office, Brookens 481; 786-6778.

HISTORY/Course Descriptions

**HIS 402 ILLINOIS HISTORY**
(4 Hrs.)
Analysis of the people, economy, government, and culture of Illinois from statehood to the present, to help students understand the national experience through the viewpoint of this pivotal Midwestern state.

**HIS 404 THE AMERICAN MIDWEST: A CULTURAL AND HISTORICAL VIEW**
(4 Hrs.)
Multidisciplinary examination of country and city life in middle America: how historians, sociologists, novelists, artists, and others have viewed the Midwestern experience and culture.

**HIS 405 TRACING YOUR ROOTS: FAMILY HISTORY AS SOCIAL HISTORY**
(4 Hrs.)
Developing research techniques into family history, including use of archival and library resources in Springfield; students search for their family roots and write an essay placing their family in an historical context. Readings include Alex Haley's *Roots*.

**HIS 407 MUSEUM AND SOCIETY**
(4 Hrs.)
Examines ways museums have been used throughout time and the functions they serve today. Consideration of indoor and outdoor history, art, folklife, and science museums. Focuses on their use as learning resources with analysis of problems in communicating realities.
HIS 409 RURAL HISTORIC PRESERVATION (4 Hrs.)
Field work and research practicum connected with re-creation of the Clayville rural community. Depending upon what is under way at any given time, course offers experience in a combination of library/archival research, oral interviewing, archeological excavation, architectural surveying, building/sites restoration.

HIS 410 WORKSHOP IN ORAL HISTORY (4 Hrs.)
A research technique, not a body of historical data. Technique: oral history—tape recording, transcribing, editing personal reminiscences. Students learn about oral history; perform activities involved from tape to type. Projects added to the university's Oral History Collection. Students may enroll more than once. See GER 410.

HIS 420 HISTORY OF SPRINGFIELD (4 Hrs.)
Students select topics in local history, conduct necessary research in secondary and primary sources, submit a first draft for class criticism, and write a final draft at the end of the term. Periodic class discussions focus on persistent themes in Springfield history. Course may be repeated for a maximum of 8 hours.

HIS 421 THE MELTING POT RECONSIDERED (4 Hrs.)
The experience of minorities in American history, including European immigrants, Afro-Americans, Asian-Americans, Spanish-speaking Americans, and Native Americans: their origins, opportunities, and cultural distinctiveness in contrast to the American majority.

HIS 427 AMERICAN WORKER IN THE TWENTIETH CENTURY (4 Hrs.)
Historical analysis of the changing views and nature of work; cause and effect of workers' organizations; and culture of workers through use of songs and novels of and about ordinary people. See LST 427.

HIS 429 THE AMERICAN LEFT: IDEOLOGY AND POLITICS (4 Hrs.)
Examination of ideologies and politics of some major leftist parties, organizations, individuals since the late 19th century, including the Socialist movement in the 20th century; conflicts within the left; split between organized labor and the left; class consciousness in US.

HIS 430 HISTORIC CRAFTS WORKSHOPS (2 Hrs.)
Instruction in 19th-century crafts and household activities at Clayville (40 hours minimum) with 16 hours of guided research classes to ensure historical accuracy. Especially for teachers, historic-site interpreters, and craftspeople. Written work required. May be repeated for a maximum of 4 hours.

HIS 431 NEW INTERPRETATIONS IN AMERICAN HISTORY (4 Hrs.)
Examination of contrasting interpretations of American history, from mainstream orthodoxy to Marxism. Emphasis is on the period since late 19th century, treating such subjects as: imperialism, progressive movement, New Deal, racism, women's movement, foreign policy.

HIS 432 COLONIAL AMERICA AND EARLY UNITED STATES TO 1815 (4 Hrs.)
History of major developments in America during the period 1620 to 1815, including topics in social, intellectual, economic, and political history.

HIS 433 UNITED STATES, 1815 TO 1877 (4 Hrs.)
History of the United States from westward expansion to Civil War and Reconstruction. Emphasis on manifest destiny and the Indians; slavery and sectionalism; abolitionism and women's rights; and careers of Jackson, Stephen Douglas, Frederick Douglass, Elizabeth Cady Stanton, Lincoln, Johnson, and Grant.

HIS 434 CONTEMPORARY PERSPECTIVES ON ABRAHAM LINCOLN (Radio/Cassette Course) (4 Hrs.)
Fourteen Lincoln scholars discuss themes in American history addressed by Lincoln and his contemporaries: questions of social mobility and civil rights, of national unity and state's rights, of war and peace, and the role of law. Course utilizes surviving Lincoln sites in and around Springfield as concrete objects of interpretation. Five Saturday sessions. Offered as a self-paced module when not scheduled as a regular course.

HIS 436 UNITED STATES, 1877 TO 1929 (4 Hrs.)
America's emergence to a position of united nationhood, industrial might, urban culture,
world responsibility. Topics include the industrial revolution, the 1890s, progressivism, World War I, the 1920s; with interpretive readings and various exercises in politics, diplomacy, economics, society, thought, and literature.

HIS 437 UNITED STATES, 1929 TO THE PRESENT (4 Hrs.)
Examination of domestic problems from 1929 to the present from perspective of their own time and how they affect today's world, the depression as economic-social-cultural watershed; domestic consequences of the Cold War; protest movements of the 1960s.

HIS 439 AMERICAN FOREIGN POLICY IN THE TWENTIETH CENTURY (4 Hrs.)
Study of how, why, toward what end the US has grown from a minor power in 1898 to the world's most powerful nation in the 1970s. Major themes: isolationism, collective security, internationalism, imperialism. Includes: World Wars I and II, the Cold War, Vietnam. Offered as a self-paced module when not scheduled as a regular course.

HIS 443 LAW ENFORCEMENT AND SOCIAL ORDER IN HISTORICAL PERSPECTIVE (4 Hrs.)
Historical perspective on conceptions of law enforcement, crime, deviance, and justice in various cultures. Examination of role of law enforcement agencies in modern industrial societies with emphasis on American examples.

HIS 445 PERSPECTIVES ON NAZI GERMANY (4 Hrs.)
Multiple perspectives on the mass irrationality and peculiar distortion of German culture by the Nazis. Approaches the Nazi period (1933-1945) from social, intellectual, and psychological points of view.

HIS 447 DEMOCRACY IN CRISIS: FRANCE SINCE 1870 (4 Hrs.)
Examination of the struggle by "the mother of democratic revolutions" to maintain democracy during a period of violent upheavals: the Commune, Boulangerism, the Dreyfuss Affair, fascism, world wars, and wars of colonial liberation.

HIS 451 ROOTS OF CONTEMPORARY HISTORY (4 Hrs.)
Introduction to the History Program, exploring significant themes in contemporary history, defined and traced to their emergence in the past. Readings include important monographs on specific topics and the Sunday New York Times. For B.A. majors, required; for M.A. majors, encouraged. Offered fall, day; spring, night.

HIS 452 HISTORY OF AMERICAN LAW (4 Hrs.)
Historical examination of the profession, practice, and constitutional development of law in the United States. Topics include the common law legacy; substantive and procedural aspects of legal history; jurisprudence; the American lawyer; and interaction of law with American society, thought, and politics. See LES 452.

HIS 453 INTRODUCTION TO PSYCHOHISTORY (4 Hrs.)
Treats diverse ways that psychology is currently being used to understand history, including study of individuals; the family (and childhood); and the meaning of political, social, cultural change.

HIS 454 THE HISTORY OF THE FAMILY (4 Hrs.)
Investigates the modern family in comparative and historical perspectives. Selected themes—changing patterns of sexuality, high rate of divorce, shifting kinship relationships—are explored historically to understand their importance in the present. See CFC 454.

HIS 456 PERSONALITIES OF REVOLUTION: MARTIN LUTHER TO MALCOLM X (4 Hrs.)
Exploration of selected historical personalities who dominated or are identified with major revolutionary events—including Luther, Robespierre, Marx, Lenin, Gandhi, Mao, and Malcolm X—to understand the nature of revolution and revolutionaries.

HIS 457 WOMEN'S HISTORY: ALTERNATIVE PERSPECTIVES ON THE PAST (4 Hrs.)
Exploration of women's history in England, Russia, China, Vietnam, and US with survey of areas in which conventional historical insights and methods need reinterpretation.

HIS 459 EXPERIMENTAL COMMUNITIES IN THE MIDWEST (4 Hrs.)
History, theory, practice of intentional communities with emphasis on Midwestern
examples—e.g., New Harmony, Amana, Bishop Hill, and Nauvoo—with field trips to some sites. Includes a survey of utopian communes and experimental group marriage and drug cults.

**HIS 461 BETWEEN TWO WORLDS: SOCIAL CHANGE IN ENGLAND, 1890-1930** (4 Hrs.)
Social change in England, the United Kingdom, and industrialized countries of Europe from British point of view. Primary sources are materials from the period studied, a time of profound change from “modern” industrial society to the “post-industrial” contemporary world.

**HIS 464 AGE OF BOURGEOIS DEMOCRATIC REVOLUTIONS** (4 Hrs.)
Study of political/industrial revolutions in Western European world, including the Americas, from 1770-1870. Focuses on ascendency of middle-class/bourgeoisie through representative political structures and capitalist economic institutions as seen on comparative basis in such countries as United States, France, Britain, Germany.

**HIS 466 IMPERIALISM** (4 Hrs.)
Emergence and growth of Western European, American colonialism and imperialism. Emphasis on 19th and 20th centuries, including theories of imperialism advanced by Lenin, Hobson, others; assessing the impact of classical and contemporary imperialism on the third world; analyzing its manifestations today.

**HIS 475 WOMEN’S REVOLUTION IN CHINA** (4 Hrs.)
Examination of past and present roles and status of women in urban and rural society. Covers changes in expectations and reality as traditional Chinese social, economic practices were revolutionized by impact of the West and by political forces emerging within an often turbulent history. Offered as a self-paced module when not scheduled as a regular course.

**HIS 476 JAPAN’S CHALLENGE TO THE WEST** (4 Hrs.)
Focus on the changing nature of the Japanese state during the Tokugawa period, the Meiji Restoration, the country’s development as an imperial power prior to World War II, and Japan’s resurgence as a world power in the post-war period.

**HIS 477 LONG REVOLUTION IN CHINA AND VIETNAM** (4 Hrs.)
Comparison and contrast of two societies confronting Western power and developing revolutionary nationalism, including impact and legacy of feudalism, colonialism, patriarchy, and military struggle from 1898 to the present. Readings in conservative nationalism, radical socialism, conservative/radical feminism, and various varieties of communism.

**HIS 479 CONTEMPORARY CHINA** (4 Hrs.)
Selected topics exploring Chinese political and social attitudes and institutions with particular emphasis on China’s changing economy and trade relations with the West.

**HIS 485 HISTORY OF CHILDREN’S LITERATURE** (4 Hrs.)
Study of books children appreciated before there was a “children’s literature” and since, as well as books written with children in mind. Encompasses both literature and a social history of children and the family. See LIT 485, CFC 485.

**HIS 499 RESEARCH AND READINGS IN HISTORY** (2-8 Hrs.)
Undergraduate directed study. Topics vary. May be reading course or research seminar. Students should contact History Program faculty to arrange courses. Arranged with an individual faculty member and taught as a tutorial.

**HIS 500 WORKSHOP FOR TEACHERS: SPECIAL TOPICS IN HISTORY** (4 Hrs.)
Designed primarily for elementary and secondary school teachers. Emphasis on adapting the course subject matter to school curriculum. Topics vary. May be repeated for an unlimited number of credit hours.

**HIS 502 WORLD HISTORY: WORKSHOP FOR TEACHERS** (4 Hrs.)
Selected topics in world history, exploring thematic linkages, for social studies teachers interested in developing a world historical perspective spanning the ancient and contemporary worlds. Encourages shared development of curricular resources and teaching strategies.
HIS 511 MUSEUM METHODS (4 Hrs.)
Introduction to collection development and conservation, historic structure preservation, exhibit preparation, artifact research and registration, interpretive and educational programming and administration. Includes actual work in museums in the Springfield area.

HIS 522 RURAL LIFE SEMINAR (4 Hrs.)
Research directed toward re-creation of typical farms and a rural community of mid-19th century. Information and analysis produced will be used in planning and development of the Clayville Rural Life Center.

HIS 541 THE GRADUATE HISTORY COLLOQUIUM (4 Hrs.)
Introduction to the graduate program, assisting students in diagnosing skills, designing a degree plan, learning research methods, utilizing various bibliographical resources, examining professional conflicts among historians. Research project. Successful completion constitutes matriculation into graduate program, satisfies communication skills requirement. Offered in fall, night; spring, day.

HIS 580 HISTORICAL RESEARCH (4-8 Hrs.)
Historical research for the required master’s research essay. May be repeated for a maximum of 8 hours of credit.

HIS 590 MUSEUM PRACTICUM (4-8 Hrs.)
Supervised applied study in a museum or historic site. May be used to develop project in place of the master’s research essay to meet history M.A. requirements. Up to 8 hours of history credit; unlimited number of credit hours toward elective requirements.

HIS 599 INDEPENDENT STUDY: SPECIAL TOPICS IN HISTORY (2-8 Hrs.)
Independent and directed readings on an individualized topic for graduate students in history. Students should arrange with appropriate faculty member.

The following courses may be taken on an independent study/self-paced basis if listed in the published schedule of classes. Students should obtain permission of the instructor and arrange mutually satisfactory meeting times.

HIS 423 WORLD OF W.E.B. DUBOIS (2-4 Hrs.)
Study of a black American in the era of white supremacy. DuBois surveyed the world with a unique vision. Study of his life and work offers some understanding of the color line which he regarded as the major problem of the 20th century world.

HIS 434 CONTEMPORARY PERSPECTIVES ON ABRAHAM LINCOLN (4 Hrs.)
See previous course description.

HIS 439 AMERICAN FOREIGN POLICY IN THE TWENTIETH CENTURY (2-4 Hrs.)
See previous course description.

HIS 455 FEMINIST HISTORY: THE US THEN AND NOW (2-4 Hrs.)
Deals with issues and themes (production, reproduction, socialization, and women’s movements) from colonial times to the present. Self-paced course which emphasizes thinking skills and writing interwoven with content. Can be used with comparable course on women in China to pursue particular themes.

HIS 463 EUROPE IN THE TWENTIETH CENTURY (2-4 Hrs.)
Comparative rather than national history; effects of modernization, national education systems, and consumer societies on lives of ordinary people; development of new forms of protest, emergence of secularism and rationalism in popular culture, lifestyles, value systems, and aspirations.

HIS 469 WESTERN IMPERIALISM IN CHINA (2-4 Hrs.)
Focus on developing abilities to analyze major definitions of imperialism—particularly those of Lenin, Hobson, Schumpeter, Arendt—together with related issues of definition and problems of levels of generalization; ability to discuss the relevance of these interpretations to analysis of imperialism in 19th and 20th century China.

HIS 475 WOMEN’S REVOLUTION IN CHINA (2-4 Hrs.)
See previous course description.
The following courses have been approved for the program major. The student may petition for credit for courses not listed.

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<th>Course Code</th>
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<tr>
<td>BIO 481</td>
<td>Plants and Civilization</td>
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<td>ECO 408</td>
<td>History of Economic Thought</td>
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<td>ECO 417</td>
<td>European Economic History</td>
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<td>ECO 418</td>
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<td>ENP 411</td>
<td>Midwest Rural Life and Its European Background</td>
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<td>ENP 413</td>
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<td>ENP 417</td>
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<td>ENP 470</td>
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<td>ENP 572</td>
<td>Interpretive Workshop</td>
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<td>PHI 437</td>
<td>Myth, Reality, and History</td>
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<td>POS 406</td>
<td>The American Presidency</td>
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<td>POS 431</td>
<td>Justice in Western Political Thought: Classical</td>
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<td>POS 432</td>
<td>Justice in Western Political Thought: Modern</td>
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Human Development Counseling

M.A. (50 Hrs.)

PROGRAM FACULTY — Marilou Burnett, Robert Crowley, Gerald Curl, Barbara H. Eibl, Judith Ettinger, James Lanier, Frank Little, James Pancrazio, Robert Zeller.

ADJUNCT FACULTY — Glen Davidson, Ugo Formigoni, Eugenia Hamilton, Mary Loken, Louis Nau, Billy Rogers, Sr. Gerard Schweider.

The basic educational goal of the Human Development Counseling Program centers around the identification and academic development of students who hold promise of enriching the lives of others through helping relationships or counseling. The attainment of that goal involves the specification not only of a body of knowledge related to the helping professions that students should acquire, but also of those competencies they need in order to apply that information effectively.

Graduates of the program will be able to provide counseling and consulting services at a professional level in a wide range of environments. Career options for graduates include counseling in mental health, correctional, educational, social welfare, rehabilitative, and human relations agencies or institutions. Opportunities for employment within each category vary; and prospective students should consult about career opportunities with the HDC faculty responsible for an area of study, prior to electing it. At the present time, the program offers to qualified candidates a career pathway leading to elementary or secondary school counselor certification.
which has the approval of the Illinois State Board of Education. A certified teacher who wishes to pursue this course of study should contact his or her adviser as soon as possible after acceptance into the program.

The program offers the following areas of study.

1. Life-span counseling with emphasis on facilitating counseling services for significant age groups and minorities.
2. Educational processes with emphasis on providing educators and/or pupil-personnel workers with human relations skills.
3. Rehabilitation counseling with emphasis on developing skills and understanding sufficient to deal with clients requiring special services. The HDC Program has been recognized as a candidate for accreditation through the Council on Rehabilitation Education since July, 1979.

ENTRANCE REQUIREMENTS

Graduate students admitted to the university should request admission to degree candidacy through the Human Development Counseling Program. Applications are available at the HDC Program office. Candidates must possess, prior to application, evidence of having successfully completed entry-level course work or the equivalent in the areas of abnormal, developmental, and social psychology. Courses which appear on a valid transcript from an accredited institution of higher education can serve as evidence for meeting the prerequisites. These courses can also be elected at the university in addition to the full 50-semester-hours program. Practical experience which is to be evaluated as meeting a prerequisite must be described in writing to the HDC Graduate Student Committee for approval prior to admission to the program.

ADMISSION PROCESS

The admission process involves: 1) submission of an HDC Program application; 2) three references on the forms provided with the application; and 3) an interview with a subcommittee of the HDC Graduate Student Committee. Admission is based upon academic competence, interest and/or prior experience in the helping professions, and evidence of personal characteristics associated with success in counseling relationships. An inability to meet any one of the criteria does not negate reapplication to the program; however, the program will delay formal acceptance until all preadmission requirements are met.

ADVISING

The advising relationship is an important one in the program. As soon as possible a student should invite a faculty member to be a personal adviser. If the faculty member accepts the invitation, a record of this on an appropriate form should be completed to make the relationship official. In the event a student has difficulty in making a choice, there will be a faculty
member assigned to that student on a temporary basis. Adviser selection
forms are available at the program office.

GRADING POLICY

HDC students in the program must obtain grades of B or better, or their
equivalent. Certain courses in the program are listed as competency-based.
These courses award an S grade for performance at least equivalent to a B.

EXPECTED PROFESSIONAL COMPETENCIES

Students accepted into the Human Development Counseling Program
must demonstrate to the satisfaction of program faculty prior to graduation
competencies related to a) personal development, such as the ability to
exercise control of self and to communicate effectively with others; b)
professional development, such as the ability to conceptualize a client’s
concerns and to provide an appropriate intervention through an individual
or group relationship; and c) social development, such as the ability to
modify environments that require change.

Each course in the program may contain an applied or experiential
component in addition to the didactic component; however, several core
courses are specifically designed to emphasize experiential learning. These
courses require the student to apply professional skills in simulated and/or
real settings. Students enrolled in these courses should expect to demon-
strate understanding of a code of ethical behavior in the helping professions
as well as provide evidence of interactions with clients. Students who
expect to graduate from the HDC Program should be familiar with the
policy on professional experience, and should consult with their adviser
about satisfying its provisions.

PROGRAM REQUIREMENTS

After completion of the HDC generic core (26 semester hours), the
candidate in consultation with the adviser designs a course of study in one
of the three areas of study (20 semester hours), selects an appropriate
Public Affairs Colloquium (four semester hours), and completes a thesis or
its equivalent. Any student who wants to design a more personalized
program across rather than within areas should petition the HDC curricu-
ulum committee through his or her adviser for approval prior to imple-
menting an individual plan of study. A student who plans to take a tutorial
from an HDC faculty member should, with the concurrence of the adviser
and the faculty member concerned, submit a proposal to the HDC curric-
ulum committee for approval.

THESIS/CLOSURE REPORT

Each degree candidate must also satisfy this closure requirement:

a. Prepare a thesis on a topic related to concerns of the program. The
student should be the principal author and the paper should conform to APGA standards for publication. The paper may be theoretical, empirical, or applied. Both parties, the student and the HDC adviser, should agree as to choice of topic prior to the undertaking. The adviser, by endorsing the completed product, affirms that the thesis is of a quality sufficient for acceptance. In the event of a dispute, the curriculum committee will serve as a review board.

b. *Or* submit an annotated report of a supervised professional experience. Each student who takes a practicum will maintain a log of activities carried out under professional supervision. The chairperson of the professional experience committee will make a model available upon request.

c. *Or* publish, in an approved medium, an article devoted to counseling. If a student member of this program, either as principal or joint author, has an article, the topic of which is a major concern of the program, accepted for publication in a professional journal, or has had such an article published in similar fashion within the past seven years, such an event will suffice to satisfy the program graduation requirement.

**GENERIC CORE**

HDC 475 Psychological Tests and Measurements  
HDC 501 Theories of Counseling (Also see HDC 543.)  
HDC 502 Techniques of Group Counseling (Also see HDC 542.)  
HDC 503 Microcounseling (Also see HDC 549.)  
HDC 504 Seminar in Human Development Counseling  
HDC 587 Professional Experience: Practicum or Equivalent

**AREA OF STUDY**

*Life-Span Counseling.* This area introduces the interested student to techniques of counseling for all ages, across settings, and within systems and classifications such as family units or minorities. Emphasis is on need stimulation and preventive counseling as well as need-reduction.

Suggested courses:

HDC 528 531 559 536 584  
529 532 535 539 589

*Educational Processes.* This area focuses on educational processes including communication, human relationships, and learning. The student examines both how he or she teaches and interacts with others and what strategies of learning are optimal for human development.

Suggested courses:

HDC 559 543 546 549 584  
542 545 547 582 589

Requirements for the Certification of School Guidance Personnel:

1. School guidance specialists must hold or be qualified for a standard teaching certificate.
2. In addition to the HDC core courses, graduates are required to have: a) a course in career or vocational psychology; b) a course in mental hygiene and/or personality dynamics (can be met by the Abnormal Psychology prerequisite); c) a practicum in a school setting with both elementary and secondary clients.

Rehabilitation Counseling. This area is a professional counseling specialty that provides counseling to persons with physical and/or mental disabilities. Emphasis falls on those practices which aid such individuals in coping with these conditions.

Suggested courses:
HDC 451 453 551 553 556 557 584
452 454 552 554 558 583 589

HUMAN DEVELOPMENT COUNSELING/ Course Descriptions

HDC 411 INTRODUCTION TO INTERPERSONAL COMMUNICATIONS (4 Hrs.)
Topics include nature of communication, barriers to interpersonal communication, motivation and change, small-group processes, and communication skill development. Emphasis on both research and theory, with opportunity for laboratory experience.

HDC 412 INTERPERSONAL RELATIONS (4 Hrs.)
A major focus includes social psychological views of relationships. Emphasis on both research and theory. Theories range from Sullivan to Laing; topics, from attitude change to interpersonal attraction.

HDC 413 BEHAVIOR MODIFICATION (4 Hrs.)
First of two courses which relate principles of operant learning to problematic human behavior. Objective is to develop skill at changing dysfunctional client behavior and facilitating more effective behavior.

HDC 423 COUNSELING WOMEN (4 Hrs.)
Examination of specialized biological, psychological, and social issues which impact on women. Exploration of theoretical assumptions, counseling practices, and process variables which may apply differently to or affect women in counseling therapy. Identification of skills facilitative to women in general and to particular subgroups of women. See CFC 423. Prerequisite: CFC 302 or HDC 504.

HDC 434 INTRODUCTION TO FAMILY THERAPY (4 Hrs.)
Survey of major techniques of family therapy. Emphasis on integration of theoretical constructs with therapeutic skills. Lecture, demonstration, and laboratory learning approaches are utilized. Students analyze a family system or present a project demonstrating comprehension.

HDC 451 ISSUES IN SEVERE DISABILITY (2 Hrs.)
Defines and analyzes issues related to rehabilitation of the severely disabled. Examples may include: accessibility, structural barriers, social attitudes, job restructuring, sexuality.

HDC 452 MEDICAL INFORMATION FOR HUMAN-SERVICES WORKERS (2 Hrs.)
Review of medical aspects of severe disability conditions, their causes, complications, treatment, vocational implications.

HDC 453 INDEPENDENT LIVING SKILLS REHABILITATION (2 Hrs.)
Describes and analyzes independent living skills for severely disabled persons as support
to vocational rehabilitation. Emphasizes nature, need, overview, and applications of current programs in independent living skills.

HDC 454 OCCUPATIONAL ANALYSIS AND PLACEMENT (2 Hrs.)
Development of skills in job finding, job retention, techniques of placement with regard to severely disabled clients. Examines issues of affirmative action, employer attitudes, job readiness, workmen's compensation, public employment services.

HDC 456 HUMAN SEXUALITY (4 Hrs.)
Exploration of knowledge and values toward issues of human sexuality with emphasis on sociological content, personal growth, and professional development. Format includes lectures, film presentations, and small-group discussions. See CFC 456 and SOA 456.

HDC 475 PSYCHOLOGICAL TESTS AND MEASUREMENTS (4 Hrs.)
Survey course explores strengths and weaknesses of evaluation instruments. Includes principles, construction, and interpretation of representative psychological tests and measures. Emphasizes demonstrated, in-depth comprehension of theories and techniques of evaluation. Offered fall and spring. Required core course.

HDC 501 THEORIES OF COUNSELING (4 Hrs.)
Systematic exposure to major counseling and psychotherapeutic theories and techniques essential to human relationships and helping processes. Also see HDC 543. Offered fall and spring. Required core course.

HDC 502 TECHNIQUES OF GROUP COUNSELING (4 Hrs.)
Systematic exposure to divergent theories and techniques for changing interpersonal relations, and resolving personal problems through group processes. Offered fall and spring. Also see HDC 542. Required core course.

HDC 503 MICROCOUNSELING (4 Hrs.)
Presents a format in which helping relationship process can be analyzed and skills known in the helping professions can be acquired by the aspiring student. Final grade is partly based on competencies. Offered fall and spring. Also see HDC 549. Required core course.

HDC 504 SEMINAR IN HUMAN DEVELOPMENT COUNSELING (4 Hrs.)
Colloquium examines academic, ethical, and vocational issues within the helping professions and relates them to student's values and objectives. Offered fall and spring. Required core course.

HDC 511 GESTALT THERAPY (4 Hrs.)
Study of theoretical bases of Gestalt approaches to growth, in which participants experience a variety of techniques and explore application of Gestalt therapy to individual group settings. Current Gestalt literature explored critically. Experiential foci include body work and dream work as well as experiment, figure/ground, contact cycle, and polarities.

HDC 512 RATIONAL EMOTIVE THERAPY (4 Hrs.)
Basic principles and essentials of rational emotive psychotherapy, their derivation and empirical support. Emphasis on application to individual and group therapy.

HDC 513 BEHAVIOR THERAPY (2 Hrs.)
Second of two courses which present techniques developed and employed by professional behavior modifiers in therapeutic settings. Emphasis on respondent techniques and broader application of operant techniques in HDC 413. Prerequisite: HDC 413 or equivalent.

