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.
To Our Students

Welcome to Sangamon State University. We invite you to join us in a unique adventure in higher education. Here you will find a mature student body—juniors, seniors, and graduate students—and a dedicated faculty working to build an innovative institution in the state capital of Illinois. The university was created to serve the public interest with special emphasis on education for careers in government. That special mission is grounded on a solid academic base in the liberal arts and has been broadened to include professional programs in business and health.

An essential part of faculty commitment at the university is involvement in the personal and career goals of the individual student. What this means is that at Sangamon State University teaching is the first priority. Strong personal relationships between faculty and students in and out of the classroom form a vital core of the educational experience. An innovative mark of this university is the way in which the boundaries of a traditionally conceived education have been expanded. Here innovation is expressed in the Applied Study and Experiential Learning Term; in the interdisciplinary programs; in the Individual Option Program which gives students the opportunity to design their own programs of study; and in a wide range of internship programs.

Another expectation of our faculty is commitment and work in the area of public affairs—whether through classroom presentation or direct involvement in community and government. Involvement of the faculty with the larger community better equips them to help students in the development of their own career plans.

Sangamon State University is large enough to provide a diverse faculty, a wide variety of programs, and excellent support services—including library resources, computing services, and scientific equipment—but small enough to provide individual attention to students.

You will find interesting students here. Some of our students come directly from community colleges, and others enter graduate studies on completion of baccalaureate degrees; but many are older, returning to school after taking time out for full-time employment or family responsibilities.

We invite you to make full use of the consultation facilities and personnel available here as you determine your academic and career goals. We are committed to students coming here regardless of financial standing, and you are invited to come in and consult with us about available financial aid. On behalf of the faculty, staff, and students, I welcome you to the university and hope that your work will be challenging and stimulating to both mind and spirit.
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## Calendar 1979-1980

### FALL SEMESTER, 1979

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24-25, Friday-Saturday</td>
<td>Registration</td>
</tr>
<tr>
<td>August 27, Monday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>September 3-4, Monday-Tuesday</td>
<td>Labor Day Recess</td>
</tr>
<tr>
<td>October 20, Saturday</td>
<td>Mid-Point</td>
</tr>
<tr>
<td>November 21-24, Wednesday-Saturday</td>
<td>Thanksgiving Recess</td>
</tr>
<tr>
<td>December 22, Saturday</td>
<td>Semester Ends</td>
</tr>
<tr>
<td>January 7-11, Monday-Friday</td>
<td>Intercession PAC</td>
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### SPRING SEMESTER, 1980

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>January 11-12, Friday-Saturday</td>
<td>Registration</td>
</tr>
<tr>
<td>January 14, Monday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>March 8, Saturday</td>
<td>Mid-Point</td>
</tr>
<tr>
<td>March 31-April 5, Monday-Saturday</td>
<td>Spring Recess*</td>
</tr>
<tr>
<td>May 10, Saturday</td>
<td>Semester Ends</td>
</tr>
<tr>
<td>May 11, Sunday</td>
<td>Commencement</td>
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### SUMMER SESSION, 1980

<table>
<thead>
<tr>
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<th>Event</th>
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<tbody>
<tr>
<td>May 31, Saturday</td>
<td>Registration</td>
</tr>
<tr>
<td>June 2, Monday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>July 4, Friday</td>
<td>Independence Day Holiday</td>
</tr>
<tr>
<td>July 26, Saturday</td>
<td>Summer Session Ends</td>
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</tbody>
</table>

*Tentative. Final dates to be announced in the spring, 1980, class schedule.*
This Is Sangamon State

PHILOSOPHY AND PURPOSE

Sangamon State is an upper-division 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. Most 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 towards 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 university 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 degrees 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 220, with an enrollment of 4200 anticipated before 1985.

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.

Higher-education leadership in the state has also approved a Center for Legal Studies in Springfield in which Sangamon State will
be a primary participant. The center will be housed in the new capital courts complex in downtown Springfield and will include a third-year clinical program to which existing law schools will send students for programs in judicial and government-related law. The center will also have a para-legal program for students interested in law-related careers.

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 stack 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.

SANGAMON STATE PEOPLE

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 dedicated 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, the Legal Studies Center, and a continuing education program for women.