HDC 515 CLIENT-CENTERED THERAPY (4 Hrs.)
Theory and practice of client-centered therapy examined from perspective of major constructs as developed by Carl Rogers.

HDC 516 ADVANCED GROUP PROCESS (4 Hrs.)
Expands awareness of basic group dynamics through leadership-type experiences focusing on integration of affective with cognitive process. Learning experiences will contribute to development of facilitator skills.

HDC 517 CRISIS INTERVENTION AND SHORT-TERM THERAPY (2 Hrs.)
Analysis of present techniques for coping with community mental health problems and survey of a range of new proposals.
HDC 525  PREVENTIVE PROGRAMMING  (2 Hrs.)
Study of models for conceptualizing preventive programs. Students design, and when possible, implement a preventive program in the community. See CFC 525.

HDC 527  PRINCIPLES OF LIFE-SPAN GUIDANCE  (4 Hrs.)
Basic course describing agency, school, or noninstitutional programs, systems, and activities in which the counselor participates as an active contributor. Emphasis is on acquisition of noncounseling competencies which are required for such situations.

HDC 528  PASTORAL COUNSELING  (4 Hrs.)
Development of helping skills among those dedicated to religious orientation. Emphasizes analysis of a client's psychological needs and how they may be met through counseling services. Compares professional roles of counselor and minister.

HDC 529  ISSUES IN COUNSELING MINORITIES  (4 Hrs.)
Survey of literature and research on provision of counseling services to minorities focusing on applicability of traditional psychological theories and interventions to mental-health needs of minority clients.

HDC 531  COUNSELING THE CHILD/adolescent  (4 Hrs.)
Description of major problems faced by children and adolescents in society and exploration of a variety of solutions proposed to ameliorate them.

HDC 532  COUNSELING THE ADULT/AGED  (4 Hrs.)
Focus on counseling techniques and related problem-solving strategies for helping adults in our society. Variety of solutions are proposed to alleviate the multivariate problems troubling adults. See GER 532.

HDC 535  MARITAL COUNSELING  (2 Hrs.)
For advanced students specializing in family counseling. Students develop treatment plans for dysfunctions occurring in marital relations. Prerequisite: HDC 434 or equivalent.

HDC 536  DIVORCE COUNSELING  (2 Hrs.)
For advanced students specializing in family counseling. Students develop and implement treatment to ameliorate problems of persons separated from spouses. Prerequisite: HDC 434 or equivalent.

HDC 539  COUNSELING AT THE COLLEGE LEVEL  (4 Hrs.)
Examination of various counseling career options available in the higher-education setting (community colleges, colleges, and universities), concentrating on such areas as psychological, financial aids, career, placement, etc. Discussion of kinds of counseling problems facing college students.

HDC 541  DESIGNING EFFECTIVE LEARNING EXPERIENCES  (4 Hrs.)
Exploration of questions "What is teaching/learning?" and "How do I teach more effectively?" Students examine and experience a variety of approaches to teaching with concentration on classroom applications. A major focus is enhancement of self-esteem in the classroom.

HDC 542  CLASSROOM GROUPS  (4 Hrs.)
Examination of theories and techniques of group processes and group dynamics as applied to actual classroom situations. Emphasis on classroom application. Participants must have access to classrooms. May be substituted for HDC 502.

HDC 543  DEVELOPING THE INDIVIDUAL  (4 Hrs.)
Focus on psychological education. Theories, strategies, and resources; decision-making, creativity, one-to-one communication, values clarification. Emphasis on classroom application. May be substituted for HDC 501.

HDC 544  STAFF DEVELOPMENT AND SUPERVISION  (4 Hrs.)
Provides training and background understanding of personnel issues, staff development models, and principles of direct supervision. See CFC 544.

HDC 545  THE GIFTED CHILD  (4 Hrs.)
Defines areas of talent and methods of its identification. Deals with research in the field of giftedness, assessment of special needs, and development of unique programs for the gifted. See CFC 545.
HDC 546  CLASSROOM TEACHER: MANAGER AND SUPERVISOR  (4 Hrs.)  
Designed for the practicing teacher to acquire systematic approaches to classroom organization. Management practice of classroom teacher is reviewed in relation to curriculum, student development, group process of students, instructional techniques, and school climates.

HDC 547  ADVANCED WORKSHOP FOR TEACHERS  (6 Hrs.)  
Focus on advanced teaching skills through supervised laboratory and live classroom experiences. Participants must have available classrooms for supervision. May be substituted for HDC 587. Prerequisite: 16 hours of educational processes.

HDC 549  MICROTEACHING  (4 Hrs.)  
Format through which the teaching process can be examined with increased meaning and rigor. Systematic way to teach and learn skills shown to be most useful in helping professions. Advanced graduate course open only to practicing teachers who presently have classrooms of students, in order to improve their teaching skills. May be substituted for HDC 503. Prerequisite: 16 hours in educational processes.

HDC 551  REHABILITATION: PHILOSOPHY, HISTORY, AND STRUCTURE  (2 Hrs.)  
Processes by which certain human conditions may be ameliorated by vocational rehabilitation services: in particular, counseling and evaluation. Strong emphasis on historical survey, philosophy and concepts of rehabilitation, and case service techniques to assist individuals with physical, mental, and/or social handicaps.

HDC 552  MEDICAL ASPECTS OF DISABILITIES  (4 Hrs.)  
Review of impact of disease and trauma on the human system with special attention to effects of physical limitation on human functioning and rehabilitation process, including effects of the most severely handicapping conditions and treatment.

HDC 553  PSYCHOSOCIAL ASPECTS OF DISABILITIES  (4 Hrs.)  
Reviews psychosocial problems, principles, and practice with disabled, including psychological assessment; counseling and psychotherapy; attitudes, motivations, and emotions; and psychological rehabilitation and adjustment.

HDC 554  JOB DEVELOPMENT AND PLACEMENT  (2 Hrs.)  
Examines need, function, and approaches used with the disabled in job development, restructuring, placement, and follow-up industry, with emphasis on role of counselor in these processes. Actual contact with employers in job finding, job analysis, placement of clients.

HDC 556  CAREER COUNSELING  (4 Hrs.)  
Utilization of Holland's work on vocational choice as framework for developing techniques useful in career counseling.

HDC 557  COUNSELING IN CORRECTIONAL SYSTEMS  (2 Hrs.)  
Focus on the counseling function in corrections with special attention to legal and ethical issues involved in facilitating change.

HDC 558  COUNSELING THE CHEMICALLY DEPENDENT CLIENT  (2 Hrs.)  
For experienced counselors interested in counseling the chemically dependent. Studies use of alcohol and other drugs. Focus on varied aspects of problems related to dependency. Prerequisites: HDC 413 or equivalent.

HDC 559  FAMILY THERAPY  (4 Hrs.)  
For advanced students interested in specializing in family counseling techniques. Students develop and implement family treatment plans in actual and/or simulated family systems, and must be able to articulate at least two major family counseling approaches. See CFC 559 and PSY 559.

HDC 560  CLINICAL PSYCHOSOCIAL EXPERIENCE  (12 Hrs.-6/Sem.)  
Describes the integration of therapies to maximize positive patient responses to health crises, to teach relatives and friends how to provide emotional support for the patient, and to develop health staff awareness as to how their responses affect treatment care plans. (Two-semester course offered in cooperation with the SIU School of Medicine, Department of Medical Humanities. Students admitted in the fall for the sequence and must be approved by the joint facilities prior to admission.)
HDC 561 ORGANIZATIONAL DYNAMICS AND ADMINISTRATION IN MENTAL HEALTH SETTINGS (4 Hrs.)
Examination of structure and functioning of mental health organizations as socio-technical systems and individual and small-group processes and behaviors within them. Emphasizes the clinician executive's role and functions performed to enhance organizational effectiveness. See HSA 561. Prerequisite: HDC core or equivalent.

HDC 562 CASE MANAGEMENT (2 Hrs.)
Readings and instruction on how to compile and organize material useful to the helping relationship. Students present at least one case study for critique. Prerequisite: HDC core or equivalent.

HDC 563 THE COUNSELOR AS CONSULTANT (2 Hrs.)
Surveys the role of counselor as consultant. Covers a variety of strategies currently in use, as well as techniques useful in implementing them. Prerequisite: HDC 501 or equivalent.

HDC 567 SEXUAL COUNSELING (4 Hrs.)
Exploration of problems in sexual functioning and some therapeutic methods available for change. Prerequisite: college-level course in human sexuality or permission of instructor. See CFC 567.

HDC 575 ADVANCED HUMAN ASSESSMENT (4 Hrs.)
Practitioner-oriented, providing experiences beyond those acquired in basic measurement courses. Includes study of psychological tests, their interpretation, and practical application of individual and group cases. Emphasizes ability to apply advanced diagnostic techniques and materials. Prerequisite: HOC 475 or equivalent.

HDC 576 BEHAVIORAL ASSESSMENT (2 Hrs.)
Designed to familiarize advanced students in counseling with a set of new techniques for measuring motor, physiological, and cognitive behavior. Prerequisite: HDC 475 and 413 or equivalent.

HDC 582 EVALUATION IN COUNSELING (4 Hrs.)
Designed to promote use of evaluation techniques. Includes relationship of evaluation to stated objectives, and use of nontraditional techniques for measuring attainment of objectives.

HDC 583 VOCATIONAL ASSESSMENT (2 Hrs.)
Practitioner-oriented course for individuals in fields of vocational or rehabilitation counseling. Includes in-depth study of basic evaluative, psychometric tools useful in determination of vocational training, job placement, and disability assessment. Prerequisite: HDC 475 or equivalent.

HDC 584 RESEARCH AND EVALUATION IN HUMAN DEVELOPMENT COUNSELING (4-8 Hrs.)
Provides training for research in counseling. Includes sources of information and types, strategies, design, methods, and techniques of research. May be elected for up to 8 semester hours. Prerequisite: HDC core or equivalent.

HDC 587 PROFESSIONAL EXPERIENCE: PRACTICUM OR EQUIVALENT (6 Hrs.)
Professional experience in practice of helping relationships within institutions and agencies that promote human welfare. Successful completion of other core courses is one of the criteria for admission. Admission is by application. Applicants should familiarize themselves with details of HDC Program's policy on professional experience and consult with adviser in advance of electing this course. Registration limited and waiting list maintained. Offered fall and spring. Also see HDC 547. Final grade partly based on competencies. Required core course.

HDC 588 PROFESSIONAL EXPERIENCE: INTERNSHIP (4-12 Hrs.)
Supervised learning experience which allows students to implement their acquired skills in actual work settings. Focuses on intern's professional competencies. Admission by application to and permission of HDC professional experience committee. Prerequisite: HDC 587.

HDC 589 RESEARCH COLLOQUIUM (6 Hrs.)
Involves completion of intensive project as culmination to student's progress in the program. Project may be experimental or applied. May be taken in lieu of HDC 587 with
Individual Option

M.A.
(40 Hrs.)

PROGRAM FACULTY — Ronald Ettinger, David Hilligoss.

Sangamon State University is one of the few institutions in the country which offers the opportunity for graduate study within a self-designed curriculum. The major purpose of Individual Option is to provide an alternative for students who wish to design a degree program consistent with their own educational needs and goals. Individual Option believes that students must assume a responsible leadership role in the entire educational enterprise. The major function of the program staff and faculty is to provide an environment which will enhance that process. To the extent that students are not prepared for the rigorous demands of self-directed learning, Individual Option is committed to help them develop the skills and confidence required for such an approach.

ENTRANCE REQUIREMENTS AND ADVISING

Prospective Individual Option students should contact the Individual Option office as soon as they are admitted to the university. Individual Option staff will establish a preliminary file and discuss the process of selecting an adviser and degree committee. The Individual Option student must, with the help of the adviser, write his or her own learning proposal. After the proposal has received approval of the adviser, the degree committee, and the program staff, the student is considered officially admitted to the program.

GRADING POLICY

A maximum of eight hours of C grades are applicable to a degree, provided that each hour of C is balanced by an hour of A. Acceptability of C grades within a student’s program of study must be approved by the student’s degree committee.

PROGRAM REQUIREMENTS

One recommended course is the Individual Option Colloquium, designed to help students in preparing their learning proposals. Organizing a
learning proposal is the most important aspect of the process. In consultation with advisers and learning facilitators, each student selects other courses and learning experiences in keeping with his or her goals, learning needs and objectives, and the available resources.

The Individual Option Program encourages the use of nontraditional and largely untapped learning resources and experiences as well as those provided directly by the university. Those might include external study (off campus), internships, foreign study, independent study, and exchange with other educational institutions. However, the student is largely responsible for contacting resources and arranging these experiences. All independent study must be contracted as part of the learning proposal.

Normally the individually designed degree will require more credit hours and/or noncredit experiences to satisfy the interdisciplinary needs of students. M.A. candidates must satisfy the university’s master’s project requirement, in addition to the Individual Option final demonstration of achievement. All other university graduation requirements are in force.

A student/faculty guide is available in the Individual Option office.

INDIVIDUAL OPTION/Course Descriptions

INO 421 DOCUMENTATION AND EVALUATION OF EXPERIENTIAL LEARNING (2 Hrs.)
Survey of current theory and practice of documenting and evaluating experiential learning for academic credit. Also helps students develop skills in documenting and evaluating experiential learning.

INO 451 DESIGN AND EVALUATION OF INDEPENDENT LEARNING (2 Hrs.)
Examination of the theory and techniques of designing and evaluating independent learning modules.

INO 471 FINAL DEMONSTRATION OF ACHIEVEMENT (2 Hrs.)
Final demonstration is required for those M.A. candidates who choose not to write theses. Demonstration must be approved by adviser and I.O. director. Must be taken during term of expected graduation.

INO 480 READINGS AND PROBLEMS IN EXPERIMENTAL STUDIES (2-8 Hrs.)
Readings are selected by instructor and student representing a wide range of works on trends and current issues in experimental education. Topics should be integrated with defining an educational problem specifically related to the student and his or her own self-learning process. May be repeated for maximum of 8 hours.

INO 501 INDIVIDUAL OPTION COLLOQUIUM (2 Hrs.)
Lecture/discussion/workshop. Discussion of individually designed learning contracts and degree proposals for I.O. students and others interested in organizing their learning.

INO 551 MASTER'S PROJECT (4-8 Hrs.)
Required of all M.A. candidates. This university requirement may also be satisfied by INO 599.

INO 590 INDEPENDENT FIELD PROJECT (2-8 Hrs.)
Project must be directly applicable to student’s Individual Option Program. Field experience journal and formal presentation of experiences is required. May be repeated for maximum of 8 hours.

INO 599 THESIS (2-8 Hrs.)
Topics must be approved by thesis committee prior to registration. Thesis will normally satisfy the M.A. project requirement.
Legal Studies

M.A.
(48 Hrs.)


ASSOCIATED FACULTY — Cullom Davis, Steve Daniels, Barbara Hayler, Larry Golden, Phil Gregg, Peter Wenz.

THE MASTER’S DEGREE

The study of law as a social system of justice is the primary focus of the Legal Studies Program. The public aspects of the law and the study of government as a law-making institution are emphasized. Because state and federal law-making institutions are located in Springfield, graduate students in legal studies have a wide variety of internships, fellowships, clinical placements, or graduate assistantships with a Public Affairs Center available to them as they pursue the legal studies degree. Students should refer to this catalog for more detailed information.

The graduate core is intended to provide students with the skills to locate and understand primary sources of law; to assist students in seeing law as a value-laden social institution; to understand the law-making process of a particular branch of the legal institution; and to relate these skills and knowledge to public policy issues. The core provides a foundation for more specialized or interdisciplinary study of law-related policy issues and problems.

The master’s degree program is designed primarily for students who are anticipating a career in public service and for those students who intend to further their education past the master’s level.

ENTRANCE REQUIREMENTS

Students must have a bachelor’s degree to be admitted into the program. No particular undergraduate major is required. It is anticipated that students will come from a variety of educational and experiential backgrounds.

To assure firm grounding in basic areas of the curriculum, all graduate students must either take for credit or demonstrate proficiency in the content of the following course: POS 409 The American Constitution and Constitutional Law. Deficiency credits must be taken as an elective.

In addition to the university’s application process, all students must apply to the Legal Studies Program for admission. Admission forms are available from the program. Applications will be reviewed periodically by the faculty of the Legal Studies Program. Applicants will be judged
primarily on their ability to communicate and their reasons for obtaining a degree in legal studies.

**MASTER'S DEGREE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>18 hours</th>
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<tbody>
<tr>
<td>LES 401 Legal Research and Writing</td>
<td>4 hours</td>
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<tr>
<td>LES 501 Legal Studies Colloquium</td>
<td>4 hours</td>
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<tr>
<td>LES 404 Law and Social Order</td>
<td>4 hours</td>
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<tr>
<td>LES 411 Judicial Process</td>
<td>4 hours</td>
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<td><strong>or</strong></td>
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<td>POS 402 Legislative Politics</td>
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<td><strong>or</strong></td>
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<tr>
<td>ADP 421 American Public Bureaucracy</td>
<td>4 hours</td>
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<tr>
<td>LES 504 Graduate Seminar in Legal Studies</td>
<td>2 hours</td>
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Research Methodology                                                         4 hours

Each student must take four hours of research methodology approved by the faculty adviser. The student and adviser will consider such factors as the student's prior courses, work experience, and career plans in selecting a course from the universitywide offerings.

The following courses are listed as noninclusive examples of courses which might fulfill this requirement.

| POS 451 Research Methods for Political Studies                              | 4 hours  |
| SJP 440 Applied Research in Social Justice                                 | 4 hours  |
| SOA 411 Introduction to Social Research Methods                           | 4 hours  |
| SOA 412 Research Methods Practicum                                         | 4 hours  |

Electives                                                                   22 hours
Public Affairs Colloquia                                                      4 hours

**Total**                                                                   48 hours

**ADVISING**

Students will be assigned advisers prior to initial registration. A student may select a different adviser at a later date. Students should consult with their advisers to develop educational programs to meet their individual educational objectives. The legal studies curriculum has been designed to maximize electives in order to allow each student to tailor the M.A. degree to particular interests.

A student may use the 22 hours of electives to gain expertise in another academic or professional area such as administration, gerontology, counseling, or social work, to name only a few. A student may likewise use the elective hours to gain an interdisciplinary perspective on a single issue, such as civil rights and liberties; or a student may elect to stay within the program courses, concentrating on skill-oriented, substantive law, or experiential learning courses.
An educational plan should be developed with the assistance of the adviser at the earliest date possible.

GRADING

Only four hours of C are allowed within LES course work. Students must have a B or higher grade-point average within the LES Program. To encourage students in selecting electives, an additional four hours of C is permitted as long as an over-all B average is attained.

CLINICAL EDUCATION

Graduate students, while not required, are encouraged to participate in a clinical education experience. Experiential education in a legal setting helps the student develop job skills and can provide the opportunity for future employment.

The location of state and federal governmental offices and courts in Springfield offers legal studies students a unique and rare opportunity to gain legal experience in the public arena. Clinical placements include the appellate courts, administrative agencies, state and federal attorney generals' offices, legal aid, and a variety of public-interest citizens groups.

Graduate students may earn up to eight hours of credit by enrolling in LES 551. In addition, a graduate student must participate in a seminar (or prepare a major paper) related to the work experience.

CLOSURE REQUIREMENTS

In addition to completing the course requirements outlined, each graduate student must complete university requirements for the degree. These include the graduation contract, and the United States and Illinois constitution exams. A Master's Project will be completed in LES 504. As an alternative to LES 504, the student may enroll in LES 500 or 590 to satisfy the closure requirement. It is the responsibility of the student to satisfy these university requirements within the time limits established by the university. The student's adviser will assist the student in meeting these requirements.

LEGAL STUDIES/Course Descriptions

LES 401 LEGAL RESEARCH AND WRITING (4 Hrs.)
Methods of legal research into case and statutory materials. Use of public documents is stressed as well as traditional legal sources such as digests, encyclopedias, and legal periodicals. Student demonstrates skills by performing research exercises and by preparing legal memoranda. (Spring Semester)

LES 402 PRACTICE SKILLS: ILLINOIS CIVIL PROCEDURE FOR LEGAL ASSISTANTS (4 Hrs.)
Legal skill building includes exposure to interviewing and counseling, legal drafting, and legal ethics. Civil trial practice includes pleadings, motions, discovery, pre-trial conference, jury selection, trial protocol, and appellate strategies. Learning techniques include role-playing and media demonstrations.
LES 403  SEMINAR ON LEGAL WORK EXPERIENCE  (2 Hrs.)
Students in the LES Program taking their first semester of work experience must enroll. Provides the student with practical information necessary for working in a legal setting. Gives work-experience students the opportunity to discuss problems and concerns in an organized manner.

LES 404  LAW AND SOCIAL ORDER  (4 Hrs.)
Focus on law as a social control mechanism. Explores the conflict of individual freedom and social responsibility; changing nature of law as a reflection of social changes; concepts such as social welfare state, police power, social engineering, and individual's relationship to government. See SOA 425. (Spring Semester)

LES 405  LAW AND DECISION-MAKING  (4 Hrs.)
Study of decision-making and law-making processes. Explores law-making in executive, legislative, and judicial branches of government and relationship between branches. Concepts such as separation of powers, judicial review, and precedent are analyzed. (Fall Semester)

LES 409  LOCAL GOVERNMENT LAW  (4 Hrs.)
Focus on law-making activities of local and municipal government. Explores issues of regionalization, home rule, and intergovernmental cooperation; the planning process and zoning; attempts of minorities and the poor to challenge city hall. See ADP 478.

LES 411  JUDICIAL PROCESS  (4 Hrs.)
Survey of social science literature on judicial process in the United States with emphasis on Illinois. Major topics include: legal culture, court structure, litigation, legal profession, trial and appellate courts, impact and compliance, and criticisms of the process. See POS 411.

LES 421  JUDICIAL ADMINISTRATION  (4 Hrs.)
Introduction to basic concepts and critical issues in judicial administration. Emphasis on Illinois court system structure and functions in comparison with national standards and other court systems. Topics include case-flow management, jury management, records management, personnel administration, judicial rule-making, budgeting, planning, and research.

LES 422  ADMINISTRATIVE LAW  (4 Hrs.)
Legal foundation of administrative powers and limitations; study of delegation of administrative power, administrative discretion, legislative and executive controls, and legal restraints; types of administrative action and enforcement, administrative remedies, and judicial review of administrative action. See ADP 417 and ENP 489.

LES 423  DISPUTE RESOLUTION  (4 Hrs.)
Critical analysis of the "adversary process" with an introduction to alternative methods of settling disputes in civil and criminal matters such as arbitration, conciliation, and mediation. Skills necessary to discover the facts and work toward a mutually agreed solution are included. Neighborhood justice centers highlighted.

LES 441  WELFARE LAW: LAW AND THE POOR  (2 Hrs.)
Historical and philosophical bases of welfare law and ways laws affect the poor. In-depth analysis of Illinois welfare law and practice provides basis for exploration of alternatives toward the goal of building a model system for the nation.

LES 445  HOUSING LAW  (2 Hrs.)
Styles of life within public housing programs, laws and legal practices affecting this area, exigencies that prevail, as well as possibilities for future improvements. Includes direct observation in study of landlord and tenant laws and relationships, and some direct work with public housing projects and programs.

LES 446  FAMILY LAW  (4 Hrs.)
Law that affects the family. Topics include divorce, child custody, parental control, and neglect laws.

LES 447  SEX-BASED DISCRIMINATION  (4 Hrs.)
Substantive law course includes constitutional standards, impact of the ERA on these standards, the family, employment, the criminal justice system, credit, education, athletics, and public accommodations.
LES 448 JUVENILE LAW (2 Hrs.)
Laws and legal practices governing children and youth, in particular those from poor families who need assistance, wards of the courts, and juvenile offenders. Rights of children and youth services available to them, institutional practices, and laws governing these. Close direct observations of systems and practices with children and youth, both nonoffenders and offenders of laws.

LES 449 NONDISCRIMINATION LAWS IN EMPLOYMENT (4 Hrs.)
Development and implementation of nondiscrimination laws in employment, including hiring, firing, promotion, terms and conditions, benefits, and pay. Focus on protective labor laws, veterans preference, harassment, due process requirements in employment.

LES 452 HISTORY OF AMERICAN LAW (4 Hrs.)
Historical examination of the profession, practice, and constitutional development of law in the United States. Topics include common law legacy; substantive and procedural aspects of legal history; jurisprudence, the American lawyer; and interaction of law with American society, thought, and politics. See HIS 452.

LES 455 LAW WITHOUT LAWYERS: CHINA AND THE UNITED STATES (4 Hrs.)
Comparative analysis of two diametrically opposed legal cultures and forces and concepts which shape them. Examines ideas of professional versus participatory legal system, cultural versus legal restraints, individual and collective responsibility and rights, reform, and punishment.

LES 456 LAW AND LITERATURE (4 Hrs.)
Study of the trial as metaphor; human nature and the state; the idea of property; and the nature of justice through novels, prose, drama, and other literature.

LES 465 CORRECTIONS LAW (2 Hrs.)
Emphasizes post-conviction or plea negotiation stage. Includes pre-sentence investigation; factors in aggravation, mitigation, and the sentence hearing; the decision for community-based alternatives or institutionalization; probation conditions and revocation; incarceration, parole criteria, and revocation.

LES 466 PRISONER'S RIGHTS (2 Hrs.)
Historical and current cases on prisoner's rights are studied. Includes summary of LES 465, but focuses on the institutionalized inmate, inmate's rights, duties of the institution with special attention to Illinois Department of Corrections, and advocacy of institutional reform.

LES 469 REAL ESTATE LAW (1 Hr.)
A practical, basic introduction to legal matters which routinely occur in transfer of real estate in Illinois, focusing on residential real estate.

LES 471 PROBATE LAW (1 Hr.)
Practical, basic introduction to transfer of property between generations as regulated by Illinois law.

LES 472 STREET LAW: CRIMINAL RIGHTS (1 Hr.)
Legal protections in the criminal area compared to actual practices. Rights in the street, house, and car; search and seizure; police visits, arrests, interrogation; jail and bail, traffic, gun and drug violations; court procedures and expungement.

LES 473 CONSUMER CREDIT LAW (1 Hr.)
Basic, practical look at consumer credit issues in Illinois. Special areas include liens, attachment of property, garnishment of wages, truth in lending, equal credit opportunity, credit reporting, and various debtors rights.

LES 474 LAW OF EVIDENCE (1 Hr.)
Basic study of Illinois rules of evidence. Admissibility and discovery techniques. Provides student with practical knowledge of problems faced in preparing a case for a hearing.

LES 475 MARITAL DISSOLUTION LAW (1 Hr.)
Basic analysis of marital dissolution practice in Illinois. Focuses on divorce, custody, support, and other issues in marital dissolution practice.
LES 476 CONSUMER LAW (2 Hrs.)
Study and analysis of laws which protect the consumer. Explores issues such as truth in lending, credit reporting, repossession, and holders in due course. Roles of regulatory agencies and consumer class-action suits are studied.

LES 477 ADVANCED CRIMINAL LAW (2 Hrs.)
In-depth study of particular aspects of advanced criminal law; emphasis on recent court cases; victimless crimes; Illinois criminal code; new directions in criminal law, legal practices, and prosecution; defense tactics; and practices of plea bargaining, immunity, and sentencing. Each is observed in actual practice.

LES 478 ADVANCED LEGAL RESEARCH (2 Hrs.)
Continuation of LES 401. Skills learned in that course are sharpened and expanded. Each student conducts in-depth research on actual legal problems existing today.

SEMINAR, TUTORIAL, OR INDEPENDENT STUDY

LES 480 SPECIAL TOPICS SEMINAR (2 or 4 Hrs.)
Intensive examination of selected issues of importance to study of legal system. Topics announced each time course is offered. May be repeated for an indefinite number of hours.

LES 499 TUTORIAL IN LEGAL STUDIES (4 Hrs.)
Maximum of 8 hours may be earned.

LES 500 THESIS (4-8 Hrs.)
LES 501 LEGAL STUDIES COLLOQUIUM (4 Hrs.)
Provides a common framework for graduate students in legal studies, focusing on such topics as history and philosophy of justice, law, and legal institutions. (Fall Semester)

LES 504 GRADUATE SEMINAR IN LEGAL STUDIES (2 Hrs.)
Closing seminar for graduate students in lieu of problem-solving exercise. Seminar design varies with instructor. Seminar should be taken during last 16 credit hours of degree. (Spring Semester)

LES 522 HELPING PROFESSIONS AND THE LAW (4 Hrs.)
The helping professions and network of legal regulations and prescriptions. Study of legal responsibility, malpractice, privacy, confidentiality, torts, and licensure. Attention to recent changes in the law. See CFC 522.

LES 551 CLINICAL EDUCATION (4-8 Hrs.)
Work experience in a legal setting. Placement arranged and supervised by student's adviser or program's clinical education instructor.

LES 590 CURRENT PROBLEMS AND RESEARCH IN LEGAL STUDIES (4 Hrs.)
Independent study, structured readings, or research in fields of legal studies and administration of justice. Maximum of 8 hours may be earned.

RELATED COURSES

The following courses are recommended to legal studies students.

ACC 424 Commercial Law (4 Hrs.)
ADE 503 School Law (4 Hrs.)
CFC 438 Children and the Law (2 Hrs.)
ENP 488 Environmental Law and the Citizen (4 Hrs.)
GER 572 Legal Advocacy for the Elderly (4 Hrs.)
HSA 458 Health Law (3 Hrs.)
MSY 465 Legal Issues in Computing (4 Hrs.)
PHI 461 Law, Justice, Morality (2 Hrs.)
PHI 462 Freedom, Justice, and the Person (2 Hrs.)
PHI 465 Moral Issues and the Law (4 Hrs.)
PHI 467 Philosophy of Law (4 Hrs.)
POS 401 Profession of Law and Public Affairs (4 Hrs.)
POS 412 Rights in Theory and Practice (4 Hrs.)
Master's degree candidates may develop several types of programs, selecting courses which suit their individual needs and interests. A literature major may choose to pursue a conventional degree in English, American, and/or comparative literature or to develop a more personalized and less traditional course of study. The program regularly offers classes which cover specific literary periods, genres, and figures; but other options are available. For example, students might wish to select courses especially helpful to classroom teachers. Other students interested in careers in writing and editing may take specific writing courses offered by the Literature Program and other programs in the university. Courses in expository writing, journalism, feature writing, and various kinds of creative writing are offered on a regular basis, along with classes on layout and publication design. Students who focus on writing and editing may also wish to take basic courses in other programs in order to study current issues and problems in fields which generate publications of various kinds (e.g., Environments and People, Political Studies, and Economics programs).

It is possible for graduate students, in consultation with their advisers, to design an experiential component to their degrees. For example, a master's candidate may prepare for a career as a community college teacher by conducting classes in an area college, under the adviser's supervision.

ENTRANCE REQUIREMENTS

Students with baccalaureate degrees in English from an accredited college or university are normally accepted into the M.A. program after an examination of their transcripts by the Literature Program graduate committee. If the graduate committee feels a need for further evidence of competency, the student may be admitted on a probationary basis, pending an interview with the committee and/or successful completion of eight hours of course work at the graduate (400-500) level in the Literature Program at Sangamon State.

Applicants with undergraduate degrees in fields other than English must take at least eight hours of program course work prior to matriculation at the graduate level in the Literature Program, unless a waiver petition is approved by the graduate committee. After completing two courses in the
program, the student must gain the endorsement of the two full-time faculty members who taught these courses. Those faculty members will report to the graduate committee their estimates of the student's potential for success in the program, and the graduate committee will then make a decision regarding the matriculation of the student into the Literature Program.

ADVISING

Because the Literature Program offers a wide range of courses with relative freedom from requirements and prerequisites, a program major is encouraged to select an adviser as soon as possible. The adviser, who should be chosen from among program faculty, will assist the student in the development of an appropriate course of study.

GRADING POLICY

Courses in which literature students have earned a grade of C will not be accepted toward the M.A. degree in literature.

PROGRAM REQUIREMENTS

Students who contemplate work beyond the master's degree are urged to take at least half of their courses at the 500 level.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>LIT 572</td>
<td>2</td>
</tr>
<tr>
<td>LIT electives</td>
<td>24</td>
</tr>
<tr>
<td>Public Affairs Colloquium</td>
<td>4</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
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The student must complete 26 semester hours of course work in literature. LIT 572 The Graduate Colloquium is required of all graduate students and should be taken as early as possible. This course introduces the master's candidate to graduate study in the field, the program and its faculty, university and community facilities, basic literary concepts and terminology, and opportunities in the profession. LIT 572 can be waived only by majority vote of the program committee.

In addition to satisfying general university requirements for the M.A. degree, candidates in literature are expected to develop research, writing, analytical, and interpretive skills. All literature courses provide opportunities for acquiring and refining these skills.

MASTER'S EXAMINATION

In their last semester of study, master's degree candidates will be examined by their graduation committees on the content of a literary work. Each spring the literature graduate committee will announce three major works from which prospective graduates may choose. They then meet with their graduation committees to determine guidelines for the examination. Students may petition their graduation committees for permission to write
on works other than these three, or, if they are concentrating on creative writing, may submit substantial samplings of their own work for review by their graduation committees in lieu of taking the examination. Students should meet with their advisers early in their final semester to establish procedures for their closure experiences.

**LITERATURE/Course Descriptions**

**LIT 400 MAJOR FIGURES IN ENGLISH LITERATURE TO 1700** (4 Hrs.)
Study of works of major authors such as Chaucer, Shakespeare, Donne, and Milton. Students may earn credit in several sections of 400, but specific figures studied must be different in each section.

**LIT 401 THE CANTERBURY TALES** (4 Hrs.)
Study of the entire Canterbury Tales and of high medieval culture, social history of England in the period, and Chaucer's view of a just social order.

**LIT 402 MEDIEVAL LITERATURE IN TRANSLATION** (4 Hrs.)
Major types and themes of literature which form the strengths of medieval English literary culture.

**LIT 403 LITERATURE OF THE VIKINGS** (4 Hrs.)
Literature, history, myth, and visual arts of the Scandinavians during the period when they dominated much of Northern Europe.

**LIT 404 ELIZABETHAN-JACOBEAN DRAMA** (4 Hrs.)
Survey of works of Shakespeare's contemporaries, including plays by Marlowe, Jonson, Dekker, Webster, Ford, and others.

**LIT 408 RENAISSANCE LITERATURE** (4 Hrs.)
Nondramatic literature of England from 1500 to Milton. Works of various important continental writers are read in translation.

**LIT 410 MAJOR FIGURES IN ENGLISH LITERATURE: 1700-1900** (4 Hrs.)
Study of works of major authors such as Pope, Blake, Wordsworth, and Dickens. Students may earn credit in several sections of 410, but specific figures studied must be different in each section.

**LIT 411 THE ENGLISH NOVEL FROM DEFOE TO AUSTEN** (4 Hrs.)
Examination of major works by novelists of the 18th century, including Defoe, Richardson, Fielding, Sterne, Smollett, and Austen.

**LIT 412 THE ENGLISH ROMANTICS** (4 Hrs.)
Study of major and minor figures from the English Romantic period, 1789 to 1832.

**LIT 413 POETRY AND PROSE OF THE VICTORIAN AGE** (4 Hrs.)
Examination of major works by poets and prose writers of the 19th century, including Tennyson, Arnold, Browning, Carlyle, and Mill.

**LIT 414 THE ENGLISH NOVEL FROM DICKENS TO HARDY** (4 Hrs.)
Examination of major works by novelists of the 19th century, including Dickens, Thackeray, Eliot, Meredith, and Hardy.

**LIT 420 MAJOR FIGURES IN ENGLISH LITERATURE SINCE 1900** (4 Hrs.)
Study of works of major authors such as Conrad, Lawrence, and Joyce. Students may earn credit for several sections of 420, but specific figures studied must be different in each section.

**LIT 421 MODERN BRITISH LITERATURE I** (4 Hrs.)
Study of novels by major authors of the 20th century—works by Conrad, Ford, Forster, and Woolf—with some emphasis on historical, political, and psychological perspectives.

**LIT 422 MODERN BRITISH LITERATURE II** (4 Hrs.)
Study of works by Lawrence, Joyce, Shaw, Murdock, Osborne, Pinter, and other important figures in recent British literature.
LIT 430 MAJOR FIGURES IN AMERICAN LITERATURE TO 1900 (4 Hrs.)
Study of works of major authors such as Whitman, Twain, Melville, and Hawthorne. Students may earn credit in several sections of 430, but specific figures studied must be different in each section.

LIT 431 THE AMERICAN NOVEL FROM BROCKDEN BROWN TO HENRY JAMES (4 Hrs.)
Examination of major works by major American novelists of the 19th century, including Brockden Brown, Cooper, Hawthorne, Melville, Crane, and James.

LIT 435 AMERICAN RENAISSANCE (4 Hrs.)
Study of classic works of the American Renaissance, including *Moby Dick*, *The Scarlet Letter*, *Leaves of Grass*, and selected works by Poe, Emerson, and Thoreau.

LIT 436 AMERICAN REALISM AND NATURALISM (4 Hrs.)
Fiction of such major American novelists as Crane, Dreiser, Howells, James, Twain, and Wharton.

LIT 440 MAJOR FIGURES IN AMERICAN LITERATURE SINCE 1900 (4 Hrs.)
Study of works of major authors such as Frost, Hemingway, Faulkner, and Mailer. Students may earn credit for several sections of 440, but specific figures studied must be different in each section.

LIT 441 LITERATURE BETWEEN THE WARS (4 Hrs.)
Fiction of major American writers from 1919 to 1939. Study of such writers as Anderson, Lewis, Wolfe, Fitzgerald, Hemingway, Steinbeck, Dos Passos, and Faulkner.

LIT 442 MODERN AMERICAN NOVEL (4 Hrs.)
Survey of major post-war novelists such as Updike, Mailer, Oates, Bellow, Ellison, O'Connor, Roth, and Malamud.

LIT 443 CONTEMPORARY AMERICAN POETRY (4 Hrs.)
Survey of the present scene in American poetry, with some concentration on writers who came of age in the sixties. Included are John Logan, James Wright, Robert Lowell, Robert Creeley, Allen Ginsberg, and John Ashbery.

LIT 444 CONTEMPORARY MIDWESTERN FICTION (4 Hrs.)

LIT 450 MAJOR FIGURES IN WORLD LITERATURE (4 Hrs.)
Study of works of major authors such as Dante, Kafka, Yeats, and Tolstoy. Students may earn credit for several sections of 450, but specific figures studied must be different in each section.

LIT 451 CONTINENTAL LITERATURE I (4 Hrs.)
Readings in continental literature from Classical Greece to the European Renaissance.

LIT 452 CONTINENTAL LITERATURE II (4 Hrs.)
Readings in continental literature from the 17th century to the present, including works by Racine, Goethe, Ibsen, Kafka, and Brecht.

LIT 454 MASTERPIECES OF RUSSIAN LITERATURE (4 Hrs.)
Study of works of major Russian writers of the 19th and 20th centuries. Includes novels, poems, and plays. Works read in translation. Authors include Tolstoy, Dostoevsky, Gogol, Chekov.

LIT 455 LITERATURE AND THE BIBLE (4 Hrs.)
Study of biblical literature and its influence on English and American writers.

LIT 459 GREEK MYTHOLOGY AND LITERATURE (4 Hrs.)
Study of Greek mythology not only in Greek literature but also as used by more modern writers.

LIT 460 THEMES IN LITERATURE (4 Hrs.)
Examination of how literary works express such themes as the American dream, futurism, industrialism, minority experiences, and women's roles. Students may earn credit in several sections of 460, but specific content of each section must be distinct from others.
LIT 461 MAJOR WOMEN WRITERS (4 Hrs.)
Study of novels by such major female authors as Jane Austen, Charlotte and Emily Bronte, George Eliot, Virginia Woolf, and Doris Lessing.

LIT 465 HISTORY OF THE ENGLISH LANGUAGE (4 Hrs.)
Study of the development of sounds, vocabulary, and structure of English from earliest times to the present. Special attention to American English and to dialects of Illinois.

LIT 466 INTRODUCTION TO LINGUISTICS (4 Hrs.)
Introduction to study of language. No previous experience in linguistics required. Topics include word history, dialects, sounds, and forms of language.

LIT 470 CREATIVE WRITING (4 Hrs.)
Instruction in writing original poetry and prose. Students may earn credit in several sections of 470, but focus must be different in each section taken.

LIT 471 PERCEPTUAL WRITING (4 Hrs.)
Creative writing course to increase personal awareness of worlds within and without, and to stimulate expression of this awareness in words. A central concern is what encourages creativity, making course valuable for those who live or work with children.

LIT 472 THE PERSONAL JOURNAL (4 Hrs.)
A writing class with a reading component of personal journals: the famous, infamous, and little known—children's as well as adult's—including Pepys, Boswell, Emerson, Anais Nin, Anne Frank, Maggie Owen. Each student keeps a personal journal.

LIT 480 LITERARY GENRES (4 Hrs.)
Examinations of such genres as creative nonfiction, science fiction, children's literature, film drama, fantasy, and autobiography. Students may earn credit for several sections of 480, but focus of each must be distinct from others. See PAR 407.

LIT 481 FANTASY (4 Hrs.)
Reality and fantasy in such authors as Lewis Carroll, George MacDonald, C. S. Lewis, J. R. R. Tolkien, Charles Williams, and Ursula LeGuin.

LIT 482 CREATIVE NONFICTION (4 Hrs.)
Survey of the best contemporary works of nonfiction, including narratives of Norman Mailer, Truman Capote, Joan Didion, E. L. Doctorow, Alex Haley, Hunter Thompson, and Tom Wolfe. Selected examples of the New Journalism also discussed.

LIT 485 HISTORY OF CHILDREN'S LITERATURE (4 Hrs.)
Study of books children appropriated before there was a "children's literature" and since, as well as books written with children in mind. Encompasses both literature and a social history of children and the family. See CFC 485, HIS 485.

LIT 486 FICTION INTO FILM (4 Hrs.)
Introduction to basic terms and approaches in film criticism offering students an opportunity to compare fictional and cinematic versions of such classic works as Pride and Prejudice and Grapes of Wrath.

LIT 510 SEMINAR: MAJOR FIGURES IN ENGLISH LITERATURE TO 1700 (4 Hrs.)
Study of works of one or two major authors. Acquaints students with significant scholarly research concerning these figures. Students may earn credit in more than one section of 510, but specific figures must be different in each section.

LIT 516 MIDDLE ENGLISH LITERATURE (4 Hrs.)
Readings in various genres of medieval English literature (lyric, romance, drama, chronicle, etc.). Works are read in Middle English, but no previous experience of period is necessary. Introduction to main problems of studying ME literature, both scholarly and critical.

LIT 520 SEMINAR: MAJOR FIGURES IN ENGLISH LITERATURE: 1700-1900 (4 Hrs.)
Works of one or two major writers are studied in depth. Students review relevant scholarly and critical endeavors. Students may earn credit in more than one section of 520, but specific content of each section must be distinct from others.
LIT 530 SEMINAR: MAJOR FIGURES IN ENGLISH LITERATURE SINCE 1900 (4 Hrs.)
Examination of one or two major English authors of this century. Students may earn credit in more than one section of 530, but authors must be different in each section.

LIT 540 SEMINAR: MAJOR FIGURES IN AMERICAN LITERATURE TO 1900 (4 Hrs.)
Works of one or two major authors. Students review relevant scholarly and critical endeavors. Students may earn credit in more than one section of 540, but specific content of each section must be distinct from others.

LIT 550 SEMINAR: MAJOR FIGURES IN AMERICAN LITERATURE SINCE 1900 (4 Hrs.)
Examination of one or two major authors in this century, with some emphasis on research as well as on reading and class participation. Students may earn credit in more than one section of 550, but authors treated must be different in each section.

LIT 560 SEMINAR: MAJOR FIGURES IN WORLD LITERATURE (4 Hrs.)
Study of major authors in relation to their own particular context and to other lands and literatures. Investigation of significant scholarship on each figure. Students may take more than one section of course, if different author is stressed in each section.

LIT 570 SPECIAL TOPICS IN LITERATURE (4 Hrs.)
Study of development of ramifications of a major theme or topic in literature (for instance, the Faust theme or politics and literature), with reference to important research in the area. Students may earn credit in more than one section of course if topics are varied in each section.

LIT 572 THE GRADUATE COLLOQUIUM (4 Hrs.)
Introduction to graduate study of literature, to program faculty and curriculum, to professional issues, and to career opportunities in the field.

The following courses are accepted for the program major. Normally, no more than two may apply to the concentration in literature.

- COM 412 Language Acquisition: The Formative Years
- COM 415 Psycholinguistics
- COM 489 Film as Art
- COM 490 Studies in the Art of the Film
- ENP 477 Expressions of American Naturalism: From Colonial Days to Wendell Berry
- HIS 404 The American Midwest: A Cultural and Historical View
- HIS 423 World of W. E. B. Dubois
- HIS 432 Colonial America and Early United States to 1815
- HIS 451 The Roots of Contemporary History
- LES 456 Law and Literature

Mathematical Systems

M.A. (40 Hrs.)

PROGRAM FACULTY — D. Anton Florian, K. G. Janardan, Philip Koltun, King Lee, Mary Kate Yntema.


To meet the ever-increasing demand for diverse quantitative skills, the Mathematical Systems Program offers courses in four areas of basic and applied mathematics: mathematics, statistics, computer science, and operations research.
A student who plans to do graduate work in any area of mathematics, science, or engineering, or who wishes to pursue a career in teaching, will probably choose to take most courses in pure mathematics. The student concentrating in statistics will learn to use and apply statistical techniques to real-life problems, and will acquire the skills of collection, tabulation, analysis, and interpretation of data needed to provide the quantitative information used in a modern technological society. Computer science at Sangamon State deals solely with software (development of the program that controls the machine) rather than hardware (the machine itself). Students are trained to design and analyze small-scale and/or large-scale computer systems and to design and implement the required systems programs. Usage of an outstanding variety of interactive and batch-processing computing systems—including an IBM 360/75, CDC Cyber 72, and an HP 3000—is integrated into the curriculum. Operations research deals with the application of mathematics to solve complex problems of human organizations. Students in this area analyze decision and control problems involving the interaction of many factors and organizational components; construct mathematical, economical, and statistical descriptions or models of these problems; derive solutions from these models; and test and implement the solutions.

Students are not restricted to concentrating in one of the four areas of the Mathematical Systems Program; they may choose courses from different areas to fit their individual interests. Such students may matriculate after they have worked out a plan of study with an adviser, and after the plan has been approved by the mathematical systems program committee.

ADMISSION

All mathematical systems students are expected to have had a year of calculus before entering the program, and must demonstrate their proficiency by passing a test administered by the program each year. Students who have not studied calculus may prepare for the test by taking MSU 409, and completing additional modules designed for the test. Students must pass their test before matriculation. In addition, each concentration within the Mathematical Systems Program has specific matriculation requirements.

ADVISING

Prior to registration for the first time, the student should discuss with the program convener or any member of the mathematical systems faculty, the courses to be taken during the student's first semester at SSU. After classes begin, he or she is urged to choose a permanent adviser as soon as possible. Normally, the adviser will be associated with the concentration in which the student will be matriculated.

COMMUNICATION SKILLS

Before graduation each student will undertake a graduation project,
which includes a written report, as one of the required courses. This report will be graded not only on content, but also on organization and clarity of expression. All students are required to take a diagnostic test on their communication skills at the Learning Center early in their studies. Those needing help will be counseled accordingly.

GRADING POLICY

An acceptable grade for graduate students is normally an A or B grade. A grade of C may be counterbalanced by a grade of A in an MSY course at the same level or higher (i.e., a C grade in a 500-level course may be counterbalanced only by an A grade in a 500-level course).

PROGRAM REQUIREMENTS

The Mathematical Systems Program consists of four concentrations: Mathematics, Statistics, Computer Science, and Operations Research/Systems Analysis. A student may graduate after fulfilling the requirements of one of these concentrations. In addition, a student may design an individualized program combining features from several concentrations in consultation with an adviser; this program of study must be approved by the mathematical systems program committee to assure its coherence.

The matriculation requirement is given for each concentration separately. Students who fail to matriculate are so notified by the program convener. They may appeal this decision to the program up to the end of the semester in which they are notified.

MATHEMATICS CONCENTRATION

A student may matriculate after:
1. Completing the equivalent of MSY 411; MSY 412; MSY 413; MSY 415.
2. Completing eight hours of graduate work in MSY courses at SSU with a grade of B or better.
3. Passing the calculus examination.
4. Taking the communications skills diagnostic test.

An M.A. in mathematics involves 40 semester hours of graduate-level work, of which 32 hours must be in MSY courses. Of the 32 hours of MSY courses, 12 hours must be at the 500 level. Well-prepared students having had the equivalent of MSY 411 and 412 Linear Algebra, MSY 413 Abstract Algebra, and MSY 415 Advanced Calculus may waive 10 hours.

The general university requirement of a graduation project may be satisfied by taking MSY 518. This course requires the student to develop a presentation, in writing and orally, of some aspect of mathematics not formally studied in class. The topic and presentation should demonstrate the student's ability to bring together, in a coherent fashion, theory from different mathematical fields.
The entrance requirements for a student concentrating in statistics are:

1. Completing eight hours of the following 12 hours: MSY 411-412 Linear Algebra; MSY 425 Statistical Inference; MSY 415 Advanced Calculus.
2. Earning eight hours in graduate-level MSY courses with grades of B or better as a graduate student.
3. Passing the calculus examination.
4. Taking the communications skills diagnostic test.

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

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

If the student has not had advanced calculus as an undergraduate, the four hours must be in advanced calculus. The student who has not had linear algebra must take MSY 411 and MSY 412 Linear Algebra I and II as part of the electives. Up to 10 hours of the total 40 may be waived for the student who has taken probability and statistical applications, statistical analysis, statistical inference, and linear algebra as an undergraduate.

The general university requirement of a graduation project is satisfied by taking MSY 549. The student will be required to develop a written and oral report on some topic not previously studied in this course. The topic and presentation should demonstrate the student’s ability to bring together theory from different fields of statistics.

COMPUTER SCIENCE CONCENTRATION

The student may enter the concentration after:

1. Demonstrating course background or competency in subject areas required of an undergraduate in computer science at SSU: i.e., MSY 451 Computer Fundamentals and Programming I; MSY 452 Computer Fundamentals and Programming II; MSY 453 Computer Architecture; MSY 454 Information Structures; MSY 455 Structure of Programming Languages; and MSY 461 Operating Systems Principles. These courses will not count toward hours required for the master’s degree.
2. Completing eight hours of B or better work in graduate-level MSY courses beyond the courses listed in No. 1.
3. Passing the calculus examination.
4. Taking the communications skills diagnostic test.

The M.A. in computer science requires 30 semester hours, 24 hours of which must be in computer science or related mathematical systems courses.

The university requirement of a graduation project is satisfied by taking MSY 569 Individual Project.
OPERATIONS RESEARCH/SYSTEMS ANALYSIS
CONCENTRATIONS

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

The M.A. in Public Systems Analysis

This program is designed to interest the student whose undergraduate specialty differed from the study of techniques of quantitative problem-solving. Although candidates need not have strong mathematics backgrounds, they must have the willingness to learn various types of applied mathematics necessary to use operations research and systems analysis techniques. Entering students are expected to have a bachelor's degree in a nonquantitative discipline. The program generally requires 40 semester hours of study; however, students may petition the mathematical systems program committee for up to 10 semester hours of advanced standing. The course requirements for this degree are:

- MSU 409 Techniques of Analysis 2 hours
- OR/SA Core courses 8 hours
- 400- or 500-level course work related to problems in the public sector 12 hours
- OR/SA Practicum 10 hours

(MSY 470-6 hours and MSY 570-4 hours)
(Up to four hours of other OR course work substituted for students with project experience.)

In addition, the student must pass the OR/SA Core Exams, display competency in the quantitative tool subjects described later, and demonstrate the ability to use operations research in the public sector.

The M.A. in Operations Research

This program is for the student with an undergraduate degree in science, engineering, or mathematics (including computer science, OR/SA, and statistics) who is interested in becoming an operations research analyst or systems analyst. The M.A. requires 40 semester hours of work, up to 10 hours of which may be waived for the student with a good background in operations research, statistics, or mathematics. (See quantitative tool or OR/SA Core courses described later.) Students concentrate on mathematical theory underlying techniques of operations research and systems analysis and develop skill in supervising an operations research study. The course requirements for this degree are:

- Operations research (excluding OR/SA Core courses and OR/SA Practicum) 12 hours
- Mathematics (past calculus) 4 hours
MSY 425  Statistical Inference  4 hours
OR/SA Practicum  10 hours

(MSY 470-6 hours and MSY 570-4 hours.)
(Up to four hours of other OR course work substituted
for students with project experience.)

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

Quantitative Tool Subjects and OR/SA Core

Competence in the fundamentals of a variety of quantitative disciplines
is necessary to obtain, analyze, and evaluate information for sound
decision-making. Therefore, the OR/SA student is required to take the
following courses unless the skills needed have been demonstrated by
previous course work.

ACC 421  Administrative Uses of Accounting
        Information  4 hours

MSY 411  Linear Algebra I  2 hours
MSY 412  Linear Algebra II  2 hours
MSY 421  Probability and Statistical Applications  2 hours
MSY 422  Statistical Analysis  2 hours
MSU 414  Introduction to Computer Programming I  2 hours

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

MSY 472  Construction of Deterministic Operations
        Research Models  2 hours
MSY 473  Construction of Probabilistic Operations
        Research Models  2 hours
MSY 474  Solution of Deterministic Operations
        Research Models  2 hours
MSY 475  Solution of Probabilistic Operations
        Research Models  2 hours

The graduate student may matriculate after:

1. Earning a B or better in the first eight hours of MSY courses, four
   of which must be in OR; or earn a B average in the first 12 hours of
   MSY courses (four of which must be in OR) and earn B or better in
   the OR course. In either case all incompletes must be removed and
   their grades counted.

2. Passing the calculus examination.
3. Taking the communications skills diagnostic test.

The university requirement of a graduation project is normally satisfied
by MSY 570 OR/SA Practicum.
MATHEMATICAL SYSTEMS/Course Descriptions

SERVICE COURSES FOR NONMAJORS

MSU 401  APPLIED STATISTICS I  (4 Hrs.)
For nonmath majors. Introduction to basic elements of probability and statistical theory.
Topics may include analysis of data; finite sample spaces; probability distributions,
statistical inference; testing of hypotheses; regression and correlation. Adequate back­
ground in high-school algebra required. Students may not take more than one of MSU 401, MSU 305, or MSU 405 for degree credit. See SOA 413.

MSU 402  APPLIED STATISTICS II  (4 Hrs.)
Linear regression and correlation, analysis of enumerative data, test statistics, random
sampling, design of experiments—black and Latin square designs, analysis of variance,
certain nonparametric tests. Prerequisite: MSU 401. See SOA 414.

MSU 403  SO YOU THINK YOU CAN'T DO MATH!  (4 Hrs.)
Attempt to reduce anxiety about mathematics. Brush-up on basic mathematical skills.
Glimpses of history and present-day applications of mathematics.