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 Internship 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 focuses its applied research and service activities upon the executive departments and agencies of the state where policy, program, and administrative responsibilities for addressing public problems rest. Faculty affiliated with the center work on a wide range of projects including conferences and workshops for state government officials; preparation of handbooks, inventories, bibliographies, and applied research reports related to the capabilities of state agencies in a variety of critical areas; and experiential and classroom educational activities. All of these activities are related to the center's efforts to address the issues and pro-
cesses associated with public policy formulation and implementation at the state level.

From its inception the center has emphasized the internship concept as a major instrument for relating the university to executive agencies. In the Graduate Public Service Internship Program, selected graduate students from a wide range of disciplines serve internships with executive departments and agencies which fund the internships. Cooperating departments and agencies support, on a two-year basis, master's degree candidates who plan careers in state government. Interns participate in a seminar to integrate academic study and work experience, carry a part-time academic load, and work up to 20 hours a week in their sponsoring agencies.

Another important aspect of center activities is the Operations Research Unit. This unit provides support to state agencies through advice, workshops, and publications which address state and local government policy and management issues specifically related to operations research methods.

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 major 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 subjects and problem areas selected by local citizens, urban governments, and center faculty.
- 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.

CENTER FOR LEGAL STUDIES

This center, newly authorized by the Illinois Board of Higher Education, is being developed in conjunction with a new academic Legal Studies Program and activities associated with the courts com-
plex planned for Springfield. The courts complex, when completed, will house the Circuit Court of Sangamon County, the Fourth District Appellate Court, classrooms, and a law library. The Center for Legal Studies has been given responsibility for administering the educational component of the courts complex.

The center will serve three basic functions: to coordinate the clinical education aspects of the Legal Studies Program, develop and deliver a program of law-related training, and engage in applied research activities.

The Legal Studies Program will emphasize clinical education at both the baccalaureate and master's degree levels. In addition, faculty associated with the center will have primary responsibility for the placement and supervision of center interns. Center facilities will be available for third-year law students in the Springfield area.

The center will develop components which have as their purpose the expansion of knowledge about the law and the functioning of legal institutions. In general the law-related education component will eventually encompass four broad areas—1) noncredit courses designed to expand general knowledge of the law; 2) in-service training for persons employed in the legal system or state government; 3) para-legal training; and 4) cooperative, interdisciplinary education for legal professionals.

The center will engage in a number of applied research activities, with the focus on legal institutions in Illinois. Various techniques for improving courts administration and procedures will be explored. The location of the center in the courts complex will provide an excellent laboratory for the development of new techniques to improve the administration of courts.

CONTINUING EDUCATION FOR WOMEN

Continuing Education for Women seeks to meet the life-long learning interests of mature adults, as these interests are identified by both the university and the community. In many instances these interests can best be addressed outside the conventional classroom, credit-generating format. Through short-term noncredit workshops, seminars, and conferences, Continuing Education for Women provides a flexible and supportive environment in which women returning to school, re-entering the labor market, or exploring their own potential can acquire skills and expand horizons.

PUBLIC AFFAIRS COLLOQUIA

Public Affairs Colloquia are a distinctive part of the curriculum of Sangamon State University and play an important role in fulfilling its mission as the public affairs university for the state of Illinois. The objective of the PAC's is to prepare students for informed and effective decision-making in a democratic society, through better understanding of contemporary issues, heightened skills of research and
problem-solving, and facility in oral and written expression. PAC's provide a unique "laboratory" in which students can test out the theories, concepts, methods, and skills learned in the various disciplines by applying them to concrete problems or concerns. The PAC's encourage students to look at problems from multiple perspectives beyond their academic disciplines and thereby broaden their critical reasoning ability with respect to public issues. Graduate students must earn at least four semester hours of credit in Public Affairs Colloquia.

INTERSESSIONS

Each year in January the university departs from the traditional presentation of courses to offer an Intersession Public Affairs Colloquium. These PAC's are intensive one-week courses which bring to the campus nationally prominent faculty members, critics, and commentators who represent a variety of fields and interests. Recent courses have focused attention on alternative understanding and solutions to such contemporary issues as Science and Human Values, the Individual and the State, and Families.

Special Features of Sangamon State University

THE TEACHING LIBRARY

The Sangamon State University Library, in addition to providing extensive collections and traditional library services, provides library instruction for its 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.