MSU 405  A COMPUTER-ORIENTED APPROACH TO STATISTICS  (4 Hrs.)
Introduction to statistics. Students with no prior knowledge in computer programming
learn to use packaged statistical programs and to write their own programs as they learn
about simulations, descriptive statistics, elementary matrix methods, inferential statistics,
regression, and correlation. Students may not take more than one of MSU 401, MSU 305,
or MSU 405 for degree credit. Prerequisite: high-school algebra.

MSU 406  SAMPLING FOR ACCOUNTING AND AUDITING  (4 Hrs.)
For accounting and auditing students. Topics may include sampling principle, sampling
plans, attribute and variable sampling, selection techniques, random number sampling,
systematic and stratified sampling, sample size determination, and estimation procedures,
simple extension, difference ratio and regression methods. Prerequisite: MSU 401 or
equivalent.

MSU 407  QUANTITATIVE ANALYSIS  (2 Hrs.)
Statistical and quantitative methods from the perspective of administrative decision-making.
The logical basis of modern quantitative techniques and their application to health
services administration problems. See HSA 407.

MSU 408  HEALTH RESEARCH ANALYSIS  (2 Hrs.)
Quantitative techniques as applied to the health field. Includes regression and correlation,
analysis of variance, and introduction to operations research. Prerequisite: HSA 407 or
equivalent. See HSA 408.

MSU 409  TECHNIQUES OF ANALYSIS  (2 Hrs.)
For nonmathematics majors. Techniques of differentiation and integration. Self-study
modules on slides and tape in the Learning Center.

MSU 413  OPERATIONS RESEARCH FOR MANAGERIAL
DECISIONS  (4 Hrs.)
Introduction to methods of operations research and management science; applications to
government, industry, education, and health. Prerequisite: high-school algebra.

MSU 414  INTRODUCTION TO COMPUTER PROGRAMMING I  (2 Hrs.)
Introduction to computer programming for nonmath majors. Interactive use of Basic, an
early learned language, is emphasized. Students may not take both MSU 414 and MSY
451 for credit.

MSU 415  INTRODUCTION TO COMPUTER PROGRAMMING II  (2 Hrs.)
Continuation of MSU 414. Further techniques of programming and problem-solving.
Students may not take both MSY 452 and MSU 415 for credit.

MSU 421  MATRICES: A MATHEMATICAL TOOL  (2 Hrs.)
Primarily for nonmathematics majors. Understanding of quantitative tools used in
studying many disciplines. Introduction to systems of linear equation, matrix manipula­
tion, and determinants. Emphasis is on using these tools, rather than proving theorems.
Prerequisite: high-school algebra.
MSU 423 COMPUTER FUNDAMENTALS FOR ADMINISTRATION (2 Hrs.)
Fundamentals of data processing and computer systems. Use of Basic programming language in business problem-solving. Applications of time-sharing.

MSU 431 MATH GAMES (2 Hrs.)
Introduction to the use of games to teach arithmetic. Mostly for primary and secondary teachers.

MATHEMATICS CONCENTRATION

MSY 400 TOPICS IN GEOMETRY (1-4 Hrs.)
Various topics; description changes depending on topics offered. May be repeated for an indefinite number of hours.

MSY 407 FOUNDATION OF MATHEMATICS (4 Hrs.)
Discussion of the axiomatic system and infinite sets, and how they produced contradictions in mathematics in the late 19th century. Attempts to free mathematics from these contradictions and Godel's Theorem are described.

MSY 410 TOPICS IN ALGEBRA (1-4 Hrs.)
Various topics; description changes depending on topics offered. May be repeated for an indefinite number of hours.

MSY 411 LINEAR ALGEBRA I (2 Hrs.)
Systems of linear equations, matrices, vector spaces in Euclidean n-space, linear dependence and independence.

MSY 412 LINEAR ALGEBRA II (2 Hrs.)
Abstract vector spaces, bases for finite dimensional spaces, linear transformations, similarity canonical forms, eigenvalues, quadratic and bilinear forms.

MSY 413 ABSTRACT ALGEBRA (4 Hrs.)
Theory of groups, rings, and fields. Subgroups, ideals, integral domains, quotient algebras, isomorphisms, and homomorphisms are covered. Prerequisite: MSY 412.

MSY 415 ADVANCED CALCULUS (4 Hrs.)
Introduction to basic theory of analysis including rigorous treatment of sequences, series, continuous functions, theory of differentiation, and Riemann integration. Prerequisite: one year of calculus.

MSY 417 NUMERICAL ANALYSIS (4 Hrs.)
Introduction to fundamental numerical algorithms; elementary error analysis; polynomial interpolation; solution of linear and nonlinear systems of equation; numerical solution of differential equations. Prerequisites: calculus; MSU 421 or MSY 411; MSU 414 or MSY 451; or equivalents.

MSY 418 METHODS OF APPLIED MATHEMATICS (4 Hrs.)
Various topics for science and mathematics students; may include ordinary and partial differential equations, fourier series, vector analysis. Emphasis is on application. Prerequisite: calculus.

MSY 419 DIFFERENTIAL EQUATIONS (4 Hrs.)
Initial value problems. Topics include existence and uniqueness of solutions, linear systems, and autonomous systems. Prerequisite: MSY 415 or equivalent.

MSY 420 TOPICS IN ANALYSIS (1-4 Hrs.)
Various topics; description changes depending on topics offered. May be repeated for an indefinite number of hours. Prerequisite: MSY 415.

MSY 500 ADVANCED TOPICS IN GEOMETRY (1-4 Hrs.)
Various topics; description changes depending on topics offered. May be repeated for an indefinite number of hours.

MSY 507 SYMBOLIC LOGIC (4 Hrs.)
Formal treatment of the propositional and predicate calculi. Concepts of validity, implication, deductibility, consistency, and completeness. Student must be able to read and write proofs in abstract mathematics. Prerequisite: MSY 407 or equivalent.
MSY 508 COMPUTABILITY (4 Hrs.)
Turing machines, universal Turing machines; the halting problems; Godel numbering; unsolvability; recursive sets and functions; recursively enumerable sets; decision problems and undecidability. Prerequisite: MSY 407 or equivalent.

MSY 510 ADVANCED TOPICS IN ALGEBRA (1-4 Hrs.)
Various topics; description changes depending on topics offered. May be repeated for an indefinite number of hours.

MSY 518 GRADUATE PROJECT (1-4 Hrs.)
In area of mathematics decided upon with instructor. A written report and an oral presentation required.

MSY 519 COMPLEX ANALYSIS (4 Hrs.)
Discussion of the complex plane, complex functions, Cauchy-Riemann equations, Taylor and Laurent expansions, contour integration, and conformal mapping. Prerequisite: MSY 415 or equivalent.

MSY 520 ADVANCED TOPICS IN ANALYSIS (4 Hrs.)
Various topics; description changes depending on topics offered. May be repeated for an indefinite number of hours. Prerequisite: MSY 415.

STATISTICS CONCENTRATION

MSY 421 PROBABILITY AND STATISTICAL APPLICATIONS (2 Hrs.)
Definitions of probability; algebra of events, addition and multiplication rules; permutations and combinations; random variables and probability distributions; expected value of a random variable; some common statistical distributions. Statistical applications of probability via binomial model—prediction and decision-making.

MSY 422 STATISTICAL ANALYSIS (2 Hrs.)
Presentation of data; numerical description; discrete and continuous random variables; uniform exponential and normal distributions; statistics, and sampling distributions; central limit theorem; students t, chi-square, and F-distributions; ideas of estimation and testing of hypothesis for normal populations; confidence interval estimates; concepts of regression and correlation. Prerequisite: MSY 421.

MSY 425 STATISTICAL INFERENCE (4 Hrs.)
Random variables and their distributions; moment generating functions; central limit theorem; important statistics; distributions of certain statistics; basic ideas of inferential statistics; estimation and tests of significance with special emphasis on treatment of actual data; goodness of fit tests. Prerequisites: MSY 421 and MSY 422.

MSY 428 DISCRETE STATISTICAL MODELS AND METHODS (4 Hrs.)
Systematic study of probability models and statistical models pertaining to statistical analysis of data consisting of single and multiple counts. Prerequisite: MSY 421 or equivalent.

MSY 429 DYNAMIC PROBABILISTIC SYSTEMS ANALYSIS (4 Hrs.)
Analysis of probabilistic systems which are dynamic in time with aid of theory of probability and stochastic processes. Includes Markov processes; recurrent events; general random processes and their applications to analysis of various systems in business, economics, ecology, and sciences. Prerequisite: MSY 421 or equivalent.

MSY 436 APPLIED MULTIVARIATE ANALYSIS (4 Hrs.)
Introduction to multivariate statistical methods; multiple regression and correlation, principal components, anonical correlations, partial correlations, discriminant and factor analysis. Concentrates on methods of data analysis using computer packages rather than traditional theoretical approach. Suitable for the social science student as well as the statistics major. No prior knowledge of computer programming required. Prerequisite: MSY 422.

MSY 437 APPLIED REGRESSION ANALYSIS (4 Hrs.)
The simple linear regression model, developed and extended to multiple linear regression, polynomial regression, and stepwise regression. Practical problems are solved using both packaged computer regression routines and routines students learn to write themselves. No prior knowledge of computer programming required. Prerequisite: MSY 422.
MSY 438 SURVEY SAMPLING (4 Hrs.)
Basic course in principles of sampling for assessment of data in business, social sciences, or natural resource management. Sampling problem, selection of samples, designing questionnaire, estimation of means and variances, simple and stratified random sampling, systematic sampling, and cluster sampling.

MSY 439 NONPARAMETRIC STATISTICS (4 Hrs.)
Statistical methods that do not depend upon particular form of the density function of the underlying distribution. Includes selected distribution-free tests and estimation techniques including sign test, Kolmogorov-Smirnov, Wilcoxon signed rank. Mann-Whitney tests, Chi-square and rank correlation tests. Prerequisites: MSY 421 and MSY 422 or equivalent.

MSY 440 TOPICS IN STATISTICS (4 Hrs.)
Various topics; description changes depending on topics offered. May be repeated for an indefinite number of hours.

MSY 441 STATISTICAL DESIGN AND ANALYSIS (4 Hrs.)
Fundamental principles of design, completely randomized experiments, randomized blocks, Latin squares, Graeco-Latin squares; cross-over designs; split plot designs; fractional experiments, complete and partial confounding; fractional replication, experimental and sampling errors, and components of variance and co-variance. Prerequisite: MSY 422 or equivalent.

MSY 450 TOPICS IN PROBABILITY (4 Hrs.)
Various topics; description changes depending on topics offered. May be repeated for an indefinite number of hours. Prerequisite: MSY 421.

MSY 535 MATHEMATICAL STATISTICS I (4 Hrs.)
Techniques for obtaining and using information in the presence of uncertainty. Includes probability distributions, exact and limiting sampling distributions, principles and methods of estimation, order statistics. Prerequisites: MSY 415, MSY 425 or equivalents.

MSY 536 MATHEMATICAL STATISTICS II (4 Hrs.)
Continuation of MSY 535. Point estimation of one parameter; sufficiency and completeness; maximum likelihood estimation; hypotheses testing; Neyman-Pearson Lemma and uniformly most powerful tests; analysis of variance and certain nonparametric methods. Prerequisite: MSY 535 or equivalent.

MSY 537 STATISTICAL ECOLOGY (4 Hrs.)
Ecological problems and statistical distributions. Includes discrete and continuous distributions; construction of models in scientific work—sampling models, models for birth and death processes for both counts and inter-event times, multivariate models, inter-relations and structures, estimation, and tests. Prerequisite: MSY 425 or equivalent.

MSY 538 SAMPLING TECHNIQUES (4 Hrs.)
Derivation of standard results of finite population sampling theory. Includes simple and stratified random sampling, systematic sampling, multistage sampling, regression, and ratio estimation. Effect of costs on sample allocation. Prerequisite: MSY 425 or equivalent.

MSY 539 ENVIRONMENTAL DATA ANALYSIS (4 Hrs.)
Material is centered around live problems. Topics include statistical properties of environmental data; characteristics and parameters of quality; distributions of parameters of environments; sources and magnitude of errors. Flexible format, with combination of lectures, seminars, and projects.

MSY 540 SEMINAR IN STATISTICS (1-4 Hrs.)
Topics vary. May be repeated for an indefinite number of hours.

MSY 543 APPLIED STOCHASTIC PROCESSES (4 Hrs.)
Bernoulli and Poisson processes, Markov chains and processes, birth and death process, and time dependent stochastic processes. Suitable for students in business, economics, and any option of the Mathematical Systems Program. Prerequisite: MSY 425 or equivalent.

MSY 544 DISTRIBUTION THEORY (4 Hrs.)
Probability distributions arising in statistical inference. Univariate and multivariate
distributions. Properties of distribution functions and characteristic functions. Important limit theorems. Prerequisite: MSY 425 or equivalent.

**MSY 545 LINEAR STATISTICAL MODELS** (4 Hrs.)
Quadratic forms, linear hypothesis models, hypothesis tests, regression, analysis of variance and co-variance, fixed and random effects models, multiple comparisons, designs. Prerequisite: MSY 425 or equivalent.

**MSY 546 MULTIVARIATE ANALYSIS** (4 Hrs.)
Properties of the multivariate normal distribution. Sampling distributions and tests in multiple correlation and regression, Hotelling’s T statistic, discriminant analysis, multivariate normal variable. Canonical correlation and principle component analysis. Prerequisite: MSY 425 or equivalent.

**MSY 549 GRADUATE PROJECT** (1-4 Hrs.)
In an area of statistics to be decided upon with instructor. A written report and an oral presentation required.

**MSY 550 SEMINAR IN PROBABILITY** (1-4 Hrs.)
Topics vary. May be repeated for an indefinite number of hours.

**COMPUTER SCIENCE CONCENTRATION**

**MSY 451 COMPUTER FUNDAMENTALS AND PROGRAMMING I** (2 Hrs.)
Introduction to programming in a higher-level language such as Pascal. Emphasizes structured programming techniques. Students may not take both MSY 451 and MSU 414 for credit.

**MSY 452 COMPUTER FUNDAMENTALS AND PROGRAMMING II** (2 Hrs.)
Continuation of MSY 451. Students may not take both MSY 452 and MSU 415 for credit.

**MSY 453 COMPUTER ARCHITECTURE** (4 Hrs.)
Internal computer organization, general computer addressing methods, general internal data representation. OS/370 assembly language programming with macro facilities, micro programming, subprogram structure and linkage, coroutines, general data management, basic systems programs. Prerequisite: ability to program in a higher-order language. Lecture/laboratory course.

**MSY 454 INFORMATION STRUCTURES** (4 Hrs.)
Basic data organization, list structures, strings, arrays, tree structures, computer storage management, memory allocation and collection, sorting table construction and searching, programming language data structures. Prerequisites: MSY 451 and MSY 452 or equivalent.

**MSY 455 STRUCTURE OF PROGRAMMING LANGUAGES** (4 Hrs.)
Comparative anatomy of programming languages, data structures, central structures, run-time implementation and environment, and their relation to design criteria. Language acquisition techniques. Use of APL, Basic, and Snobol, among others.

**MSY 457 COMPILER ARCHITECTURE** (4 Hrs.)
Syntax analysis, symbol table construction, object code generation, optimization techniques, boot-strapping, compiler-compiler. Prerequisites: MSY 454 and 455 or equivalent.

**MSY 459 DATA BASE MANAGEMENT** (4 Hrs.)
Presentation and appraisal of the technology and practice of Data Base Management Systems. Prerequisite: MSY 454.

**MSY 460 TOPICS IN COMPUTER SCIENCE** (4 Hrs.)
Topics vary. May be repeated for an indefinite number of hours.

**MSY 461 OPERATING SYSTEMS PRINCIPLES** (4 Hrs.)
Batch multiprogramming, real-time, and time-sharing concepts; job and task management; storage management; data management; linkage editors; resource allocation. Prerequisite: MSY 454 or equivalent.

**MSY 462 SYSTEMS PROGRAMMING LABORATORY** (4 or 8 Hrs.)
Design and implementation of a complete software system; basic operating system,
MSY 465 LEGAL ISSUES IN COMPUTING (4 Hrs.)
Topics include contracting for computer services; liability for programming errors; taxation of computer systems; protection of proprietary software; privacy and data-banks; electronic funds transfer systems; information utilities; and government regulation of the computer industry.

MSY 553 STRUCTURED PROGRAMMING (4 Hrs.)
Systematic examination of literature on structured programming concepts. Other topics include modular programming, software project management, documentation, and confirmation of program correctness. Languages designed to encourage structure programming, such as Pascal, are utilized. Prerequisite: knowledge of some higher-level language.

MSY 555 COMPUTER GRAPHICS (4 Hrs.)
Operation of graphic-devices, picture models and data structures, display software. Prerequisite: MSY 454 or equivalent.

MSY 557 DATA COMMUNICATIONS (4 Hrs.)
General communication concepts, transmission control hardware, telecommunication software, network design and control. Prerequisite: MSY 461 or equivalent.

MSY 561 LARGE-SCALE COMPUTER SYSTEMS (4 Hrs.)
Advanced computer architecture: virtual memory, multiprocessors, array processors (ILLIAC IV), string and array processors (CDC STAR 100), associate memory systems. Prerequisite: MSY 461 or equivalent.

MSY 563 ADVANCED OPERATING SYSTEMS (4 Hrs.)
Analysis of large operating systems: OS/MFT, OS/MVT, OS/VS, Burroughs MCP, CDCSCope. Prerequisite: MSY 461 or equivalent.

MSY 565 PERFORMANCE EVALUATION SEMINAR (4 Hrs.)
Tools and techniques for performance evaluation of computer systems. Integrated hardware/software systems, user programs, and systems programs considered. Prerequisite: functional knowledge of operating system principles and computer architecture. Prerequisite: MSY 454.

MSY 569 INDIVIDUAL PROJECT (4 Hrs.)
Final exercise of each computer science Master of Arts candidate, bringing all previous study to bear on one advanced problem. Laboratory course.

OPERATIONS RESEARCH/SYSTEMS ANALYSIS

CONCENTRATION

MSY 470 OPERATIONS RESEARCH/SYSTEMS ANALYSIS PRACTICUM (1-4 Hrs.)
Guided field experience in applying operations research and systems analysis techniques to a real problem. Description of current projects available from instructor. No prior experience necessary. May be repeated for maximum of 8 hours. Offered fall and spring.

MSY 472 CONSTRUCTION OF DETERMINISTIC OPERATIONS RESEARCH MODELS (2 Hrs.)
Construction and application of standard deterministic models in operations research. Includes linear programming, nonlinear programming, network analysis, inventory, models, and dynamic programming. Offered in fall.

MSY 473 CONSTRUCTION OF PROBABILISTIC OPERATIONS RESEARCH MODELS (2 Hrs.)
Construction and application of models which involve use of probability and statistics. Topics include queueing theory, inventory models, Markov processes, reliability, and simulation. Knowledge of calculus, probability, and statistics required. Offered in spring.

MSY 474 SOLUTION OF DETERMINISTIC OPERATIONS RESEARCH MODELS (2 Hrs.)
Methods for deriving solutions from standard deterministic models discussed in MSY 472. Prerequisites: MSY 472 or equivalent and calculus. Offered in fall.
Nutrition

M.S.
(44 Hrs.)

PROGRAM FACULTY — Esther L. Brown.

ADJUNCT FACULTY — Sr. Ritamary Brown, Eunice Scott, Sandra Eardley.

Nutrition is a diverse field of study. Academic work in nutrition encompasses both the physical-biological sciences and the behavioral-humanities sciences.
The Nutrition Program prepares both nutritionists (clinical, community, public health) and nutrition educators and interfaces with such areas as nutritional anthropology, nutritional policy planning, and dietary services in public health and health-care institutions.

To prepare students in this field, the curriculum and practicums have been designed to use concepts from the physical-biological sciences and the behavioral-humanities sciences as well as from nutrition. Liberal arts courses are a part of the curriculum both as required courses and as electives.

Nutritionists are involved in public affairs through public health and health-care institutions as established by state and federal law; through nutrition councils such as that established by law in the state of Illinois; and through national nutrition policies. They participate in community health programs and in public policy legislation in a society where the composition of families and needs of individuals are undergoing dramatic changes. Such synergistic activities are a strong component of the master's program in nutrition.

ADMISSION TO THE PROGRAM

Matriculation into the graduate program in nutrition assumes attainment of requirements for the B. S. or B. A. degree. All beginning graduate students will be initially assigned to an academic adviser and will have provisional status as degree candidates until they have satisfactorily completed 10 credit hours of program-approved course work. When degree candidacy is granted, and it may be with remedial provisions to strengthen deficiencies or improve learning skills, each candidate must form a master's committee which will guide the student through her or his master's program and master's project.

Admission to the university does not constitute admission to the Nutrition Program. Applicants will be expected to have completed a baccalaureate degree with basic course work in the biological and physical sciences and in nutrition. Biology 361 General Physiology, carrying four semester hours of credit, or an equivalent course is a specific prerequisite and must be completed prior to program admission.

Applicants must correspond with the program director for further information at the time application is made for admission to the university. All applications for admission will be reviewed by the program admission committee.

ADVISING

The program director serves as faculty adviser for all students in the Nutrition Program. Students should make an appointment for advising prior to initial registration. Individual counseling is available to provide students with options for a wide range of academic and professional experiences.
GRADING POLICY

Students are expected to maintain an over-all grade average of B, with not more than one grade of C allowed in the Nutrition Program's foundation and core courses.

PROGRAM REQUIREMENTS

The master's degree in nutrition requires 44 semester hours of graduate-level university credit (400- and 500-level courses). Of the total hours, 12 are required in foundation courses and 20 in core courses, including supervised work in facilities providing either clinical or community experiences. Four hours of Public Affairs Colloquia are required, along with eight hours of electives. Electives may be selected from additional courses in the physiological-biological sciences or behavioral-humanities sciences, depending on the particular focus in nutrition and interest of the student. Provisions for prior credit, waiver of required courses, and exemption through examination are available.

In addition to the completion of 44 hours of course work, all nutrition students must complete a Master's Project. The nature and format of the project are determined by the program. It must have an academic focus and must include a written component. The project is written under the supervision of the faculty committee and adviser, to be defended during a required oral presentation.

Course requirements for the M.S. are distributed as follows.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Prerequisite</td>
<td>(4 hours)*</td>
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<tr>
<td>Foundation courses</td>
<td>12 hours</td>
</tr>
<tr>
<td>CHE 415 Biochemistry I</td>
<td>4 hours</td>
</tr>
<tr>
<td>CHE 416 Biochemistry II</td>
<td>4 hours</td>
</tr>
<tr>
<td>MSU 401 Applied Statistics I</td>
<td>4 hours</td>
</tr>
<tr>
<td>Core Courses</td>
<td>20 hours</td>
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<tr>
<td>NUT 501 Advanced Nutrition</td>
<td>4 hours</td>
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<tr>
<td>NUT 502 Nutrition and Diet Therapy</td>
<td>4 hours</td>
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<tr>
<td>NUT 503 Community Nutrition</td>
<td>4 hours</td>
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<tr>
<td>NUT 511 Nutrition Practicum I</td>
<td>4 hours</td>
</tr>
<tr>
<td>NUT 512 Nutrition Practicum II</td>
<td>4-8 hours</td>
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<tr>
<td>Electives</td>
<td>8 hours</td>
</tr>
<tr>
<td>Public Affairs Colloquia</td>
<td>4 hours</td>
</tr>
<tr>
<td>Total</td>
<td>44 hours</td>
</tr>
</tbody>
</table>

*BIO 361 General Physiology—4 hours

NUTRITION/Course Descriptions

NUT 501 ADVANCED NUTRITION

Techniques of evaluating the effectiveness of nutrition education; surveying nutritional status of individuals; and evaluating specific nutritive needs of various population groups, especially vulnerable groups such as the fetus, infant, adolescent, and aged. Prerequisites: BIO 361 General Physiology, CHE 415 Biochemistry I.
NUT 502 NUTRITION AND DIET THERAPY (4 Hrs.)
Requirements of man dealing especially with problems of inborn errors of metabolism and their nutritional aspects.

NUT 503 COMMUNITY NUTRITION (4 Hrs.)
Community groups must work together to solve nutrition problems. Course provides knowledge and experience to assist in education of professional and lay personnel in nutrition, in provision of nutritional health services, and in development of programs where none exists.

NUT 511 NUTRITION PRACTICUM I (4 Hrs.)
Offered during the summer between first and second years of the program. Adjunct faculty and director of program direct and supervise experiences in hospitals; state health departments; and community groups, both public and private.

NUT 512 NUTRITION PRACTICUM II (4-8 Hrs.)
Continuation of Practicum I, provided in spring of the second year.

Political Studies

M.A.
(40 Hrs.)


Master's degree candidates may develop political studies programs suitable for preparation for further academic training in political science, for the study of law and other public professions, for teaching, or for a wide range of careers in government. The Political Studies Program of Sangamon State University has particular strength in the policy-making process (both state and national), political thought, and political behavior.

ADVISING

The master’s degree in political studies is flexible and developed according to the student’s interests in concert with general program strengths and objectives. The particular program of study is planned closely with an adviser from the political studies faculty early in the student’s residence at the university. Specific information on programs of study in these areas can be obtained from the program.

INTERNSHIPS

The location of the university in Springfield provides a natural setting for the study of politics. Internships are available in both the state legislature and in private agencies. Interested students should contact the Legislative Studies Center.
ENTRANCE REQUIREMENTS

While there are no specific requirements for entering the program, the student must apply for M.A. candidacy after completing eight hours of POS courses, with a grade of B or better. Application for M.A. candidacy entails developing a prospectus in consultation with one's program adviser. The prospectus is then submitted to the program committee which judges, on the basis of the prospectus and performance in courses, whether the student should continue in the program.

GRADING POLICY

No course in which the student receives a grade of less than a B may count for credit in the major.

PROGRAM REQUIREMENTS

The M.A. degree in political studies requires completion of 40 hours of graduate-level work. Entering students are strongly encouraged to register for POS 501 Graduate Study of Politics in their first semester. This course is mandatory for students with little previous political science background. Under the unusual circumstance of an exceptionally strong undergraduate background in political science, a student may receive a waiver of up to eight hours of master's degree work from the POS program committee. A petition for waiver must accompany the prospectus.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>POS 501 Graduate Study of Politics</td>
<td>4</td>
</tr>
<tr>
<td>POS 551 Master's Project</td>
<td>4</td>
</tr>
<tr>
<td>Political Studies Electives</td>
<td>20</td>
</tr>
<tr>
<td>General Electives</td>
<td>8</td>
</tr>
<tr>
<td>Public Affairs Colloquia</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
</tr>
</tbody>
</table>

Three types of courses may be used to fulfill the major. First, any 400-level course with POS prefix may be taken. Almost all of these courses are divided into major areas of study of political science and numbered accordingly. Additional work is often required of graduate students in these courses. Second, any 500-level POS course may be taken. Finally, other courses offered in the university may be taken for POS credit with approval of the student's program adviser.

MASTER'S PROJECT

Each M.A. student is required to complete a Master's Project in order to graduate from the program. Each project is to be developed by the student in consultation with his or her adviser. The product of this consultation will be a proposal which must be approved by a Master's Project committee. Examples of such projects would include: internships and analyses of experiential learning, bibliographic essays, primary re-
search projects, and written/oral examinations. The project will receive
four hours of academic credit.

POLITICAL STUDIES/Course Descriptions

POS 401 PROFESSION OF LAW AND PUBLIC AFFAIRS (4 Hrs.)
Public meaning of legal careers in modern society. Featured in the study of various kinds
of law practice are tensions among claims of social status, technical expertise, personal
conscience, and civic obligation.

POS 402 LEGISLATIVE POLITICS (4 Hrs.)
Analysis of legislative decision-making in the state legislature and United States Con­
gress. The law-making process as a system involving interplay of competing personali­
ties, interests, and actors. Special attention to the Illinois experience.

POS 403 COMPARATIVE STATE POLITICS (4 Hrs.)
Analysis of environments affecting public policy. Focus on principal state decision­
makers and process of policy formation.

POS 404 GUBERNATORIAL POLITICS (4 Hrs.)
Comparative analysis of state executive branches, focusing on policy formation with
emphasis on Illinois.

POS 405 ILLINOIS GOVERNMENT AND POLITICS (4 Hrs.)
Examination of the policy-making process as it operates in Illinois. Major topics include:
constitutional structure, political culture, role of parties and interest groups, initiation of
public policy, legislative process, role of the governor, politics of the budgetary process,
and implementation of public policy. See PAR 405.

POS 406 THE AMERICAN PRESIDENCY (4 Hrs.)
Examination of nature and scope of the American Presidency — both historically and
analytically. Topical attention given to the view of the framers of the Constitution and to
problems of Presidential management, leadership, and prerogative.

POS 407 URBAN POLITICS (4 Hrs.)
Exploration of structure, function, and politics of governmental entities in urban areas
with policy focus on issues and alternative methods of analysis. Attention given to small
and large urban areas.

POS 408 THE AMERICAN CONSTITUTION AND CIVIL
LIBERTIES (4 Hrs.)
Surveys the constitutional law of civil liberties with examination of Supreme Court's role
in definition and development of civil liberties. Emphasis on Bill of Rights and Civil War
Amendments.

POS 409 THE AMERICAN CONSTITUTION AND
CONSTITUTIONAL LAW (4 Hrs.)
Exploration of the place of the Constitution and Supreme Court in the American polity
using both empirical and case materials. Focus on structure and powers of national
government; special emphasis on the court as a policy-making institution.

POS 411 JUDICIAL PROCESS (4 Hrs.)
Survey of social science literature on the judicial process in the United States, emphasis
on Illinois. Major topics include: legal culture, court structure, litigation, legal profes­
sion, trial courts, appellate courts, impact and compliance, and criticisms of the process.
See LES 411.

POS 412 RIGHTS IN THEORY AND PRACTICE (4 Hrs.)
Relationship between civil liberties and economic and political systems. Definition of
rights and civil liberties problems; role of judiciary, legislature, bureaucracy.

POS 425 DEMOCRACY, PLURALISM, ELITISM (4 Hrs.)
Examination of the variants of three theoretical perspectives on distribution of power in
society: democracy, pluralism, and elitism. Both normative (what ought to be) and
empirical (what is) theoretical perspectives examined. Major focus is American society,
but some comparative materials are included.
POS 426  MARXISM, LENINISM, MAOISM  (4 Hrs.)
Investigation into the nature and meaning of Marxism as a theory of political development and modernization. Critical study of classic Marxist texts is followed by examination of such divergent 20th-century interpretations and applications as those of Lenin and Mao.

POS 427  DIGNITY AND THE WASTELAND  (4 Hrs.)
Study of important political thinkers in order to clarify how environmental ethics bear on civic action. Is the good environmentalist a good citizen? Conducted as a seminar. See ENP 481.

POS 428  PUBLIC INTEREST IN POLITICAL THOUGHT  (4 Hrs.)
Exploration of traditions of political thought through contemporary authors and classic texts. Politics abounds with interests—private, special, vested, and otherwise—but it is hard to identify the public interest.

POS 429  THEORIES OF POLITICAL CHANGE  (4 Hrs.)
Examination of possibilities for political change from a theoretical perspective, with emphasis on contemporary America. Value implications are explicitly considered.

POS 431  JUSTICE IN WESTERN POLITICAL THOUGHT (CLASSICAL)  (4 Hrs.)
Examination of major theoretical treatments of injustice and justice in Western political tradition. Emphasis on Plato and Aristotle. Includes origins of political science and political philosophy and consideration of the historical context in which that occurs.

POS 432  JUSTICE IN WESTERN POLITICAL THOUGHT (MODERN)  (4 Hrs.)
Examination of major theoretical treatments of injustice and justice in Western political tradition. Emphasis on political tradition from Machiavelli to Marx with particular concern for development of American constitutionalism and Marxism.

POS 433  20th-CENTURY POLITICAL THOUGHT  (4 Hrs.)
Focus on significant theoretical contributions to our understanding and resolution of major problems of modern life, such as alienation, dissent, oppressive bureaucracy, corruption, erosion of private life, and the continuing struggle for equality.

POS 434  THEORY AND PRACTICE OF AMERICAN POLITICS  (4 Hrs.)
Concentration on major tensions in American political thought and practice—such as democracy vs. representative government, property vs. equality, pragmatism vs. theory, and order vs. justice—and attempts to reach some resolutions.

POS 435  RADICAL SOCIAL AND POLITICAL THEORY  (4 Hrs.)
Examination of ideas and prophetic visions of Herbert Marcuse, Wilhelm Reich, and Marshall McLuhan as critics of the technocratic state. Examines validity of their critiques and alternative proposals for a radical reconstruction of social life. See LST 441.

POS 436  MARXISM AND CRITICAL THEORY  (4 Hrs.)
Introduction to basic ideas and concepts in recent European Marxist philosophy and critical theory. Emphasis on the dialectic method and its use in the critical theory approach analyzing Western capitalism.

POS 437  AMERICAN POLITICAL THOUGHT: I  (4 Hrs.)
Study of British and American thought which provided the basis of American idealism found in Declaration of Independence. Readings from 17th, 18th century and modern interpretations of that literature.

POS 438  AMERICAN POLITICAL THOUGHT: II  (4 Hrs.)
Study of American political thought in 19th and 20th centuries which mirrored transformation of America from an agrarian confederacy to an industrialized world power.

POS 439  RELIGION AND POLITICS  (4 Hrs.)
Inquiry into religious elements of political thought primarily in Judeo-Christian tradition. Use of source documents of antiquity, reformation era, modern period. Some attention given to Islamic belief. Guest lecturers.

POS 451  RESEARCH METHODS FOR POLITICAL STUDIES  (4 Hrs.)
Overview of methods political scientists employ to collect and analyze current data. Practical experiences in the conduct of research and some of the available data processing equipment.
POS 452  POLITICAL PARTICIPATION  (4 Hrs.)
Study of different ways in which citizens influence government, significant theories of political participation, various conditions and forces which encourage and discourage participation, and deprived groups and participation.

POS 453  PUBLIC OPINION AND ELECTORAL BEHAVIOR  (4 Hrs.)
Methods and substantive findings of empirical research on American public opinion and voting behavior. Implications for democratic theory.

POS 454  PARTIES AND PRESSURE GROUPS  (4 Hrs.)
Examination of the role and function of political parties and interest groups in linking the public to political institutions in contemporary American politics.

POS 455  MINORITY POLITICAL BEHAVIOR  (4 Hrs.)
Examination of problems, strategies, and goals of minorities in American politics.

POS 456  HUMAN NATURE IN POLITICS  (4 Hrs.)
Examines reciprocal influences of the human condition and public affairs. Topics may include: politics and personality, family and the state, child rearing and schooling in political socialization, individual adaptation to political roles.

POS 457  SOCIAL INDICATORS: APPLIED RESEARCH  (4 Hrs.)
Social indicators are considered as an important tool in policy analysis. Review of subjective and objective indicators which apply to identification of public problems, measurement of performance, evaluation of policy outcomes, and impact and allocation of resources.

POS 458  ILLUSIONS, MYTHS, AND SYMBOLS  (4 Hrs.)
Examination of relationships among, maintenance, and change of social collectivities; maintenance and change in individual personality; political illusions, myths, and symbols. Study of the individual, the society, and noninstrumental or symbolic aspects of politics.

POS 475  COMPARATIVE GOVERNMENT  (4 Hrs.)
Analysis and comparison of politics in developing and developed nations.

POS 476  MAOISM AND CHINESE POLITICS  (4 Hrs.)
Study of Mao's political thought and its impact upon China's social, economic, and political development.

POS 477  WORLD POLITICS  (4 Hrs.)
Analysis of topics in international relations—e.g., North-South and East-West relations, international economy, war and peace, and international organization.

POS 478  COMPARATIVE PARTY SYSTEMS: ANGLO-AMERICAN  (4 Hrs.)
Examination of the party systems of Anglo-American democracies with particular emphasis on differences between parliamentary and presidential systems as well as various types of two partyism found in these systems.

POS 479  THE POLICY SCIENCES: PERSPECTIVES FROM CROSS-NATIONAL RESEARCH  (4 Hrs.)
Formation, implementation, and evaluation of public policy. Research examples chosen from American and non-American settings. Major purpose is to develop a systematic, comprehensive framework for analysis of public policy questions.

POS 480  TOPICS IN POLITICAL STUDIES  (1-4 Hrs.)
Issues arising from current and important political phenomena. See semester course list for description. May be taken for unlimited number of credit hours, but particular topic may not be repeated for credit.

POS 501  THE GRADUATE STUDY OF POLITICS  (4 Hrs.)
Introduction to graduate study of politics with emphasis on major subfields, perspectives on the study of politics, and current controversies.

POS 502  SPECIAL TOPICS  (4 Hrs.)
Intensive study of particular research or theoretical problem in political studies. Students are expected to develop a research topic and pursue it to a conclusion.
POS 503-504 ACADEMIC SEMINAR, ILLINOIS LEGISLATIVE STAFF INTERNSHIP (4 Hrs.)
Examination and discussion of literature on legislative process and behavior, theories of representation, legislative staffing, and Illinois government and politics. Each intern is required to prepare a major original research paper. Restricted to students selected as Illinois Legislative Staff interns.

POS 505-506 ACADEMIC SEMINAR, ILLINOIS PRIVATE SECTOR LEGISLATIVE INTERNSHIP PROGRAM (4 Hrs.)
Examination and discussion of literature on legislative process and behavior, theories of representation, role of the private sector in the legislative process, and Illinois government politics. Each intern is required to prepare a major original research paper. Restricted to students selected for the Illinois Private Sector Legislative Internship Program.

POS 551 MASTER'S PROJECT (1-4 Hrs.)
Development and completion of a Master's Project in POS.

Psychology

M.A. (40-60 Hrs.)


ADJUNCT FACULTY — Ugo Formigoni.

The graduate program in psychology at Sangamon State University includes a general master’s program and a clinical concentration. The general master’s program consists of core requirements and recommended course sequences constructed for students interested in emphasizing areas such as organizational/industrial psychology, program evaluation, developmental psychology, biopsychology, and experimental psychology. In addition, students are encouraged to select course work, experiential learning placements, and independent study or research projects that will enhance their education. Sequences may be designed to meet individual needs and interests; however, students are asked to consult an adviser and an advising manual prior to enrollment for assistance in determining their best options.

In addition to the general psychology master’s degree, a specialized concentration of courses providing training and experience in clinical psychology is available. This concentration of courses is designed to prepare students to practice as professionals within agencies such as rural community mental health centers. It is not intended to prepare students to practice independently or privately.

Although Sangamon State University does not have a school psychology program, through the clinical concentration courses are available which fulfill the state of Illinois requirements for admission to school.
psychologist internship positions. Persons interested should contact the
director of clinical training.

GENERAL PROGRAM—MASTER’S DEGREE

Admission

PSY 302 Quantitative Methods or its equivalent, plus at least three undergraduate courses in psychology, must be completed prior to matriculation into the general master’s degree program in psychology.

Advising

Advisers must be selected from Psychology Program faculty, and students are expected to consult their advisers prior to registration.

Grading Policy

An acceptable grade for graduate students is normally an A or B grade. A maximum of eight hours of C grades may be counterbalanced by an equal number of hours of A grades.

General Program Requirements

Total Psychology Hours 28 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 488</td>
<td>Theories and Issues in Psychology (waived if completed as SSU undergraduate)</td>
<td>4</td>
</tr>
<tr>
<td>PSY 501</td>
<td>Designs for Psychological Research and Assessment</td>
<td>4</td>
</tr>
<tr>
<td>Adviser-approved graduate psychology hours</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>(eight hours must be at 500-level)</td>
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<tr>
<td>PSY 589</td>
<td>M.A. Project Design</td>
<td>2</td>
</tr>
<tr>
<td>(to be completed in semester prior to PSY 599; may be taken concurrent with PSY 599 with special permission)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 599</td>
<td>M.A. Project</td>
<td>2</td>
</tr>
<tr>
<td>(to be completed in semester prior to graduation)</td>
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Electives 8 hours
Public Affairs Colloquia 4 hours

Total 40 hours

Waivers

Any admission or degree requirement may be waived by petition to the Psychology Program on condition that the student demonstrates acceptable competence in the area. Such petition should be made prior to registration in the program.

THE CLINICAL CONCENTRATION

Because of the nature of the skills and training involved, the clinical psychology concentration may be entered only in the fall semester of each
Acceptance into the program is based upon separate application to the Psychology Program which must be received prior to May 1.

**Entrance Requirements**

Students accepted into the clinical concentration must have completed PSY 302 Quantitative Methods, PSY 471 Abnormal Psychology, PSY 460 Special Topics in Personality, and PSY 408 Psychological Tests and Measurements, or their equivalents. Provisional acceptance contingent upon completion of these requirements is possible.

**Clinical Concentration Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSY 535</td>
<td>Advanced Clinical Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSY 536</td>
<td>Psychopathology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 544</td>
<td>Individual Assessment</td>
<td>4</td>
</tr>
<tr>
<td>PSY 545</td>
<td>Psychological Test Interpretation</td>
<td>4</td>
</tr>
<tr>
<td>PSY 552</td>
<td>Child Psychopathology and Therapy</td>
<td>4</td>
</tr>
<tr>
<td>PSY 553</td>
<td>Individual Psychotherapy</td>
<td>4</td>
</tr>
<tr>
<td>PSY 557</td>
<td>Group Therapy</td>
<td>4</td>
</tr>
<tr>
<td>PSY 571</td>
<td>Clinical Psychology Field Placement I</td>
<td>2</td>
</tr>
<tr>
<td>PSY 572</td>
<td>Clinical Psychology Field Placement II</td>
<td>2</td>
</tr>
<tr>
<td>PSY 580</td>
<td>Practicum in Clinical Psychology</td>
<td>12</td>
</tr>
<tr>
<td>PSY 589</td>
<td>M.A. Project Design</td>
<td>2</td>
</tr>
<tr>
<td>PSY 599</td>
<td>M.A. Project</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives 6 hours  
Public Affairs Colloquia 4 hours  
Total 56 hours

Minor adjustments in these requirements may be approved for students interested in pursuing an emphasis in assessment, child, or school psychology. Further information concerning the clinical concentration and application forms may be requested from the Psychology Program convener.

**PSYCHOLOGY/Course Descriptions**

*The special topics and seminar courses listed (course numbers ending in zero) are a mechanism for involving students in an intensive investigation of specific content areas. The topics may change each semester and students are encouraged to consult the program to determine future offerings or to request topics.*

**PSY 400 SPECIAL TOPICS IN RESEARCH AND METHODS** (2-4 Hrs.)
Specific topics varying each semester, examples of which include basic research design and strategies, laboratory experiences, test construction, parametric or nonparametric statistics, or research methods in a specific content area. May be repeated without limit, but topics must be different.
PSY 408 PSYCHOLOGICAL TEST AND MEASUREMENTS (4 Hrs.)
Exploration of strengths and weaknesses of evaluation instruments, given that these instruments are man-made tools. Basic principles of test construction; validity, reliability, and item-selection. Emphasis on interpretation of test scores and review of various classifications of tests.

PSY 410 SPECIAL TOPICS IN EXPERIMENTAL PSYCHOLOGY (2-4 Hrs.)
Specific topics varying each semester, examples of which include perception, heredity and environment, environmental psychology, motivation and emotion, and learning. May be repeated without limit, but topics must be different.

PSY 420 SPECIAL TOPICS IN PHYSIOLOGICAL PSYCHOLOGY (2-4 Hrs.)
Specific topics varying each semester, examples of which include basic physiological psychology, neuropsychology, biopsychology of abnormal behavior, and effects of hormones on behavior. May be repeated without limit, but topics must be different.

PSY 430 SPECIAL TOPICS IN COGNITION (2-4 Hrs.)
Specific topics varying each semester, examples of which include human information processing, verbal learning, memory, and attention processes. May be repeated without limit, but topics must be different.

PSY 440 SPECIAL TOPICS IN DEVELOPMENTAL PSYCHOLOGY (2-4 Hrs.)
Specific topics varying each semester, examples of which include infancy, childhood, adolescence, and various aspects of development across the life span. May be repeated without limit, but topics must be different.

PSY 441 LIFE SPAN DEVELOPMENTAL PSYCHOLOGY (4 Hrs.)
The continuity of development from childhood through old age. Focuses on determinants of individual differences at varying times of life as well as principles which can maximize physical and mental health throughout.

PSY 450 SPECIAL TOPICS IN CLINICAL PSYCHOLOGY (2-4 Hrs.)
Specific topics varying each semester, examples of which include introduction to clinical psychology, behavior modification, psychotherapy, transactional analysis, other forms of treatment, and interviewing. May be repeated without limit, but topics must be different.

PSY 460 SPECIAL TOPICS IN PERSONALITY (2-4 Hrs.)
Specific topics varying each semester, examples of which include basic personality theory, experimental personality, states of consciousness, and in-depth analyses of specific personality variables and theories. May be repeated without limit, but topics must be different.

PSY 470 SPECIAL TOPICS IN PSYCHOPATHOLOGY (2-4 Hrs.)
Specific topics varying each semester, examples of which include neurosis, stress, psychosis, neurological impairments, hallucinations, and aggression. May be repeated without limit, but topics must be different.

PSY 471 ABNORMAL PSYCHOLOGY (4 Hrs.)
Survey of the history and descriptions of abnormal behavior, theory, and research. Emphasizes current diagnostic classification systems. Offered fall, spring, and summer.

PSY 480 SPECIAL TOPICS IN PSYCHOLOGY (2-4 Hrs.)
Specific topics varying each semester, examples of which include systems theory approaches in psychology, logical positivism, empiricism, current trends in psychological theory, and other topics of broad interest within the general field of psychology. May be repeated without limit, but topics must be different.

PSY 488 THEORIES AND ISSUES IN PSYCHOLOGY (4 Hrs.)
History and integrative overview of psychology from perspective of major issues, concepts, and influences. To be taken in senior year.

PSY 490 SPECIAL TOPICS IN SOCIAL PSYCHOLOGY (2-4 Hrs.)
Specific topics varying each semester, examples of which include basic social psychology, prejudice, moral development, war and violence, conformity, community psychology, and social affiliation. May be repeated without limit, but topics must be different.

PSY 500 SEMINAR IN QUANTITATIVE METHODS AND MEASUREMENT (2-4 Hrs.)
Specially selected topics concerned with application of quantitative methods in the
behavioral sciences. Content varies as function of interest and demand. Prerequisite: PSY 302. May be repeated without limit, but topics must be different.

**PSY 501 DESIGNS FOR PSYCHOLOGICAL RESEARCH AND ASSESSMENT**  
(4 Hrs.)
Examination of various laboratory and nonlaboratory methodologies and tools for research and assessment. Preparation for graduate-level analysis of the available literature and involvement in research. To be taken in first semester of graduate study. Offered fall and spring.

**PSY 502 ADVANCED QUANTITATIVE METHODS IN THE BEHAVIORAL SCIENCES: EXPERIMENTAL DESIGN**  
(4 Hrs.)
Problems of interpreting data obtained in experimental settings. Simple and multifactor analysis of variance techniques, complex experimental designs with related data analysis techniques. Prerequisite: PSY 302.

**PSY 503 ADVANCED QUANTITATIVE METHODS IN THE BEHAVIORAL SCIENCES: CORRELATION AND REGRESSION**  
(4 Hrs.)
Simple correlation and regression with interpretations of correlation coefficient in behavioral research situations. Correlation techniques other than the Pearson product-moment, multiple regression, and multiple correlation. Prerequisite: PSY 302.

**PSY 506 PROGRAM EVALUATION**  
(4 Hrs.)
Theory, techniques, and application of evaluation principles as related to policy formation and decision-making. Covers evaluation of clinical and educational efforts, with application to many settings.

**PSY 510 SEMINAR IN PSYCHOLOGY**  
(2-4 Hrs.)
Specially selected topics, relevant to the general field of psychology. Content varies as function of interest and demand. May be repeated without limit, but topics must be different.

**PSY 514 PROFESSIONAL ISSUES IN PSYCHOLOGY**  
(4 Hrs.)
Study of information needed for making ethical and legal decisions in various areas of psychology: clinical psychology, human and animal research, etc.

**PSY 520 SEMINAR IN DEVELOPMENTAL PSYCHOLOGY**  
(2-4 Hrs.)
Specially selected topics relevant to the field of developmental psychology. Content varies as function of interest and demand. May be repeated without limit, but topics must be different.

**PSY 522 EXCEPTIONAL CHILD**  
(4 Hrs.)
Survey of behaviors and conditions that make a child different from most other children: giftedness; mental retardation; learning disabilities; behavior problems; hearing, vision, and speech impairments; chronic problems. Prerequisite: PSY 441.

**PSY 530 SEMINAR IN CLINICAL PSYCHOLOGY**  
(2-4 Hrs.)
Specially selected topics concerned with theories and issues in clinical psychology. Content varies as function of interest and demand. May be repeated without limit, but topics must be different.

**PSY 535 ADVANCED CLINICAL PSYCHOLOGY**  
(2 Hrs.)
Seminar for advanced students in clinical psychology. Students develop specialized knowledge, skills in clinical psychology. Individual attention is emphasized and student participation varies according to contracts set at beginning of course.

**PSY 536 PSYCHOPATHOLOGY: THEORY, RESEARCH, AND ASSESSMENT**  
(4 Hrs.)
Investigation of abnormal behavior in depth, including theories, models, research, and techniques of assessment. Alternate systems of classification explored; literature of schizophrenia, anxiety, suicide, and other topics. Prerequisite: PSY 471.

**PSY 540 SEMINAR IN PSYCHOLOGICAL TESTING**  
(2-4 Hrs.)
Specially selected topics relevant to the process of psychological assessment. Content varies as function of interest and demand. May be repeated without limit, but topics must be different.

**PSY 541 PSYCHOLOGICAL TESTS IN CLINICAL PRACTICE**  
(4 Hrs.)
Survey of psychological tests used in clinical practice. Includes some administration,
interpretation, and report writing. Intended to familiarize students with concepts necessary to understand psychological reports, not to qualify them in test administration. Designed specifically for persons employed within an educational setting.

**PSY 544  THEORY AND TECHNIQUES OF INDIVIDUAL ASSESSMENT (4 Hrs.)**
Basic administration and scoring of battery of psychological tests: includes Wechsler Scale of Intelligence (WAIS; WISC), Rorschach, Thematic Apperception Test, and Bender-Gestalt. Prepares student to begin supervised field experience. Application form required.

**PSY 545  PSYCHOLOGICAL TEST INTERPRETATION (4 Hrs.)**
Seminar-type course in interpretation of psychological test data. Prerequisite: PSY 544 or equivalent.

**PSY 550  SEMINAR IN CLINICAL INTERVENTIONS (2-4 Hrs.)**
Specially selected topics relevant to the process of clinical intervention. Content varies as function of interest and demand. May be repeated without limit, but topics must be different.

**PSY 551  PRINCIPLES AND TECHNIQUES OF CHILD THERAPY (4 Hrs.)**
Consideration of recent thinking and research about child therapy. Surveys techniques recommended for treatment of disorders classified as: intrapersonal, situational, and crisis. Diagnosis of disorders emphasized. See CFC 551.

**PSY 552  CHILD PSYCHOPATHOLOGY AND THERAPY (4 Hrs.)**
Student learns to recognize and define clinical problems of childhood, disclose clinical results, prescribe treatment approaches, and outline theoretical positions based upon research findings. See CFC 552.

**PSY 553  INDIVIDUAL PSYCHOTHERAPY: THEORY, RESEARCH, AND TECHNIQUES (4 Hrs.)**
Review of specialized techniques and concepts of individual psychotherapy. Theory and research are kept to a minimum. Emphasis on application of techniques from varied theoretical backgrounds which focus on specific symptoms or syndromes.

**PSY 556  PLAY THERAPY: COMPARATIVE APPROACHES (4 Hrs.)**
Investigation of use of play therapy in treatment of children with severe handicaps and children experiencing transient developmental adjustment difficulties. Student is exposed to divergent theoretical models upon which play therapy has been founded. See CFC 556.

**PSY 557  GROUP THERAPY: THEORY, RESEARCH, AND TECHNIQUES (4 Hrs.)**
Group dynamics, research, and theory combined with study of group therapy. Class lectures, discussions, and simulations demonstrate group processes, provide experience in a group therapy situation, and teach specific leadership techniques. Prerequisite: PSY 553. See CFC 557.

**PSY 558  COMMUNITY PSYCHOLOGY: THEORY, RESEARCH, AND INTERVENTION TECHNIQUES (4 Hrs.)**
History, philosophy, structure, activities, pitfalls, and present circumstances of community mental health approach. Function of the psychologist as social change agent examined in terms of ethics, feasibility, advisability, techniques, methods of effectiveness-assessments.

**PSY 559  FAMILY THERAPY (4 Hrs.)**
For advanced students interested in specializing in family counseling techniques. Students develop and implement family treatment plans in actual and/or simulated family systems, and must be able to articulate at least two major family counseling approaches. See CFC 559 and HDC 559.

**PSY 560  SEMINAR IN PSYCHOLOGY AND PUBLIC POLICY (2-4 Hrs.)**
Specifically selected topics relevant to the impact of psychology upon public policy and vice versa. Content varies as function of interest and demand. May be repeated without limit, but topics must be different.

**PSY 570  PSYCHOLOGY FIELD PLACEMENT (4 Hrs.)**
Placements which enable students to gain experience in nonclinical settings. For example:
local, state, or federal planning offices; personnel agencies; day-care centers; research facilities; etc. 18-20 hours per week. May be repeated up to 8 hours.

**PSY 571 CLINICAL PSYCHOLOGY FIELD PLACEMENT I**  
(2 Hrs.)  
Experiential learning placement in a community agency, 8-12 hours per week. Provides a basic introduction to the mental health system. Taken in conjunction with PSY 535.

**PSY 572 CLINICAL PSYCHOLOGY FIELD PLACEMENT II**  
(2 Hrs.)  
Continuation of community agency placement, 8-12 hours per week. Provides more extensive involvement in basic psychological activities. Prerequisite: PSY 571.

**PSY 580 PRACTICUM IN CLINICAL PSYCHOLOGY**  
(4 Hrs.)  
Community placement for experiential learning of clinical skills: 52-weeks commitment of 16-20 hours per week at an agency arranged through Psychology Program. Training within existing employment setting may be approved for a maximum of 4 semester hours. Application form required. Prerequisites: PSY 553, PSY 545, and PSY 572. Offered fall, spring, and summer. May be repeated for a maximum of 12 hours’ credit.

**PSY 589 M.A. PROJECT DESIGN**  
(2 Hrs.)  
Student research into specific topic in field of psychology. Focuses on literature review and analysis and project design development. Typically taken in semester prior to PSY 599. Offered fall, spring, and summer.

**PSY 590 INDEPENDENT RESEARCH AND STUDY**  
(4 Hrs.)  
Intensive supervised investigation into a specific topic or implementation of a research project selected by the student. May include library research or laboratory work. May be repeated without limit, but topics must be different. Offered fall, spring, and summer.

**PSY 599 M.A. PROJECT**  
(2 Hrs.)  
Individualized intensive project which completes student’s M.A. training. Experimental, applied, or result of intensive bibliographic library efforts, tailored to the student’s needs. Handout detailing policies and procedures for completion and acceptance of project is available from program faculty. Offered fall, spring, and summer.