The Library provides a large multimedia collection which reflects
the curriculum, being particularly strong in the social sciences. It contains more than 210,000 volumes, 2675 subscriptions to journals and newspapers, 59,555 government publications, a variety of musical and spoken recordings, simulation games, audio and video tapes, slides, and microfilm collections. The University Archives, a division of the Library, is a depository for Illinois county records and has, in addition, many other primary resource materials on local history.

Also available to the SSU community through the Library are such media hardware as cameras, tape recorders, filmstrip readers, and portable microform readers; services for the production of graphics; and audio, video, and photographic materials. SSU graduate students also have direct borrowing privileges at 10 other area academic libraries and, with a Statewide Borrower’s Card, at all Illinois state university libraries.

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 members may use the University Computing Laboratory for instructional and research activities. The Computing Lab in Building J, Rooms 127 and 123, is open on weekdays and evenings and on Saturday mornings. It contains a Hewlett Packard HP 3000 computer used interactively or in batch mode. Remote job entry
and interactive terminal capability gives access to academic programs offered by the Mid-Illinois Computer Cooperative. Six terminals are tied to the PLATO computerized instructional program at the University of Illinois. Student-help positions are also available to students wishing to operate the computer and peripheral equipment and to 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 made up 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 20 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.

CLAYVILLE RURAL LIFE CENTER AND MUSEUM

Clayville Rural Life Center and Museum was established by Sangamon State University in 1973 with the gift of an 1824 Stagecoach Inn, two log cabins, two barns, and two craft sheds. It is located on 11 acres of land, 12 miles northwest of Springfield on Illinois Highway 125. Dr. Emmet and Mrs. Mary Pearson donated the land, buildings,
and artifacts to the Sangamon State University Foundation so that the university could establish a rural life center.

At Clayville, students can learn of the past by studying the folk cultures of the prairie, historic preservation, historic crafts, and living historical farming in a setting not unlike the Illinois of 1850. In addition, students are encouraged to belong to or work with the Clayville Folk Arts Guild, a not-for-profit organization established in 1965 to protect and preserve crafts as practiced during the 19th century in Illinois. Each year, the Clayville Folk Arts Guild and Sangamon State University Foundation sponsor extensive working craft festivals, where the public can learn about and enjoy their prairie heritage.

Students from area elementary schools re-create the past in guided visits to Clayville, where they learn by actual participation in tasks of the rural Illinois family of the 1850s.

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

A limited number of assistantships or student employment positions are available to graduate students for work on journals published at Sangamon State University.

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.

Illinois Issues

Illinois Issues is a magazine which provides a monthly forum for the discussion of state-specific issues and problems. It is one of three such publications in the nation and is at the forefront of an effort to provide the public with better information on state government. As such, the magazine plays a critical role in offering Illinois citizens balanced information, analysis, and commentary on issues of importance. The magazine operates under the guidance of a board of directors appointed jointly by the presidents of Sangamon State University and the University of Illinois. It has received substantial support from the Ford Foundation, and anticipates enrolling 10,000 subscribers by 1980.

Illinois Issues is a major vehicle for continuing education in public affairs. Its articles and features provide the public with thoughtful discussion centered about major policy issues. Illinois Issues Annual, a compilation of the best articles published each year, is becoming a widely used text in high school and community college civics classes.

XX Chromosome Chronicle

The XX Chromosome Chronicle is published eight times during the academic year by the university Women’s Studies Committee. It contains articles and interviews focused on the status of women, both now and in the past. Issues have been devoted to such themes as Women in History, and Women in Politics.
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 at Sangamon State University. The Review seeks to keep its readers informed of recent developments in the field of psychohistory. It is edited by a member of the university's History Program, and contains articles, book reviews, research notes, course syllabuses, and bibliographic information contributed by the nation's leading psychohistorians.

SANGAMON STATE UNIVERSITY FOUNDATION

The Sangamon State University Foundation is a charitable not-for-profit educational organization that exists to aid the university in serving the people of Springfield and Central Illinois. The Foundation directly seeks to provide broader educational opportunities for and service to students, alumni, and the public by encouraging gifts of money, property, art, historical material, or any other gift which could enhance the work of the university. It works to strengthen the bonds that link the university and the public.