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Public Administration  

M.P.A.  

(48 Hrs.)


The Public Administration Program offers professional graduate education leading to the M.P.A. degree and prepares students for successful and rewarding careers in public service. The program works actively with many elements of state and local government to integrate academic and experiential components of the educational process. Many students have positions within agencies of Illinois state government; a growing number of pre-professional students have joined them in preparation for careers in public administration. Both the mix of students and the location of the program assist in the process of relating the concepts of theory to the insights of practical experience.
The effective management of public agencies requires a high level of administrative competence; therefore, basic curriculum requirements are designed to impart knowledge and skills essential to good administration, which encourages students to seek new ways to meet pressing public problems. Advanced course work in the program may be pursued through identified sets of professional development concentrations or through individually designed programs of study related to particular career goals. Thus, the program allows highly flexible career preparations, while imparting fundamental knowledge and problem-solving skills.

PROGRAM ENTRY DIAGNOSTICS/ADVISING

Program entry diagnostics are performed during the first semester of student work in one of the Introductory Courses. These involve 1) exploring tentative academic and career objectives, 2) assessing writing competence, and 3) examining competence in relation to Foundation and Core course requirements. Within the Introductory Courses the following assessments occur.

1. **Study/Career Objectives.** Following an introductory overview of the field, students prepare a self-assessment of their interests and their present levels of knowledge and skills in public administration and then identify tentative objectives for their programs of study. A paper summarizing the assessment and objectives serves as the basis for program planning with the adviser chosen by the student.

2. **Writing Competence.** The statement of the student's objectives also serves as the initial basis for diagnosing writing skills. On the advice of the adviser and/or the Learning Center, the Public Administration Program may elect to place students with serious writing deficiencies on academic probation until the deficiencies are corrected through work with the Learning Center staff.

3. **Background in Public Administration.** Students may request waivers of Foundation and Core requirements; these are granted if students demonstrate adequate knowledge and skills in specific curricular areas as a result of a) undergraduate course work, b) graduate course work, c) special training (workshops, organizational courses), or d) work experience (e.g., job-related social science research). Advisers are charged with bringing requests before the Public Administration Program.

PROFESSIONAL WORK EXPERIENCE

Students entering the program without significant professional work experience in the public or private sector are encouraged to undertake internships as a part of their programs of study. Opportunities for such internships exist in various state and local government agencies within the Springfield area. A student may undertake an internship for up to four semesters with up to 20 hours of work per week. Associated with the internship is an Internship Seminar (two credit hours), taken during each
semester of internship activity for a maximum of eight credit hours which may be counted towards satisfying the professional option requirement. Intern seminars are designed to relate the work experience to the career development goals of the student. These seminars are undertaken upon joint agreement of the student and the adviser.

GRADING POLICY

Public administration students may apply up to eight credit hours of C work toward the M.P.A. degree provided that each credit hour of such work is offset by a credit hour of A work earned in an ADP course. All course work applied toward the M.P.A. under this arrangement must be earned at SSU while the student is enrolled in a graduate program in the university.

PROGRAM REQUIREMENTS

Program Foundation and Core

Within the first 20 hours in their programs of study, students are to meet the requirements of the Program Foundation (12 hours), which surveys the field of public administration and those analytical tools prerequisite to advanced study. In addition, students are required to complete 12 hours of Program Core course work covering major functional areas and processes of public administration.

Advanced Professional Development

Advanced Professional Development courses are concerned with particular areas of expertise and career opportunities within the field. Twenty hours of elective course work are taken by students in pursuit of their elected areas of study, of which at least 12 hours will typically involve public administration courses. Recognizing the diversity of student goals, the program allows students who wish to pursue individualized areas of study to design these with their advisers. Others may wish to pursue one of the Professional Development areas of study specifically identified in the Public Administration Handbook.

Before completing 24 hours of course work, each student should complete with his or her adviser a Professional Development Proposal as a program planning document. This proposal includes 1) an updated statement of career objectives, 2) a set of courses which are chosen as the option to be pursued, and 3) an explanation of how the option will advance the career objectives of the student. The Public Administration Handbook contains detailed information concerning the Professional Development Proposal and substantial information about course content as it relates to that proposal.

The following are some of the major Professional Development areas of study that have been pursued by students in the program.

1. Public Budgeting and Finance
2. Personnel and Labor-Management Relations
3. Organization Development  
4. Human Services  
5. Environmental Policy  
6. Urban Policy and Community Development

**PAC Requirement**

All students must meet the university requirement of four credit hours of Public Affairs Colloquia as part of the total 48 hours.

**Master's Project**

Students are required to complete a problem-solving exercise or a master's thesis. Within the Public Administration Program, the student typically completes the problem-solving exercise by writing an appropriate policy position paper within an ADP class chosen by the student in consultation with his or her adviser, and defending the position paper before a committee established according to university regulations. Detailed information concerning the Master's Project is provided in the *Public Administration Handbook*.

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**COURSE REQUIREMENT SUMMARY**

**PROGRAM FOUNDATION**

<table>
<thead>
<tr>
<th>Introductory Course (one of the following)</th>
<th>4 hours</th>
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</thead>
<tbody>
<tr>
<td>ADP 421 American Public Bureaucracy: Theory and Cases</td>
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<tr>
<td>ADP 422 Bureaucratic Politics and Public Policy Development</td>
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<tr>
<td>ADP 423 Public Administration and Democracy</td>
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<tr>
<td>ADP 424 Dynamics of Public Organizations</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

Specialized alternative:  
SOA 531 Seminar on Complex Organization

ADP 425 Analytical Tools for Public Administrators | 4 hours

Specialized alternatives:

ADP 442 Operations Research for Managerial Decisions  
ADP 561 Research Design  
ADP 562 Behavior Research in Organizations  
ECO 482 Research Methods  
MSU 414 Introduction to Computer Programming I  
SOA 411 Introduction to Social Research Methods
CORE COURSES

ADP 431 Public Budgeting 4 hours
Specialized alternatives:
ADP 456 Public Finance
ADP 533 Public Financial Administration
ECO 455 State and Local Finance

ADP 451 Public Personnel Administration 4 hours
Specialized alternatives:
ADP 552 Collective Bargaining in Public Employment
ECO 425 Labor Economics

ADP 461 Management Skills 4 hours
Specialized alternatives:
ADP 442 Operations Research for Managerial Decisions
ADP 504 Organization Analysis and Review for Public Executives
ADP 542 Public Agency Program Evaluation
ADB 522 Production and Operations Management

ADVANCED PROFESSIONAL DEVELOPMENT 20 hours
(See Public Administration Handbook.)

PUBLIC AFFAIRS COLLOQUIA 4 hours

MASTER’S PROJECT __________

Total 48 hours

PUBLIC ADMINISTRATION/Course Descriptions

PROGRAM FOUNDATION

ADP 421 AMERICAN PUBLIC BUREAUCRACY: THEORY AND CASES (4 Hrs.)
Application of theories of bureaucracy to American governmental organization. Considers role of bureaucracies in separation-of-power systems, their quasi-legislative and quasi-judicial functions, their functional and dysfunctional consequences, and their relationship to democratic values.

ADP 422 BUREAUCRATIC POLITICS AND PUBLIC POLICY DEVELOPMENT (4 Hrs.)
Focuses on patterns and limits of bureaucratic power in public policy processes. Attention to impact of relationships between agencies, chief executives, and legislatures upon exercise of agency policy initiatives. Students choose and analyze one major governmental program.

ADP 423 PUBLIC ADMINISTRATION AND DEMOCRACY (4 Hrs.)
Exploration of two general themes: impact of democratic politics on processes of public administration, and performance of administrative organizations in relation to ideals of democracy. Cases and theories relating to American government organization provide the focus.

ADP 424 DYNAMICS OF PUBLIC ORGANIZATIONS (4 Hrs.)
Study of structure and function of public organizations as socio-technical systems and of related individual, group, and leadership processes. Topics include leadership, decision-
making, group dynamics, motivation, job satisfaction, authority, power, organizational change, communications, conflict, and organization structure and design.

**ADP 425 ANALYTICAL TOOLS FOR PUBLIC ADMINISTRATORS**

Introduction to analytic and research tools required by professional public administrators. Topics include access to research materials; research methodology; analytic decision-making concepts—e.g., PERT, benefit-cost and input-output analysis; descriptive statistics; introduction to advanced statistics and to computer applications.

**PROGRAM CORE**

**ADP 431 PUBLIC BUDGETING**

Study of budgetary decision-making in governmental units. Political, economic, and administratative aspects of budgeting are examined. Analysis of budget innovations, such as the PPB System and Zero-Base Budgeting.

**ADP 451 PUBLIC PERSONNEL ADMINISTRATION**

Examination of personnel administration in the public sector and administrative problems raised by this important management responsibility. Evaluation of psychological, administratative, political, and legal factors affecting management's ability to deal with organization/employee relationships. Examples from federal, state, and local governments.

**ADP 461 MANAGEMENT SKILLS**

Provides students with specific management skills important to effective operation of public organizations and programs.

**OPTIONAL COURSES**

**ADP 402 THE EXECUTIVE IN STATE AND LOCAL GOVERNMENT**

Examination of roles and function, powers and duties of state and local executives. A brief look at local governments such as counties and townships which lack a "chief executive."

**ADP 405 WORKPLACE DEMOCRACY**

Analysis of origins and recent developments in theory and practice of workplace democracy, both in the United States and in other capitalist and communist countries. Exploration of such concepts as worker control, worker self-management, and economic democracy.

**ADP 406 MANAGEMENT INFORMATION SYSTEMS**

Systematic study of work organizations and establishment of criteria for information flows. Examination of data sources and uses for information systems for management planning and control in various types of administrative environments. Development of methodology for design and implementation of management information systems.

**ADP 411 CHANGING VIEWS OF AMERICAN PUBLIC ADMINISTRATION**

Examination of approaches to study and reform of public administration during the 20th century. From "efficiency and economy" in the first decades through the search for principles to current concern for human relations and public policy, course examines classic reports and current criticisms, plus a look into the future.

**ADP 412 BUREAUCRACY AS PORTRAYED IN MODERN FICTION**

Analysis of the bureaucratic phenomenon through eyes of the novelist. Areas of discussion include bureaucratic impersonality, bureaucratic labyrinth, technocratic society, "whistle-blowing," and the counter-culture.

**ADP 414 CULTURE AND BUREAUCRACY**

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

**ADP 415 MAKING BUREAUCRACY ACCOUNTABLE: AN ACTIVIST APPROACH**

Discussion of bureaucratic accountability, after which students in the "public interest"
become "muckrakers" (i.e., exposing a bureaucratic organization of which they are not members) or "whistle-blowers" (i.e., blowing the whistle on questionable practices of a bureaucratic organization to which they belong).

**ADP 416 DEMYSTIFYING PROFESSIONALISM** (4 Hrs.)
Consideration of the definition of the nature of professionalism as an ideological question. Conservatives defend the traditional model of professionalism. Liberals allude to a "new professionalism." Radicals call for the de-professionalization of society. These differences are explored. See LST 416.

**ADP 417 ADMINISTRATIVE LAW** (4 Hrs.)
Legal foundation of administrative powers and limitations; study of delegation of administrative power, administrative discretion, legislative and executive controls, and legal restraints; types of administrative action and enforcement, administrative remedies, and judicial review of administrative action. See LES 422, ENP 489.

**ADP 441 PUBLIC POLICY ANALYSIS** (4 Hrs.)
Examination of the functions of policy analysis in political decision-making, including bases for judgment, impact on bargaining, analytical limitations, and other issues in design and implementation of policy studies.

**ADP 442 OPERATIONS RESEARCH FOR MANAGERIAL DECISIONS** (4 Hrs.)
Introduction to methods of operations research and management science: applications to government, industry, education, and health. Prerequisite: high-school algebra.

**ADP 443 AMERICAN POVERTY AND PUBLIC POLICY** (4 Hrs.)
Preliminary discussion and critique of current theories of poverty causation, after which class members select personally relevant aspects of poverty policy for research or action projects. See LST 443.

**ADP 453 SELF-ASSESSMENT AND CAREER DEVELOPMENT** (4 Hrs.)
Helps participants examine three questions related to their personal growth and careers: Where have I been? Where am I now? Where do I want to go? Uses small-group experiences which entail students' generating and examining personal data related to these questions.

**ADP 456 PUBLIC FINANCE** (4 Hrs.)
Analysis of the meaning and economic significance of the government sector in a private enterprise economy. See ECO 456.

**ADP 471 PLANNING AND POLITICS** (4 Hrs.)
City, metropolitan, regional, and state planning in the American political system. Special attention to the type of planning appropriate to American political tradition. Students participate in small-group research efforts on significant case studies.

**ADP 472 INTRODUCTION TO COMMUNITY PLANNING** (4 Hrs.)
Historical survey of public planning in the United States as it has evolved in response to changing issues; city, metropolitan, regional, and state planning; changing roles of the planner; and current issues in the profession.

**ADP 477 THE CITY** (4 Hrs.)
Study of the complex physical and social system that is called "city," with insights from economics, politics, sociology, and psychology. Employs survey of appropriate literature, field work, simulations, and other techniques.

**ADP 478 LOCAL GOVERNMENT LAW** (4 Hrs.)
Focus on law-making activities of local and municipal government. Explores issues of regionalization, home rule, and intergovernmental cooperation; the planning process and zoning; attempts of minorities and the poor to challenge city hall. See LES 409.

**ADP 481 MANAGEMENT OF LOCAL GOVERNMENT** (4 Hrs.)
Exploration of forms of government under Illinois law, the management of local government in relation to functions performed by various local agencies. Examines role of the professional manager and the management team. Emphasis on policy issues, problem-solving, budgeting, and employee performance.

**ADP 482 STATE-LOCAL PROGRAM IMPLEMENTATION** (4 Hrs.)
Introduction to basic concepts and issues of intergovernmental administration. Examines
impacts of national policy and state and local government on program implementation. Applications to Illinois programs such as public assistance, health, law enforcement, water supply, and urban development.

ADP 483 BUREAUCRATIC WRITING: FUNCTIONS AND DYSFUNCTIONS (4 Hrs.)
Explores how bureaucratic organization affects the language and communication styles that administrators use. Special attention given to factors that produce bad writing in public organizations. Students prepare various samples of written communications—such as memoranda, grant proposals, and position papers—that are free from the murkiness that so often characterizes administrative writing.

ADP 484 LOCAL PUBLIC SERVICE DELIVERY (4 Hrs.)
Study of concepts and issues of delivery of legal public services in urbanizing areas. Focus on opportunities and problems of intergovernmental administration in service delivery. Application to services such as fire and police protection, streets and roads, solid waste disposal, sewerage, water supply, and recreation.

ADP 485 METROPOLITAN INTERGOVERNMENTAL RELATIONS (4 Hrs.)
Study of the impact of multidistrict, multicity relations within the metropolitan region. Comparison of state and federal requirements as an integrative device from the outside. Analysis of planning and operating agency experience.

ADP 486 POLITICAL ECONOMY OF URBAN AREAS (4 Hrs.)
Analyzes the political economy of urban areas from a radical perspective and seeks to apply that analysis to the policy-making process.

ADP 487 ALTERNATIVE URBAN FUTURES (4 Hrs.)
Examination of possibilities for humanizing the city—the aim being to create models for the future. Each student is required to construct such a model as a term project.

ADP 502 CONSULTING AND HELPING SKILLS FOR ADMINISTRATORS (4 Hrs.)
Utilization of theory and practice to help class participants develop skills in consulting/helping. Especially appropriate for persons in positions where they advise or help others in addressing a variety of technical or human problems.

ADP 504 ORGANIZATION ANALYSIS AND REVIEW FOR PUBLIC EXECUTIVES (4 Hrs.)
Methods of analyzing and improving organization design, policies, procedures, practices, and performance. Emphasis on providing the student with practical skills; each student applies one of the methods to an actual organization problem.

ADP 505 ORGANIZATION CHANGE AND DEVELOPMENT (4 Hrs.)
Examination of theories and approaches to organizational change; overview of applied methodologies used to further organizational development processes, including action research, team building, job design, and career development.

ADP 520 WORKSHOP IN PUBLIC ADMINISTRATION (2-8 Hrs.)
Intensive workshop sessions of six to eight hours each, training persons in specific procedures and skills of public administration. Topics vary, and may include preparation of proposals for federal grants, contract negotiations with public employee organizations, and development of agency program evaluation. May be repeated for a maximum of 8 hours' credit.

ADP 521 SEMINAR IN INTERGOVERNMENTAL ADMINISTRATION (4 Hrs.)
Concepts of intergovernmental administration, which students use to analyze problems of program coordination confronting public officials. Applications take the forms of problem-solving and case studies of specific agencies and intergovernmental networks.

ADP 523 INTERGOVERNMENTAL FISCAL RELATIONS (4 Hrs.)
Examines structure, process, and consequences of fiscal relations among state, local, and national governments. Selected topics may include federal revenue sharing, bloc grants, categorical grants, state revenue sharing, and tax overlap and competition.

ADP 531 SEMINAR IN PUBLIC BUDGETING AND FINANCE (4 Hrs.)
Applications of techniques, concepts, and models of budgeting and finance to selected
areas of state, local, and federal governments. May involve case studies or problem-solving research of fiscal problems in nearby government units.

**ADP 533 PUBLIC FINANCIAL ADMINISTRATION (4 Hrs.)**
Fiscal analysis of public sector taxation, debt, and accounting practices. Federal, state, and local practices are examined, especially for comparative administration purposes.

**ADP 541 RESEARCH METHODS IN PUBLIC POLICY ANALYSIS (4 Hrs.)**
Experimental and nonexperimental designs for policy analysis; policy measurement, statistical routines, and inference; designing data archives for policy monitoring and evaluation. Prerequisite: ADP 425.

**ADP 542 PUBLIC AGENCY PROGRAM EVALUATION (4 Hrs.)**
Examination of goals, methods, and techniques of program evaluation in public agencies and implications of program evaluation findings for legislative and executive program planning and implementation. Each student is required to design an evaluation of some organization program. Student should have taken ADP 424 prior to this course.

**ADP 543 IMPLEMENTATION OF PROGRAMS AND POLICIES (4 Hrs.)**
Examination of obstacles and opportunities in implementing program and policy decisions. Methods identifying and assessing environmental, organizational, and personal factors affecting successful implementation. Stresses need for implementation analysis in organizational and public policy research. Prerequisite: ADP 424 or equivalent.

**ADP 552 COLLECTIVE BARGAINING IN PUBLIC EMPLOYMENT (4 Hrs.)**
Examination of development and nature of employee organization, collective bargaining, and public policies on labor relations in the public sector—federal, state, and local. Analysis of contemporary bargaining relations, procedures, problems, and consequences.

**ADP 555 ISSUES IN PUBLIC PERSONNEL ADMINISTRATION (4 Hrs.)**
Examination of contemporary issues in employee staffing and evaluation, government/employee relations, organizational structure and innovation, and technologies affecting public employment. Topics include images of public service, merit systems, patronage, employee conduct, wage and salary levels, and effects of employee organization.

**ADP 561 RESEARCH DESIGN (4 Hrs.)**
Analysis, from the perspective of managerial need for information; costs and value of research; scientific method of inquiry; basic procedures of applied research; problem definition, research design, data collection, and analysis and generalization of findings; and evaluation of research. Prerequisite: ADP 425 or equivalent.

**ADP 562 BEHAVIOR RESEARCH IN ORGANIZATIONS (4 Hrs.)**
Application of research in analysis of behavioral problems within organizations. Design and execution of a research project, analysis of data, and formulation of conclusions and recommendations based on empirical results of the study. Prerequisite: ADP 425 or equivalent.

**ADP 572 PLANNING AS EDUCATION (4 Hrs.)**
Seminar on John Friedman's "transactive planning" and the related ideas of Edgar Dunn, Bertram Gross, Donald Michael, and others who discern a close relationship between human learning, societal learning and change, and the planning function.

**ADP 581 SEMINAR IN URBAN ADMINISTRATION (4 Hrs.)**
Analysis of city management functions as a complex organization. Advances in decision-making, policy analysis, program budgeting, evaluation, and organizational development which relate to the chief executive are stressed. Case studies of budgeting and policy analysis in response to system of demands and supports provide the focus.

**INDIVIDUAL ARRANGEMENTS**

**ADP 499 TUTORIAL IN PUBLIC ADMINISTRATION (1-12 Hrs.)**

**ADP 500 THESIS (1-8 Hrs.)**
Credit awarded upon acceptance of thesis.
ADP 510 GRADUATE PUBLIC SERVICE INTERNSHIP SEMINAR (2 Hrs.)
Topics include critical issues in public service for public policy development processes; functional operations of public agencies; and independent research. May be repeated for maximum of 8 hours' credit.

ADP 530 LOCAL GOVERNMENT INTERNSHIP SEMINAR (2 Hrs.)
Study of basic administrative problems and procedures for local government in context of Local Government Internship Program assignment. Procedures include: local government budgeting, personnel, zoning and planning, intergovernmental programs, city code, revenues and taxes. May be repeated for a maximum of 8 hours' credit.

ADP 590 TOPICS IN PUBLIC ADMINISTRATION (2 or 4 Hrs.)
Selected topics, announced when offered. May be repeated for indefinite number of credit hours, but a particular topic may not be repeated for credit.

Public Affairs Colloquia

Public Affairs Colloquia provide a unique opportunity for students to explore contemporary public issues in order to cultivate an informed awareness. Each semester, the faculty of the university offer at least 20 different colloquia. These courses encourage participants to view the issues as citizens, to recognize diverse forces and weigh their implications. They have no prerequisites. Bachelor's degree candidates are required to successfully complete six credit hours from the PAC curricula; graduate students need four hours.

Each year a special PAC is held in midwinter as an intensive week-long Intersession. Nationally and internationally prominent figures are brought to the campus to address the Intersession topic. Opportunities for small-group discussion with these figures and the Intersession faculty are provided. Topics have included Confronting Inequality in 1980; Families; Individual Freedom and the State; Science and Human Values; American Identity: Tensions in the Myth; Crisis in Confidence: Corporate America; and Crisis in Confidence-American politics.

The Intersessions, which utilize the expertise of many faculty members, epitomize the multidisciplinary approach of the Public Affairs Colloquia. Likewise, the PACs are one fulfillment of the mandate of the university as an educational entity expressly commissioned to address social issues and public concerns.

Some typical recurrent Public Affairs Colloquia are: Perspectives on Aging; The Nuclear Dilemma; American Identity; America, Inc.; Women's Lives; Solar Energy; Frontiers of the Mind; Indochina Wars; and Chemicals and the Consumer.
Public Affairs Reporting

M.A.
(40 Hrs.)

PROGRAM FACULTY — Bill Miller.

ASSOCIATED FACULTY — Michael Lennon, Raymond Schroeder.

The program is designed for the student who wishes to specialize in news coverage of governmental affairs; a primary goal is for graduates to eventually obtain employment in jobs from which they can report on or interpret the activity of government for the population at large. The objectives of the year-long program are to graduate men and women educated in the various modes of academic inquiry which will not only enable them to understand and interpret the events which they seek to communicate but also enable them to communicate with the clarity, accuracy, and speed demanded of deadline reporters of the highest rank. The program directs students to an investigation of the interactions between the news media and society and the news media and government, and encourages students to expand the knowledge of such interactions through research and experimentation. The program also expects that each graduate, whatever the skill level upon entering the program, upon graduation be proficient in reporting, editing, and writing. The unique nature of the program derives from the simultaneous pursuit of the various goals. None can be considered paramount.

ENTRANCE REQUIREMENTS

The program is open only to students who have completed the baccalaureate degree. A background in journalism is not absolutely necessary, but is advisable. Applicants will be selected primarily on the basis of writing ability, interest in government and public affairs, and potential for a career in journalism.

The deadline for filing applications with the program director is April 1. Application forms may be obtained by contacting the program office. Applicants must submit writing samples, a narrative statement on why they want to enroll in the program, and three references. Applicants will be required to take a literacy/competency and writing test and be interviewed by the PAR admissions committee, comprised of faculty and journalists.

ADVISING

The program director serves as principal adviser for the PAR students. Special advising requests may be referred to other faculty members with expertise in courses sought. After students are accepted into the program, they should contact the adviser for an appointment prior to initial registration.
GRADING POLICY

PAR students must receive a grade of B or better in any course taken to receive credit toward the degree.

PROGRAM REQUIREMENTS

The Master of Arts in Public Affairs Reporting requires 40 hours of graduate-level course work. In the Fall Semester, students take two required courses: Advanced Public Affairs Reporting (six hours) and Illinois Government and Politics (four hours). Two other courses, related to the field of public affairs, are optional but strongly recommended for those students not having had them during undergraduate work: Mass Media—Theory and Practice (two hours) and Perspectives on the New Journalism (two hours). Students will choose other courses after consultation with the adviser.

During the Spring Semester, students begin an internship with a seasoned professional journalist covering state government and the Illinois General Assembly. This internship (12 hours’ credit) includes a weekly seminar. Another required course is Legislative Issues (two hours). Students, after consultation with the adviser, will register for other courses to maintain a full course load.

Students participate in the second phase of the internship (four hours’ credit) during the Summer Session (until July 1). This internship period is considerably more intense, coinciding with the conclusion of the legislative session. During the six-months internship, students receive a monthly stipend and tuition waiver.

Before graduation, students must complete a Master’s Project, including preparation of a formal research paper on some phase of state government or public affairs, followed by the development of one or more magazine-length articles or radio/TV documentary programs.

PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PAR 501</td>
<td>6</td>
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<td>PAR 405</td>
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<td>Electives</td>
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PUBLIC AFFAIRS REPORTING/Course Descriptions

PAR 405  ILLINOIS GOVERNMENT AND POLITICS (4 Hrs.)
Examination of the policy-making process as it operates in Illinois. Major topics include: constitutional structure, political culture, role of parties and interest groups, initiation of public policy, legislative process, role of the governor, politics of the budgetary process, and implementation of public policy. See POS 405.
**PAR 406 MASS MEDIA—THEORY AND PRACTICE** (2 Hrs.)
Concentrates on social effects of the media and how societal changes, in turn, affect the media; new technologies of media; and an in-depth research study of relationship between media and government. See COM 441.

**PAR 407 PERSPECTIVES ON THE NEW JOURNALISM** (2 Hrs.)
Reading of the best work of the New Journalists. Examination of forms, origins, assumptions, causes, and techniques and the question of subjectivity versus objectivity. Explores comparisons between the New Journalism and other narrative forms. See LIT 480.

**PAR 501 ADVANCED PUBLIC AFFAIRS REPORTING** (6 Hrs.)
Concentrates on newswriting and reportorial techniques. Such areas as investigative reporting, journalism ethics, news analysis, and interpretation are explored. News standards that are relevant, pertinent, and salient are probed. Emphasis on coverage of governmental news.

**PAR 503 LEGISLATIVE ISSUES** (2 Hrs.)
In-depth study of key issues before Illinois General Assembly. Offered during Spring Semester. Prerequisite: admission to PAR Program.

**PAR 504 INTERNSHIP I** (12 Hrs.)
Practical experience in reporting public affairs. Each student is assigned to work full time with an experienced journalist in the State Capitol. Students receive monthly stipend. Weekly seminar. Prerequisite: admission to PAR Program.

**PAR 505 INTERNSHIP II** (4 Hrs.)
Continuation of PAR 504, but more intense in conjunction with the windup of the legislative session. Work supervised by media bureau chief and program director. Prerequisite: admission to PAR Program.

*Optional courses for PAR students.

To fulfill degree requirements, students, with their adviser's approval, will select other graduate-level courses among the university's offerings.

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**Social Justice Professions**

M.A.
(40 Hrs.)

**PROGRAM FACULTY** — Clemens L. Bartollas, Sidney A. Burrell, Robert M. Crane, Doris M. Franklin, Barbara J. Hayler, Norman T. Langhoff, S. Burkett Milner, Gary A. Storm.

**PROGRAM OBJECTIVES**

The aims of the Master of Arts degree with a major in social justice professions reflect the public affairs mission of the university. Three concentrations—Human Services, Law Enforcement, and Administration—are available within this program; and they revolve around a problem-focused, interdisciplinary approach to graduate work. Graduate students in the Social Justice Professions Program receive a broad education which emphasizes problem-solving, critical thinking, and applied research.
as these areas apply to the police, the judiciary, and corrections as well as
to other policy areas within the administration of justice.

As with all programs within the university, graduates of the Social
Justice Professions Program must demonstrate competence in written and
oral work by successful completion of either a Master’s Thesis or a
Master’s Problem-Solving Project.

PREREQUISITES FOR ADMISSION TO THE PROGRAM

Students interested in graduate study in social justice professions must
formally apply to the program's graduate admission committee; they
should hold a bachelor's degree from an accredited college or university;
or should have taken and successfully passed the College Level Examina-
tion Program (CLEP), qualifying for enrollment at the graduate level. All
students entering the program for the first time must take the Graduate
Record Examination.

Program faculty may require the entering graduate student to make up
for specified academic deficiencies by taking one or a number of under-
graduate courses prior to unconditional entry into the program.

ADVISING

Advisement within the Social Justice Professions Program is based on a
student’s interests and his or her academic background. Students officially
select their advisers in the first or second semester of their program but may
call upon any member of the program faculty for assistance. While
responsibility for fulfilling the requirements rests with the student, program
faculty have responsibility for assisting students with understanding the
requirements and helping students complete them.

COMMUNICATION SKILLS

Graduate-level work demands competence in writing and speaking
skills. Social Justice Professions Program faculty require candidates for the
master’s degree to demonstrate the ability to identify and describe prob-
lems, to analyze problems, to gather data and summarize it regarding the
problems identified, and to present comprehensive reports about the
problems in writing and orally. Master’s degree candidates may be
required to do additional classroom work to upgrade these skills.

GRADING POLICIES

Graduate students receive the A, B, or C letter grade. Social Justice
Professions Program faculty will accept no more than two C grades for the
M.A. degree, provided that each C grade is offset by an A grade. No more
than four hours of S will be accepted. Faculty members indicate grading
policy in each course syllabus; students should discuss specific grading
policy with the pertinent faculty member.
FIELD EXPERIENCE

If a graduate student has not had field experience, an applied study or internship is required. Students making career shifts should attempt an applied study in the desired career area. Students employed within one policy area—e.g., law enforcement—are encouraged to gain experience in another policy area—e.g., corrections or court administration. A student may apply for a waiver of the field experience which, if granted, will require the substitution of course work for the field experience credit.

PROBLEM-SOLVING PROJECT

Each candidate for the master’s degree must prepare a problem-solving paper or complete a thesis. Either of these requirements will be completed under the guidance of the candidate’s adviser. The problem-solving paper or the thesis must be presented in a standard format such as that prescribed by the American Psychological Association or as described in Turabian’s *Handbook for Writing Papers, Theses, or Dissertations*.

All papers or theses are to be typed and submitted in triplicate in proper form at least three weeks prior to the oral presentation. The oral presentation will include the degree candidate, the candidate’s adviser, an SJP program faculty member chosen by the candidate, and a representative of the vice-president for academic affairs. Successful completion of the oral presentation will normally constitute completion of the degree requirements.

PROGRAM REQUIREMENTS

Forty semester hours beyond the bachelor’s degree are required for the Master of Arts degree in the social justice professions. More hours may be desirable to develop more fully the knowledge and skills required for professional competency. Core courses are required of all students except where equivalencies are approved by the program faculty.

<table>
<thead>
<tr>
<th>Core</th>
<th>12 hours</th>
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<tbody>
<tr>
<td>SJP 508 Theory of Social Justice and Criminal Behavior</td>
<td>4 hours</td>
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<tr>
<td>SJP 540 Advanced Research Methods and Program Evaluation</td>
<td>4 hours</td>
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<tr>
<td>SJP 580 Planning and Change in the Social Justice Professions</td>
<td>4 hours</td>
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</table>

Concentration

Field Experience (four hours’ maximum credit) will be assigned to M.A. candidates with no prior experience or to those desiring career changes.

Public Affairs Colloquia

Total 40 hours
Concentration in Human Services

Graduate students are to select those major 400- and 500-level courses they prefer. Such courses as the following are approved: SJP 408, 440, 426, 431, 470, 480, 482, 490, 499, 524. Appropriate electives may be chosen from other programs within the university with the adviser's and student's concurrence.

Concentration in Law Enforcement

Graduate students are to select those major 400- and 500-level courses they prefer. Such courses as the following are approved: SJP 408, 409, 440, 455, 470, 480, 482, 490, 499, 524. Appropriate electives may be chosen from other programs within the university with the adviser's and student's concurrence.

Concentration in Administration

Graduate students are to select from 400- and 500-level courses those they prefer. Such courses as the following are approved: a combination of or concentration within the Human Services and Law Enforcement area courses plus a minimum of three courses in the Public Administration Program.

Graduate students should expect to receive special assignments in 400-level courses which are open to undergraduates.

SOCIAL JUSTICE PROFESSIONS/ Course Descriptions

SJP 408 SOCIETY, CRIME, AND THE CRIMINAL (4 Hrs.)
Social, psychological, economic factors in criminal behavior; causation, prevention, and correction; role of community agencies in crime formation and control.

SJP 409 JUSTICE, LAW, AND THE LEGAL PROCESS (4 Hrs.)
Intensive examination of criminal laws and particularly significant court cases. Emphasis is on administration of justice from arrest through arraignment, prosecution and defense, appeal, probation, sentencing, imprisonment, parole, and reintegration into the free society.

SJP 426 PERSPECTIVES ON HUMAN ASSESSMENT IN SOCIAL JUSTICE PROFESSIONS (4 Hrs.)
Assessment tools and techniques used by professionals within the several components of social justice professions—law enforcement, courts and probation, corrections and parole—are examined for their functional values. Current personnel practices in personality assessment are explored and recent developments recognized and understood.

SJP 431 ALTERNATIVES TO PRISONS: PROBATION AND PAROLE, WORK AND EDUCATION RELEASE, AND HALFWAY HOUSES AND GROUP HOMES (4 Hrs.)
Intensive examination of probation, parole, and pardon system; staffing and services; and potential for reforms. Suggestions for new approaches and new practices for expanding community-based human services and alternatives to prisons—e.g., halfway houses, group homes, and work and education release.

SJP 432 COMMUNITIES AND THE EX-OFFENDERS OF THE LAW (4 Hrs.)
Past, present, and future trends, processes, and institutions, in corrections systems. For the most part, course is taught on-site. Experts, practitioners, clients, residents, and
inmates are called upon as resource persons. Particular attention is paid to public attitudes toward both the offender and ex-offender of laws.

**SJP 440 APPLIED RESEARCH IN SOCIAL JUSTICE** (4 Hrs.)

Problem definition, proposal writing, designing studies, information gathering, and interpretation of results of findings are integral; also, attention to research design, sampling techniques, interviewing, questionnaire or survey instrumentation, content and statistical analysis, and observation-participation-evaluation techniques.

**SJP 455 SECURITY ADMINISTRATION** (4 Hrs.)

Development of security programs is stressed during a survey of principles, procedures, and techniques employed by the protective services practitioner. Includes historical, philosophical, and managerial considerations of the field; industrial, commercial, and governmental models.

**SJP 470 SPECIAL TOPICS** (2 to 4 Hrs.)

Intensive examination of selected issues within social justice professions. Topic to be examined announced each time course is offered. Student may repeat course for unlimited number of hours, but same topic may not be repeated for credit.

**SJP 480 SEMINAR IN SOCIAL/CRIMINAL JUSTICE PLANNING** (4 Hrs.)

Advanced seminar designed to increase student's skill in planning and research. Topics include the planning process, grantsmanship, proposal writing, strategies for implementing innovative programs, and program evaluation. Maximum of 8 hours may be earned.

**SJP 482 SEMINAR ON CRIME ANALYSIS** (4 Hrs.)

Analysis of current crime data trends used in decision-making by lay persons; by local, state, and federal government officials; by law enforcement, courts, and correctional personnel. Problems, cases, readings, computerized techniques, mapping, demographic studies, correlative and protective methods are used.

**SJP 486 SOCIAL POLICY** (4 Hrs.)

Survey course covering government health and welfare policy and programs, with emphasis on the cultural and political setting in which social policy is made. Includes historical review of health and welfare policies and examination of economic, sociological, administrative, and political factors that operate.

**SJP 490 CURRENT PROBLEMS AND RESEARCH IN SOCIAL JUSTICE PROFESSIONS** (4 Hrs.)

Independent study, structured readings, or research in fields of human services, law enforcement, legal studies, and administration of justice. Maximum of 8 hours may be earned.

**SJP 499 TUTORIAL IN SOCIAL JUSTICE PROFESSIONS** (2-4 Hrs.)

Maximum of 8 hours may be earned.

**SJP 508 THEORY OF SOCIAL JUSTICE AND CRIMINAL BEHAVIOR** (4 Hrs.)

Theoretical bases for social justice professions and for behavior of individuals, particularly criminal, as members of a socio-culture are identified, examined in depth, and expanded upon.

**SJP 524 SPECIAL PROBLEM(S) RESEARCH IN SOCIAL JUSTICE AND LAW IN AMERICAN SOCIETY** (4 Hrs.)

Applied research techniques, short-range and long-range planning, program design, and evaluation methodologies. Each M.A. candidate selects or is assigned a special problem for research, and represents results to faculty for review and approval prior to graduation.

**SJP 540 ADVANCED RESEARCH METHODS AND PROGRAM EVALUATION IN SOCIAL JUSTICE PROFESSIONS** (4 Hrs.)

Qualitative and quantitative research methodologies are explored. Principles of program design, evaluation, and implementation as applied to social justice professions will be surfaced as each student fulfills major course requirement: to complete evaluation of an ongoing project using clear research methodology, statistical techniques, computer application, and report writing. Prerequisite: SJP 340 and 440. Maximum of 8 hours may be earned.
SJP 580 PLANNING AND CHANGE IN THE SOCIAL JUSTICE PROFESSIONS  
(4 Hrs.)  
Simulated planning and design experience with typical social justice problems integral to course. Students investigate a subsystem, study the literature, identify theoretical foundations for modifying such systems, and then develop a comprehensive plan to deal with a particular problem. Prerequisites: SJP 342 and 480. Maximum of 8 hours may be earned.

SJP 599 THESIS  
(4-8 Hrs.)

Sociology/Anthropology

M.A.  
(40 Hrs.)

PROGRAM FACULTY —  
Dennis Foss, Joyce Foss, Martin Jaeckel, Proshanta K. Nandi, Michael D. Quam, Regan G. Smith, James Stuart.

The graduate concentration leads to the Master of Arts in Sociology/Anthropology. The program seeks to develop within students a substantive grasp of the discipline and its application to current social issues and trends.

Since the goal of the degree program is the application of social science knowledge, considerable emphasis is given to the acquisition of basic disciplinary concepts and approaches. A major focus is the development of skills and first-hand experiences which prepare students for their occupational tasks after graduation. The acquisition of these skills and this knowledge base should prepare students for careers in applied research, planning, evaluation, and social action. In addition to formal graduate student representation, students are invited to attend all program committee meetings in which policies are determined. Faculty take a strong interest in student’s educational goals, needs, and progress. The program will consider waiver/substitution petitions of students who feel that certain requirements do not best suit their backgrounds or educational goals.

ENTRANCE REQUIREMENTS

Application for entry into the graduate concentration must be accepted and approved by the program. Information and application forms are available from the program convener.

It is expected that beginning graduate students will have completed one course in sociology/anthropology theory and one course in research methods in their undergraduate studies. Undergraduate sociology or anthropology majors lacking these or similar courses and those with B.A.’s in other disciplines may take such courses at SSU. Transfer students may transfer up to eight hours of graduate credit, subject to approval of the university and the program.
ADVISING AND THE M.A. COMMITTEE

Incoming graduate students will choose an adviser, or be assigned one by the program. It remains the student’s responsibility to keep in contact with his or her adviser. The faculty will normally be quite willing to make themselves available for as much consultation as students feel they need. The advising system can be an invaluable way of gaining most recent information concerning the program, as well as advice in course and career planning.

After completion of the first three sociology/anthropology courses at Sangamon State, an M.A. student must have his or her graduate standing reviewed by a graduate committee of his or her choice. This committee shall be composed of the student’s adviser and two other faculty members, all of whom must be sociology/anthropology faculty members. Review by the committee must occur before the student may continue graduate studies in the program. The review provides the student with an early indication of individual academic strengths and weaknesses, as well as an opportunity to consider his or her own perceptions of the program of study.

GRADING POLICY

Graduate credit in the Sociology/Anthropology Program will be granted for courses in which students have earned a grade of B or better.

MASTER’S PROJECT

A student is advanced to candidacy for the M.A. degree and may apply for a Master’s Project when the program is satisfied that both university and program requirements have been met. The Master’s Project is designed by the student and his or her adviser and is intended to demonstrate the student’s skills in the application of social science knowledge to current social issues.

PROGRAM REQUIREMENTS

The prescribed general course of study includes the following components.

Foundation Requirements 8 hours

In these courses students gain a solid grasp of the theoretical underpinnings and methodological tools necessary to the application of social science knowledge.

SOA 505 Advanced Sociological Theory 4 hours
SOA 511 Advanced Research Methods 4 hours

Competency in social statistics

(This requirement can be satisfied in one of three ways: a previous course in social statistics; a proficiency examination; or a course in social statistics, to be taken during the first year of study.)
Applied Approaches

Students are exposed to a variety of basic approaches to the application of social sciences. Not only are the approaches considered analytically but students also consider the broad implications of choosing certain types of application approaches rather than others.

SOA 401 Applied Sociology 4 hours
SOA 402 Applied Anthropology 4 hours

Substantive Component

Substantive electives are chosen by the student and approved by the adviser. These courses should be interrelated in a way that is consistent with the individual student’s educational goals and interests. At least one course (4 hours) must be SOA 500 level, and at most one course (4 hours) can be from another program.

A Public Affairs Colloquium

This should be related to the student’s substantive concentration and should also be chosen by the student and approved by the adviser. The student may opt to take a PAC which is related more generally to the applied degree rather than to his or her substantive concentration.

Integrative Component

Each student is expected to have two academic experiences designed to help the student integrate the competencies in applied sociology/anthropology already described.

SOA 512 Practicum 4 hours
Master’s Project

Total 40 hours

SOCIOLGY/ANTHROPOLOGY/
Course Descriptions

SOA 401 APPLIED SOCIOLOGY

Uses of social science research and knowledge; introduction for pre-professionals to sociological perspectives on and current issues in the implementation of social change.

SOA 402 APPLIED ANTHROPOLOGY

Critical examination of means and ends in active application of anthropological knowledge and perspectives. Includes theoretical questions, ethical issues, and case studies.

SOA 405 DISCOVERY OF SOCIAL THEORISTS

In-depth study of classical social theorists (Marx, Weber, Durkheim, Simmel, and Veblen) through their stands on major social issues. Includes role of values in studying society; relationship between individual and society; free-will vs. determinism; static vs. dynamic models of society; and how best to arrive at knowledge of society.

SOA 408 MODERN THEORIES OF ANTHROPOLOGY

Examination of several current and influential theories developing in or applying to anthropology: for example, structuralism, cybernetics, cultural materialism, and Marxism. Some previous background in anthropology recommended.

SOA 411 INTRODUCTION TO SOCIAL RESEARCH METHODS

First-hand experience carrying out small-scale research projects in areas of personal
interest. Ethics in social research, formulating research questions, survey and experimental design, interviewing, sampling, direct observation, content analysis, evaluation research, and critiques of social science methods.

**SOA 412 RESEARCH METHODS PRACTICUM** (4 Hrs.)
Design and implementation of a research project in the Springfield community; sampling, data gathering, data processing, analyses, interpretation, and reporting of the project.

**SOA 413 APPLIED STATISTICS I** (4 Hrs.)
For nonmath majors. Introduction to basic elements of probability and statistical theory. Topics may include analysis of data; finite sample spaces; probability distributions; statistical inference; testing of hypotheses; regression and correlation. Adequate background in high-school algebra required. See MSU 401.

**SOA 414 APPLIED STATISTICS II** (4 Hrs.)
Linear regression and correlation, analysis of enumerative data, test statistics, random sampling, design of experiments—block and Latin square designs, analysis of variance, certain nonparametric tests. Prerequisite: SOA 413. See MSU 402.

**SOA 415 PHILOSOPHY OF SCIENCE** (4 Hrs.)
Consideration of aims, methods, and limits of science. Includes nature of "laws," models, theories, and explanations; role of empirical data; social and moral obligations of scientists; and use and abuse of science in policy decisions. See PHI 431.

**SOA 416 VALUES, SOCIAL RESEARCH, AND PUBLIC POLICY** (4 Hrs.)
Examines positions taken by influential professionals, and develops students' own positions on major ethical issues concerning relation between social scientific research and development of public policy.

**SOA 418 THE ECONOMIC AND PHILOSOPHICAL THOUGHT OF KARL MARX** (4 Hrs.)
Analysis of the Marxian system, developing in detail the Marxist critique of capitalism. Includes theories of value, surplus value and exploitation, reserve army of the unemployed, and alienation; nature of crisis under capitalism. See ECO 411.

**SOA 419 MARXISM AND CRITICAL THEORY** (4 Hrs.)
Introduction to basic ideas and concepts in recent European Marxist philosophy and critical theory. Emphasis on the dialectic method and its use in the critical theory approach analyzing Western capitalism. See LST 419.

**SOA 421 CRIMINOLOGY** (4 Hrs.)
Classical and modern theories of crime; exploration of the justice system; evaluation of treatment of offenders. All elements of criminology are viewed critically.

**SOA 423 SOCIOLOGY OF BEING DIFFERENT: "DEVIAN'T BEHAVIOR"** (4 Hrs.)
In-depth look at issues in sociology of deviance and social control. Topics such as suicide, mental illness, occupational deviance, and social capacity to handle deviance. Contending theories of deviant behavior are analyzed.

**SOA 425 LAW AND SOCIAL ORDER** (4 Hrs.)
Focus on law as a social control mechanism. Explores the conflict of individual freedom and social responsibility; changing nature of law as reflection of social changes; concepts such as social welfare state, police power, social engineering, and individual's relationship to government. Surveys basic areas of the law. See LES 404.

**SOA 431 SOCIAL ORGANIZATION** (4 Hrs.)
Organizations—formal and informal; social organization and crowd; concepts; roles, norms, structures; methodology for studying organizational behavior; theories of organization—critical evaluation; alienation; organization vs. personality.

**SOA 432 SOCIOLOGY OF THE LIFE-SPAN** (4 Hrs.)
Review of theories and research in sociology and social gerontology pertaining to development over the life-span. Issues such as social integration, age norms, socialization, and intergenerational relations are discussed. Required of students participating in gerontology minor. See GER 411.
SOA 433 SOCIAL SYSTEMS
Understanding of "social system" as an organizational concept, practical applications of a social systems analytic model, understanding dynamics of social systems.

SOA 435 OCCUPATIONS AND PROFESSIONS
Professionalism as a characteristic of modern economic and industrial complexes; social and technological preconditions; occupation-profession continuum; attributes; barriers and strategies; professional controls, professional ideology, and sociological theory; professionals and the socio-political environment.

SOA 437 CAREERS IN SOCIAL SCIENCES
Students investigate careers currently available in social sciences: skills required, current job markets, typical career trajectories. Involves applying social science knowledge to career development. A shared problem-solving/research experience.

SOA 439 SOCIOLOGY OF RELIGION
Comprehensive study of the world's religions; their social sources, functions, and consequences. Relationship to economics, politics, morality, law, and family, as well as to art, science, and philosophy. Some attention to current trends, tensions, and movement in American religion; fundamentalism, secularism, cure religion, cultism, and ecumenism.

SOA 441 APPLIED DEMOGRAPHY
Study of population variation and change, techniques of studying demographic data, explanation of social forces involved in population change, and practical applications.

SOA 446 HUMAN AND SOCIAL ECOLOGY
Processes and forms of man's adaptation to and of the physical environment. Biological and sociological perspectives on land use and urban development. Applications to social policy and environmental planning. See ENP 424.

SOA 447 SOCIOLOGY OF NATURAL RESOURCES
Examination of social meanings, role, and impact of nature and natural resources for human society and effect of the nature of human society on natural resources and ecosystems. See ENP 421.

SOA 452 SOCIOLOGY OF GENDER
Analysis of creation, maintenance, and enforcement of female and male roles. Socialization processes, cultural definitions, major social institutions, and structured social inequality.

SOA 456 HUMAN SEXUALITY
Exploration of knowledge and values toward issues of human sexuality with emphasis on sociological content, personal growth, and professional development. Format includes lectures, film presentations, and small-group discussions. See CFC 456 and HDC 456.

SOA 457 THEORIES OF SEXUALITY
Examination of theories, of sexuality from perspective of ethology, ethnology, psychology, sociology, literature, and political criticism. Analysis includes authors such as: Ford and Beach, Freud, Reik, Reich, Masters and Johnson, Marcuse, and Greer.

SOA 461 SOCIAL PSYCHOLOGY
Brief statement of history of social psychology: problems of social psychology, socialization, role, perception, belief systems, stereotyping, group dynamics, issues in sociology of knowledge, theoretical orientations in social psychology, Symbolic Interaction—a framework for possible eclectic theory.

SOA 463 PROPAGANDA, THE MASS MEDIA, AND SOCIAL CONTROL
Examination of propaganda and public opinion; mass media as agents of social control; propaganda in rapid social change periods, election years, and time of crisis; advertising, agencies of social control.

SOA 464 COLLECTIVE BEHAVIOR
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOA 466</td>
<td>SOCILOGY OF MENTAL ILLNESS</td>
<td>4 Hrs.</td>
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<td>Exploration of &quot;mental illness&quot; in a sociological perspective. Distribution (epidemiology) and causal (etiology) studies; ways society deals with &quot;mentally ill,&quot; places people are detained, social organization of treatment and confinement for individuals, legal aspects; treatment strategies offering viable alternatives to present therapeutic structuring.</td>
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<td>SOA 471</td>
<td>ETHNIC AND CULTURAL MINORITIES</td>
<td>4 Hrs.</td>
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<td>Overview of theory of minority group status and history of various minority groups in American experience. In-depth analysis of selected minority groups.</td>
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<td>SOA 472</td>
<td>RACE: BIOLOGY AND SOCIETY</td>
<td>4 Hrs.</td>
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<td>Discussion of the bioanthropology of race and the political economy of racism. Several current issues as they reflect realities of race or whether they are racist concerns of professionals.</td>
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<td>SOA 473</td>
<td>STRATIFICATION: CLASS AND CULTURE IN THE USA</td>
<td>4 Hrs.</td>
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<td>Critical examination of various forms of social differentiation in US society; implications of each point of view. Theoretical/analytical and case-study materials used.</td>
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<td>SOA 474</td>
<td>WORKING-CLASS AMERICANS</td>
<td>4 Hrs.</td>
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<td>Conditions of working-class life; problems confronting workers, families, communities; solutions they adopt; impact of rapid social change upon their lives. Discussion of working-class life, in order to understand its values and dilemmas.</td>
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<td>SOA 475</td>
<td>POLITICAL SOCIOLOGY</td>
<td>4 Hrs.</td>
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<td>Major theoretical questions and basic categorization of elites as well as historical survey of social institutions which transmit political values from elites to the masses. Emphasis on inter-connections between political behavior and socialization.</td>
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<td>SOA 476</td>
<td>URBAN SOCIOLOGY</td>
<td>4 Hrs.</td>
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<td>Past, present, and future social structures of urban and suburban communities; interplay of demographic, ecological, and cultural patterns; community social organization and social change; urban and suburban problems.</td>
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<td>SOA 481</td>
<td>MEDICAL ANTHROPOLOGY</td>
<td>4 Hrs.</td>
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<td>Examines relationships between health and human culture, including health of prehistoric humanity, traditional and non-Western medical systems and how they heal, problems faced by health-care professionals as they provide care to cultural and ethnic groups from various healing traditions.</td>
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<td>SOA 483</td>
<td>SOCIAL PROBLEMS OF THE DEVELOPING WORLD</td>
<td>4 Hrs.</td>
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<td>Study of the political economy of underdevelopment, with special emphasis on social stratification, food and population crisis, conflicting world views, and impact of superpowers on their less-developed neighbors.</td>
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<td>SOA 486</td>
<td>PEASANT SOCIETY</td>
<td>4 Hrs.</td>
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<td>Study of political economy of peasant society, internally and in relation to the larger world; conditions giving rise to peasantry; future prospects for peasant society; how peasants can help themselves to shape their future.</td>
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<td>SOA 488</td>
<td>ARCHAEOLOGY AND WORLD PREHISTORY</td>
<td>4 Hrs.</td>
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<td>Examination of human existence before recorded history and archaeological methods through which prehistoric lifeways are reconstructed. Emphasis on major revolutions that have shaped humanity: tool-making, origins of agriculture, birth of cities, and development of the state. Includes field trips.</td>
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<td>SOA 490</td>
<td>ISSUES IN SOCIOLOGY/ANTHROPOLOGY</td>
<td>4 Hrs.</td>
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<td>In-depth analysis of a major issue in sociology or anthropology; specific issue considered varies each semester, dependent on student and faculty interests and availability of resources. May be repeated for unlimited number of credit hours, but particular topic may not be repeated for credit.</td>
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<tr>
<td>SOA 500</td>
<td>INDEPENDENT STUDY</td>
<td>1-4 Hrs.</td>
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SOA 505 ADVANCED SOCIOLOGICAL THEORY (4 Hrs.)
Inquiry into philosophical and ideological foundations of sociological theories. Approximately one third of course deals with theory construction and verification. Seminar format. Prerequisite: SOA 405 or with permission of instructor.

SOA 511 ADVANCED RESEARCH METHODS (4 Hrs.)
In-depth inquiry into research design, analysis, and reporting. Special attention to application of social science methodology to public policy and evaluation research. Epistemological and ethical questions considered. Prerequisites: SOA 411 or permission of instructor.

SOA 512 PRACTICUM IN APPLIED SOCIOLOGY/ANTHROPOLOGY (4 Hrs.)
Group or individual experiences in practicing sociology/anthropology: agency, research, organizing, action projects. Projects designed in advance by students in conjunction with practicum supervisor; regular guidance and participation in seminar. Leads to final product and report on student experiences.

SOA 531 SEMINAR ON COMPLEX ORGANIZATION (4 Hrs.)
Directed library research on recent studies of complex/large-scale organizations. Concern is as much for subject-matter content of studies as for their theoretical and methodological implications. Prerequisite: SOA 431 or permission of instructor.

SOA 541 SOCIOLOGY OF AGING (4 Hrs.)
Investigation of social forces which shape the lives of older persons, including roles issues such as age norms and socialization to old age. See GER 503.

SOA 561 ADVANCED SOCIAL PSYCHOLOGY (4 Hrs.)
In-depth study of Symbolic Interactionism. Prerequisite: SOA 461 or permission of instructor.

The following courses are accepted for the program major. Acceptance of courses other than these should be obtained in writing by the student through the student's adviser, and placed on file with the program convener.

ECO 409 Radical Political Economics
ECO 423 Economic Growth and Technological Change
POS 426 Marxism, Leninism, Maoism
PSY 501 Advanced Quantitative Methods
LST 434 Work Roles and Sex-Role Analysis
LST 444 Women in Public and Private Power

Women’s Studies

REPRESENTATIVE FACULTY MEMBERS — Nancy Nichols, Library; W.W. Stevens, Child, Family, and Community Services Program; Nina Adams, History Program; William Moskoff, Economics Program; Barbara Hayler, Social Justice Professions Program; Pat Langley, Legal Studies Program; Joyce Foss, Sociology/Anthropology Program; Judy Everson, Literature Program.

The Women’s Studies Committee at Sangamon State University is part of the Innovative and Experimental Studies Cluster, and draws its mem-
bership from students, staff, and faculty through the university. The committee coordinates academic courses about women and their history, literature, achievements, experiences, and problems. Many of these courses are interdisciplinary and all generate a deeper understanding of the numerous aspects of women's studies. Women's Studies courses may be taken as electives or to fulfill the requirements of the programs in which they are taught. In addition, they may be incorporated into a self-designed degree relating to women's studies, through the Individual Option Program.

A key course offering sponsored by the committee is the Public Affairs Colloquium Women's Lives, which is a multidisciplinary examination of the roots of the currently changing images and experiences of women. A few of the other Public Affairs Colloquia related to Women's Studies are Family Policy in America, Work and Income, and Marriage: Myths, Meanings, and Models.

A sampling of the program-based courses available to those interested in women includes:

- ADP Workplace Democracy
- CFC Counseling Women
- COM Couples and Communication
- HDC Counseling Women
- HIS Feminist History: The US Then and Now
- LES Sex-Based Discrimination
- LIT Images of Women in Literature
- LST Work Roles and Sex Role Analysis
- PHI Moral Issues in the Law
- SJP Sex-Based Discrimination
- SOA Human Sexuality

In addition to coordinating academic course offerings relating to women, the Women's Studies Committee works toward the inclusion of a feminist perspective throughout the university curriculum. The committee also acts as a catalyst for the conduct of public affairs research concerned with women.

Many important noncredit activities are offered by the committee, including workshops, speakers, and social and cultural events. The Women's Studies Committee helps provide a flexible and supportive environment for women who are continuing their education.
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ROBERT ZELLER, Acting Associate Dean for the Health Science Professions Cluster

BUSINESS AND ADMINISTRATIVE SERVICES
THOMAS L. GOINS, Vice-President for Business and Administrative Services

STUDENT SERVICES
HOMER L. BUTLER, Dean of Students

UNIVERSITY RELATIONS
JAMES G. TURPIN, Director of University Relations
Faculty

NINA S. ADAMS, Assistant Professor, History (A.B. Cornell University, M.A., Ph.D. Yale University)

JOEL ADKINS, Professor, Psychology (A.B., M.A. San Jose State College, Ph.D. University of California at Los Angeles)

ROBERT W. ALLEN, Assistant Professor, Physical Science (B.S., M.S., Ph.D. University of Oklahoma)

STUART A. ANDERSON, Professor, Administration (B.S. Stout State University, M.Ed. Marquette University, Ph.D. University of Wisconsin)

ALFRED ARKLEY, Associate Professor, Management (A.B. Harvard College, M.A. Columbia University, M.A., Ph.D. Michigan State University)

H. WILLIAM AXFORD, Acting University Librarian (A.B. Reed College, M.A., Ph.D. University of Denver)

MICHAEL AYERS, Associate Professor, Economics (B.B.A. Midwestern University, M.S., Ph.D. University of Oklahoma)

SANDRA BALDWIN, Associate Professor and Director of Communication (B.A., M.A. University of South Florida, Ph.D. Florida State University)

CLEMENS BARTOLLAS, Associate Professor, Social Justice Professions (B.A. Davis and Elkins College, S.T.M. San Francisco Theological Seminary, Ph.D. Ohio State University)

ASHIM K. BASU, Assistant Professor, Health Services Administration (B.A. Jadavpur, M.A., Ph.D. Claremont Graduate School)

ROBERT J. BATSON, Professor, Public Administration (B.A. Princeton University, M.A., Ph.D. University of Chicago)

FRANCIS L. BAYLEY, Associate Professor, Accountancy (B.S. Rider College, M.A. Trenton State College, M.B.A. Drexel University, Ph.D. Bowling Green State University)

JOYCE BENNETT, Assistant Professor, Library Instructional Services (B.A. Bradley University, M.S.L.S. University of Illinois)

HARRY BERMAN, Assistant Professor, Gerontology (B.A. University of Chicago, Ph.D. Washington University)

MICHAEL BISHOP, Instructor, Medical Technology (B.S. University of North Carolina, M.S. University of Vermont)

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JOHN D. BOWMAN, Associate Professor, Economics (B.A. Reed College, M.A. University of Washington, Ph.D. Yale University)

CHRISTOPHER NERI BREISETH, Professor, History (B.A. University of California at Los Angeles, B. Litt. Oxford University, Ph.D. Cornell University)

CRAIG A. BROWN, Associate Professor, Political Studies (B.A. Parsons College)

ESTHER BROWN, Professor, Nutrition (A.A. St. Joseph Missouri Jr. College, B.S. Iowa State, M.P.H. University of Michigan, Ph.D. Michigan State University)

MARILOU BURNETT, Associate Professor, Human Development Counseling and Sociology (B.A. Oklahoma State University, M.S.W. University of Illinois, Ph.D. Union Graduate School)

SIDNEY C. BURRELL, Assistant Professor, Social Justice Professions (B.Ph. Northwestern University, M.Ed. University of Illinois)

DENNIS D. CAMP, Associate Professor, Literature (B.A. Hope College, M.A. Rutgers University, Ph.D. University of Wisconsin)

ALEXANDER J. CASELLA, Associate Professor, Physical Science (B.S. Villanova University, M.S. Drexel University, Ph.D. Pennsylvania State University)

MATTILOU CATCHPOLE, Associate Professor, Nurse Anesthesia (R.N. Charity Hospital School of Nursing, B.S., M.S. Case Western Reserve University)

EDWARD CELL, Professor, Philosophy (A.B. Boston University, B.D. Andover Newton Theological School, M.A., Ph.D. Princeton University)
HERSCHEL N. CHAIT, Assistant Professor, Administration (B.A. Brooklyn College, Ph.D. Indiana University)

JEFFREY CHESKY, Assistant Professor, Gerontology (A.B. Cornell University, Ph.D. University of Miami)

LEON S. COHEN, Associate Professor, Political Studies and Public Affairs (B.S. Wayne State University, Ph.D. University of North Carolina)

C. JACK COLEMAN, Assistant Professor, Public Affairs; Affirmative Action Officer; Executive Assistant to the President (B.S., Ed.D. Rutgers University)

JOHN COLLINS, Associate Professor, Public Administration and Public Affairs; Director, Center for Policy Studies and Program Evaluation (B.A. University of Washington, M.A., Ph.D. Northwestern University)

JERRY A. COLLIVER, Associate Professor, Psychology and Social Science Methodology (B.A., M.A. University of Missouri, Ph.D. Northwestern University)

GARY W. COMBS, Associate Professor, Public Administration (B.B.A. Baylor University, M.P.A., Ph.D. University of Southern California)

GEOFFREY Y. CORNOG, Professor, Public Administration and Public Affairs (B.A. Antioch College, M.A., Ph.D. University of Minnesota)

WILLIAM J. CRAMPON, Associate Professor, Administration and Public Affairs (B.S., M.S. California State University)

ROBERT M. CRANE, Professor, Social Justice Professions (B.S., M.A. Miami University, Ed.D. Indiana University)

ROBERT J. CROWLEY, Associate Professor, Human Development Counseling (A.B. Boston College, A.M. Harvard Graduate School of Education, Ph.D. University of Michigan)

GERALD A. CURL, Associate Professor, Human Development Counseling; Director, Advising and Counseling (B.S. Illinois State University, M.S., Ph.D. University of Illinois)

CLARENCE H. DANHOF, Professor, Political Economy; Associate Dean of Organization and Management Studies (A.B. Kalamazoo College, M.A., Ph.D. University of Michigan)

STEPHEN DANIELS, Assistant Professor, Political Studies and Public Affairs (B.A. Illinois Benedictine College, M.A., Ph.D. University of Wisconsin)

G. CULLOM DAVIS, Professor, History (A.B. Princeton University, M.A., Ph.D. University of Illinois)

SUE A. DEZENDOLET, Professor, Health Science Professions; Vice-President for Academic Affairs; Dean of Faculty (B.A. Midwestern University, M.A. University of Denver, Ph.D. Northwestern University)

RICHARD E. DIMOND, Associate Professor, Psychology (B.A. University of Cincinnati, M.A. Xavier University, Ph.D. Kent State University)

C. ROBERT DIXON, Assistant Professor, Creative Arts (B.S. Murray State University, M.S., M.F.A. Illinois State University)

JUDITH DOERR, Assistant Professor, Administration (B.A. Duquesne University, M.A. Western Michigan University, Ph.D. Northern Illinois University)

ROBERT EASTMAN, Assistant Professor, Communication; Director, Broadcast Services (B.S.J. Ohio University, M.A. St. Louis University)

ANDREW WALLACE EDWARDS, Associate Professor, Child, Family, and Community Services (A.B. William Jewell College, M.S.W. University of Kansas, Ph.D. Kansas State University)

BARBARA H. EIBL, Associate Professor, Human Development Counseling (B.A. DePauw University, M.S., Ph.D. Indiana University)

HAROLD ELDER, Assistant Professor, Business Administration (B.A. Hendrix College, M.B.A. University of Arkansas)

MARK E. ERENBURG, Associate Professor, Economics (A.B. University of Michigan, M.A., Ph.D. University of Wisconsin)

JUDITH ETTINGER, Assistant Professor, Human Development Counseling (A.B. University of Michigan, M.A., Ph.D. University of Wisconsin)

RONALD F. ETTINGER, Associate Professor, Experimental Studies; Acting Director, Individual Option (B.A. Westmont College, Ph.D. Purdue University)

DAVID H. EVERSON, Associate Professor, Political Studies and Public Affairs; Director, Illinois Legislative Studies Center (B.A. Indiana State University, M.A., Ph.D. Indiana University)

JUDITH L. EVERSON, Associate Professor, Speech (B.A. Indiana State University, M.S., Ph.D. Indiana University)
EPhraim Fischoff, Professor, Child, Family, and Community Services (A.B. City College of New York, M.A. Union College, Ph.D. New City School for Social Research)

D. Anton Florian, Assistant Professor, Mathematics (B.A. York University, Ph.D. University of Minnesota)

John Foley, Associate Professor, Public Administration; Director, Center for the Study of Middle-Size Cities (B.A. University of Massachusetts, M.A., Ph.D. Cornell University)

Nancy Ford, Assistant Professor, Legal Studies (B.A. Indiana University, J.D. Temple University School of Law)

Dennis C. Foss, Assistant Professor, Sociology (B.A. Bates College, M.A., Ph.D. University of New Hampshire)

Joyce Foss, Assistant Professor, Sociology (B.A. Bates College, M.A., Ph.D. University of New Hampshire)

Doris M. Franklin, Assistant Professor, Education and Social Justice Professions (B.A. North Carolina Central University, M.Ed. University of North Carolina)

Paula Garrott, Assistant Professor, Medical Technology (B.S. Millikin University, Ed.M. University of Illinois)

Jack Genskow, Associate Professor, Human Development Counseling (B.S. University of Wisconsin, A.M., Ph.D. University of Illinois)

Lawrence C. Golden, Associate Professor, Political Studies (B.A. University of New Hampshire, M.A., Ph.D. University of Minnesota)

Phillip M. Gregg, Associate Professor, Public Administration and Public Affairs (B.S. Oregon State University, M.A., Ph.D. Indiana University)

George Gruendel, Assistant Professor, Management (B.S. Quincy College, M.A. Northeast Missouri State University)

Melvin Hall, Assistant Professor, Psychology (B.S. University of Illinois, M.S. Northern Illinois University, Ph.D. University of Illinois)

Robert Hanie, Associate Professor, Environments and People (B.A. Emory University, M.A. University of Richmond, Ph.D. Graduate Institute of Liberal Arts, Emory University)

Ronald A. Havens, Associate Professor, Psychology (B.S. Oberlin College, M.S., Ph.D. West Virginia University)

Edward L. Hawes, Associate Professor, History (M.A., Ph.D. University of Wisconsin)

Barbara J. Hayler, Assistant Professor, Social Justice Professions (B.A. University of California, Berkeley, M.A. University of Washington)

Robert C. Haynes, Assistant Professor, Biology (B.S.Ed. State College of Bridgewater, M.S., Ph.D. University of New Hampshire)

Jonathan L. Hess, Associate Professor, Psychology (B.A. Wheaton College, M.A. Northern Illinois University, Ph.D. Purdue University)

Mark Heyman, Professor, City Planning (Master of City Planning, University of Pennsylvania)

David G. Hilligoss, Associate Professor, Experimental Studies (B.A., M.A. Phillips University, Ph.D. Union Graduate School)

Norman D. Hinton, Professor, Literature (B.S., M.A. University of Tulsa, Ph.D. University of Wisconsin)

Jacqueline Jackson, Associate Professor, Literature (B.A. Beloit College, M.A. University of Michigan)

Martin Jaeckel, Assistant Professor, Sociology/Anthropology and Public Affairs (M.A. University of Tuebingen, M.A. University of Pittsburgh, Ph.D. University of Konstanz)

K. G. Janardan, Associate Professor, Mathematics (B.S., M.S. University of Mysore, M.A., Ph.D. Pennsylvania State University)

Walter D. Johnson, Associate Professor, Economics and Public Affairs (B.A. Washington State University, M.A., Ph.D. University of Oklahoma)


Janis Jordan, Assistant Professor of Library Instructional Services (A.B., M.A. University of Illinois, M.S.L.S. University of California, Berkeley)

Richard Judd, Associate Professor, Management (B.S., B.A. Southern Illinois University, Edwardsville, M.S.B.A. Southern Illinois University, Carbondale, Ph.D. University of Georgia)

Delores Katada, Assistant Professor, Nursing (B.S. Silliman University, Philippines, M.A. University of Philippines)
JONATHAN KATZ, Professor, Arts Administration; Director, Community Arts Management (B.A. Brooklyn College, M.A. Purdue University)

CAROLE KENNERLY, Assistant Professor, Community Arts Management (B.S., M.A. Illinois State University)

JO H. KIM, Assistant Professor, Administration (B.A. Soong-Jeon University, M.B.A. Yonsei University, Ph.D. St. Louis University)

HAROLD S. KIPP, Assistant Professor, Library Instructional Services (B.S., M.L.S. University of Pittsburgh)

JOHN KNOEPFLE, Professor, Literature (Ph.B., M.A. Xavier University, Ph.D. St. Louis University)

PHILIP KOLTUN, Assistant Professor, Mathematical Systems (B.S. University of Illinois, M.S. Carnegie-Mellon University)

FRANK KOPECKY, Associate Professor, Legal Studies and Public Affairs; Director, Center for Legal Studies (B.A. University of Illinois, J.D. University of Illinois College of Law)

RANDOLPH P. KUCERA, Associate Professor, Public Administration (B.A., M.P.A., Ph.D. Syracuse University)

ALEX B. LACY, JR., Professor, Political Studies; President (B.A. Duke University, Ph.D. University of Virginia)

NORMAN T. LANGHOFF, Assistant Professor, Social Justice Professions (A.B., M.S., Ed.D. Indiana University)

PATRICIA LANGLEY, Assistant Professor, Legal Studies (B.A. Clarke College, J.D. University of Detroit)

JAMES LANIER, Assistant Professor, Human Development Counseling (B.S. Edward Waters College, M.A. Michigan State University, Ph.D. Indiana University)

ANN MARIE LARSON, Associate Professor, Biological Science (B.A. College of St. Catherine, M.S. University of Syracuse, Ph.D. Oregon State University)

CHAN M. LEE, Associate Professor, Management (A.B., M.A. University of Nebraska, Ph.D. Northern Illinois University)

KING LEE, Associate Professor, Mathematics (B.S. Massachusetts Institute of Technology, M.S., Ph.D. University of Michigan)

J. MICHAEL LENNON, Associate Professor, Literature; Publisher, Illinois Issues (B.A. Stonehill College, M.A., Ph.D. University of Rhode Island)

GARI LESNOFF-CARAVAGLIA, Associate Professor, Gerontology (Ph.D. University of California at Los Angeles)

MALCOLM LEVIN, Associate Professor, Environments and People (B.A. University of Virginia, M.A. University of Delaware, Ph.D. Virginia Polytechnic Institute and State University)

MOLLIE LEWIN, Associate Professor, Psychology (B.A. Thiel College, M.A., Ph.D. Miami University, Ohio)

FLORENCE LEWIS, Assistant Professor, Library Instructional Services (M.A. Sangamon State University, M.S. University of Illinois)

GEORGE LINDSLEY, Assistant Professor, Health Services Administration (B.A. University of Illinois, M.P.H. University of Michigan)

FRANK W. LITTLE, Assistant Professor, Human Development Counseling (B.A., M.Ed. Wisconsin State University, Ph.D. Purdue University)

MARY JANE MacDONALD, Associate Professor, Library Instructional Services (B.A., B.S.L.S., M.A.P.A. University of Illinois)

CAROLE McHUGH, Assistant Professor, Child, Family, and Community Services (B.A. Blackburn College, M.S.W. University of Illinois)

KIMBALL P. MARSHALL, Assistant Professor, Gerontology (B.A. University of St. Thomas, M.A., Ph.D. University of Florida)

SANDRA K.O. MARTIN, Instructor, Learning Skills (B.S., M.A. St. Louis University)

WILLIAM W. MARTZ, Assistant Professor, Physical Science (Ph.B., M.A., Ph.D. Loyola University)

ROBERT MAURATH, Associate Professor, Accountancy (B.S., M.B.A. Ohio State University, Ph.D. Southern Illinois University, C.P.A.)

JOHN MEGLEY III, Professor, Business Administration (A.B., University of Illinois, M.B.A. Roosevelt University, Ph.D. University of Missouri)

RICHARD L. METZGER, Assistant Professor, Psychology (B.S. Muskingum College, M.A., Ph.D. University of North Dakota)

BARTON J. MICHELSON, Assistant Professor, Administration (B.A., M.A., Ph.D. Ohio State University)
BILL MILLER (ALVIN PISTORIUS), Associate Professor, Public Affairs Reporting (B.S. University of Illinois)

JOHN G. MILLER, Professor, Psychology (B.S. University of Idaho, M.A. Montana State University, Ph.D. University of Missouri)

LYNN S. MILLER, Associate Professor, Public Administration (A.B. Whitman College, M.P.A., Ph.D. University of Southern California)

S. BURKETT MILNER, Associate Professor, Social Justice Professions (B.S. Southern Illinois University, B.D., M.Div. Garret Theological Seminary, Ph.D. Northwestern University)

GARY MORGAN, Assistant Professor, Communication (B.A., M.A. California State University at San Francisco)

WILLIAM MOSKOFF, Associate Professor, Economics (B.A. Hanter College, M.A., Ph.D. University of Wisconsin)

WILBUR N. MOULTON, Professor, Chemistry; Assistant to the President and Budget Officer (B.S. Sioux Falls College, M.S., Ph.D. University of Minnesota)

CARYL T. MOY, Associate Professor, Child, Family, and Community Services (B.S. University of Illinois, M.A. University of Chicago)

MARY C. MULCAHY, Assistant Professor, Nursing (B.S.N. St. Louis University, M.S.N. Washington University)

JOHN R. MUNKIRS, Associate Professor, Economics (B.A., M.A. University of Missouri, Ph.D. University of Oklahoma)

PROSHANTA K. NANDI, Associate Professor, Sociology (M.A. Agra University, M.A., Ph.D. University of Minnesota)

NANCY NEALE, Associate Professor, Medical Technology (B.S. University of Toledo, M.S. Wayne State University)

ALBERT J. NELSON, Assistant Professor, Political Studies and Public Affairs (B.S. University of Wisconsin, Stevens Point, M.S., Ph.D. University of Oregon)

NANCY LEE NICHOLS, Assistant Professor, Library Instructional Services (B.A. University of Colorado, M.L.S. University of Denver)

HENRY E. NICHOLSON, Assistant Professor, Communication (B.A. State University of New York at Genesco, M.A. Syracuse University)

JOHN NOSARI, Assistant Professor, Accountancy (B.S. Southern Illinois University-Edwardsville, M.S. Wichita State University)

JOHN PALINCSCAR, Assistant Professor, Legal Studies (B.A., J.D. University of Illinois, M.A. Sangamon State University)

JAMES J. PANCRAZIO, Professor, Guidance and Counseling (B.S., M.S. Western Illinois University, Ed.D. Indiana University)

JOHN P. PEARSON, Assistant Professor, Biological Science (B.A. North Park College, M.S., Ph.D. Oregon State University)

ALFRED WAYNE PENN, Associate Professor, Public Administration; Associate Dean, Public Policy and Administration (B.A. Carleton College, Ph.D. Claremont Graduate School)

GARY PITKIN, Assistant Professor, Library Services; Coordinator, Library Systems (B.A., M.A. University of Wisconsin)

MICHAEL D. QUAM, Associate Professor, Anthropology; Acting Associate Dean, Innovative and Experimental Studies (B.A. Valparaiso University, Ph.D. Indiana University)

MERRILL REDEMER, Associate Professor, Administration (B.A. Panhandle State College, M.S., Ed.D. Oklahoma State University)

KENT REDFIELD, Assistant Professor, Political Studies; Associate Director, Legislative Studies Center (B.S. University of Utah, M.A., Ph.D. University of Washington)

GUY ROMANS, Associate Professor, Theater (University of Paris, Sorbonne)

MARGARET ROSSITER, Assistant Professor, Creative Arts (A.B. Bryn Mawr College, M.F.A. Ohio University)

RONALD B. SAKOLSKY, Assistant Professor, Public Administration (B.A. Bryn Mawr College, M.F.A. Ohio University)

RICHARD W. SAMES, Professor, Biology (A.B., M.A., Ph.D. Indiana University)

DAVID E. SANFORD, Associate Professor, Child, Family, and Community Services (B.A. Wesleyan University, M.A. University of California, Berkeley, Ph.D. Johns Hopkins University)

EDWARD SCHOENBAUM, Assistant Professor, Legal Studies and Public Affairs (B.D., M.Div. Concordia Theological Seminary, B.S. Michigan State, J.D. Case Western Reserve University School of Law)
RAYMOND SCHROEDER, Assistant Professor, Communication (A.B. Augustana College, M.S. University of Illinois)

CHARLES A. SCHWEIGHAUSER, Associate Professor, Environments and People (B.A., M.A. Williams College)

WILLIAM C. SELLYEY, Assistant Professor, Physical Science (B.S. Villanova University, Ph.D. Bryn Mawr College)

RICHARD J. SHEREIKIS, Associate Professor, Literature; Associate Dean, Arts and Sciences (B.A. Northern Illinois University, M.A. University of Chicago, Ph.D. University of Colorado)

DOH SHIN, Associate Professor, Political Studies and Public Affairs (B.A., M.A. Seoul National University, M.A. University of California, Berkeley, Ph.D. University of Illinois)

LARRY E. SHINER, Professor, Philosophy (B.A. Northwestern University, M.D.V. Drew University, Ph.D. Universite de Strasbourg)

F. MARK SIEBERT, Professor, Music (A.B., M.A., Ph.D. Columbia University)

ROBERT B. SIPE, Associate Professor, Labor Studies (B.A., M.A. Northern Illinois University, Ph.D. Claremont Graduate School)

LUTHER SKELTON, III, Associate Professor, Environments and People (B.S. U.S. Naval Academy, M.A., Ph.D. University of Missouri)

ANNA MAY SMITH, Professor, Management (B.A. Barat College, M.A. Columbia University)

DAVID SMITH, Assistant Professor, Accountancy; Comptroller (B.S., M.A. Ohio State University)

LARRY R. SMITH, Associate Professor, Communication (B.S., M.S. Illinois State University, Ph.D. University of Illinois)

REGAN G. SMITH, Associate Professor, Sociology (B.A. Kalamazoo College, M.A., Ph.D. University of Illinois)

WAYNE W. SNYDER, Professor, Economics (B.A. University of Southern California, M.P.A., Ph.D. Harvard University)

ROBERT C. SPENCER, Professor, Government and Public Affairs (A.B., M.A., Ph.D. University of Chicago)

DONALD F. STANHOPE, Associate Professor, Accountancy (B.A. Michigan State University, M.A. University of North Dakota, C.P.A.)

W. W. STEVENS, JR., Associate Professor, Child, Family, and Community Services and Public Affairs (B.S., M.S. Northern Illinois University)

RALPH S. STONE, Professor, History (A.B. University of Kansas, M.A., Ph.D. University of Illinois)

GARY A. STORM, Assistant Professor, Social Justice Professions; Associate Dean, Human Services and Sciences (B.S., M.S., Ph.D. University of Illinois)

CHARLES B. STROZIER, Associate Professor, History (B.A. Harvard University, M.S., Ph.D. University of Chicago)

JAMES STUART, Assistant Professor, Anthropology (B.A., Ph.D. University of California, Riverside)

LYNDA L. TOOTH, Assistant Professor, Communication (B.A. University of Dayton, M.A. University of Hawaii, Ph.D. University of California at Los Angeles)

MICHAEL P. TOWNSEND, Assistant Professor, Child, Family, and Community Services (B.S. Illinois College, M.S.W. West Virginia University)

JERRY TROXELL, Associate Professor, Music (B.S. Northwest Missouri State University, M.A. University of Iowa)

CONSTANCE WACASER, Assistant Professor, Nurse Anesthesia (B.A., M.A. Sangamon State University)

KASSAYE WANDWOSSEN, Assistant Professor, Management (B.B.A. Addis Ababa University, M.A. University of Illinois)

BEN WARD, Assistant Professor, Child, Family, and Community Services (B.A. Rockford College, M.A.T.E. University of Illinois)

WILLIAM D. WARREN, Assistant Professor, Environments and People (B.A. Los Angeles State College; M.A. University of California, Los Angeles, Ph.D. University of North Carolina)

LEROY S. WEHRLE, Professor, Economics and Public Affairs (B.S. Washington University, M.A., Ph.D. Yale University)

PETER S. WENZ, Associate Professor, Philosophy (B.A. State University of New York at Binghamton, Ph.D. University of Wisconsin)

DAVID WEST, Assistant Professor, Biology (B.A., M.A. California State University, Long Beach, Ph.D. Northeastern University)
A. DAN WHITLEY, JR., Associate Professor, Educational Psychology (B.A. Lycoming College, M.A. Bucknell University, Ph.D. Southern Illinois University)

C. JOSEPH WILKINS, Assistant Professor, Management (B.A., M.A. Southern Illinois University)

MICHAEL W. WYGAL, Assistant Professor, Public Administration (B.A., M.P.A. California State University, Fullerton)

MARY KATHERINE YNTEMA, Associate Professor, Mathematics (B.A. Swarthmore College, M.A., Ph.D. University of Illinois)

DONALD YOHE, Associate Professor and Director, Child, Family, and Community Services (A.B. Wheaton College, M.S.W. University of Michigan)

ROBERT H. ZELLER, Professor, Human Development Counseling; Acting Associate Dean, Health Science Professions (B.S. Shurtleff College, Ed.D. Washington University)
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NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES
I AM INTERESTED IN MORE INFORMATION ON SANGAMON STATE UNIVERSITY

Name

Address

City __________________________ State _______ Zip ______

Program I Am Interested In

I would like the following:

___ Application for Admission
___ Current Class Schedule
___ Housing Information
___ Guide to the Faculty
___ Financial Assistance, Loan, and Scholarship Information
___ Other

___ An Admissions Officer to Call: Best Time

GC:80