ALUMNI ASSOCIATION

Sangamon State University now has more than 4000 graduates. They are served by the university's Alumni Office, which publishes the alumni magazine, Sangamon. The office also distributes an alumni newsletter, Alumnus. The Alumni Association seeks to keep the alumni informed of events on campus, enables them to participate in events of interest to them, and sponsors an annual Homecoming in the fall. The association has instituted a scholarship program administered by the Office of Financial Aid. These scholarship funds are made available each year to certain eligible students who are designated Alumni Scholars. The association also gives direct financial support to WSSR Radio and to other campus projects.
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 for an application form to the Office of Admissions and Records, Sangamon State University, Springfield, Ill. 62708.

An application will not be processed until all transcripts of record have been received from each college or university formerly attended.

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.

ADMISSION BY PROFICIENCY EXAMINATION

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 nontraditional 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 and Records for further information.

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. The Special Student category 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 generally not 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 and Records.

International students are urged to request these materials at least
GRADUATE ADMISSION

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 Summer Sessions. 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 of 1976 as a pilot offering. It is open to all persons who have reached their 62nd birthday by the day of registration, and affords them the opportunity to audit courses, park on the campus, and borrow books from the university Library at a reduced rate of $10 per term.

MATRICULATION IN A GRADUATE PROGRAM

Students who expect to receive a graduate degree must seek matriculation in a degree program. It is recommended that the matriculation procedures be started as soon as possible after admission. Each academic program has established requirements for matriculation into that program in accord with general university policy. These are based on demonstrated academic and/or professional competencies, letters of reference, application questions, interviews, GRE scores, etc., and are consistent with the affirmative action policies of the university. Matriculation requirements for each program 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 back section of this Catalog.

When a student has met the matriculation requirements of a program, the coordinator/director of the program certifies to the registrar the student’s candidacy for a degree. The registrar, in turn, notifies the student of his or her status in the program as a candidate for a graduate degree.

A student must earn at least 16 semester hours of graduate credit between matriculation in an academic program and graduation. Some programs may require more than 16 semester hours after matriculation.
Academic Policies and Procedures
Choosing A Program

Sangamon State University offers more than 20 graduate programs, plus concentrations within several programs, from which students can choose a major. 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.

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.

WOMEN’S STUDIES

Sangamon State University has responded to the growth of the women’s movement in American society with a variety of course offerings taught by faculty members in many of the university’s regular
academic programs and coordinated by the Women's Studies Committee. In conjunction with the Individual Option Program, students may also pursue a degree in Women's Studies.

Master's Degree 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 academic program, of which half must be earned in residence at Sangamon State.

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

Meet program matriculation requirements and earn at least 16 hours of graduate credit following matriculation.

Satisfy Illinois School Code Sec. 27-3 (constitution requirement) at least once 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 Public Administration, M.P.A.
* Master of Science, M.S.
  * Nutrition
* Master of Arts, M.A.
  * Biology
  * Business Administration
  * Child, Family, and Community Services
  * Communication
  * Community Arts Management
  * Economics
  * Educational Administration
  * Environments and People
  * Gerontology
DEGREE REQUIREMENTS

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 (one concentration)
  Clinical Psychology
Sociology/Anthropology
Social Justice Professions (three concentrations)
  Administration of Justice
  Human Services
  Law Enforcement

MASTER'S PROJECT

All degree candidates are 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 science.
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 semester, 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 graduate student is three courses, or 12 semester hours. The normal course load for a part-time student is one or two courses, or four to eight hours.

Any graduate student who wishes to register for more than 18 semester hours must have the approval of the adviser and program coordinator/director, and must wait until the normal registration processes for the semester are completed to register for the overload.

A graduate assistant’s normal load is 24 hours for an academic year, two 12-hour semesters. A graduate assistant may register for six hours during the summer term. If a graduate assistant wishes to take more than 24 hours in any academic year, he or she must have the approval of the adviser, program coordinator/director, the appropriate administrator, 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 GRADES

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.

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 filling out 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.
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 and Records two months prior to the beginning of the semester or summer session.

Tuition and Fees*

<table>
<thead>
<tr>
<th>FULL-TIME STUDENTS</th>
<th>In-State</th>
<th>Out-of-State</th>
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</thead>
<tbody>
<tr>
<td>(12 or more semester hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>$250.00</td>
<td>$750.00</td>
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<tr>
<td>Activity Fee</td>
<td>12.00</td>
<td>12.00</td>
</tr>
<tr>
<td>Noninstructional Facility Fee</td>
<td>6.00</td>
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</tr>
<tr>
<td>Health Insurance Fee</td>
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<tr>
<td>Parking Fee</td>
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<td>7.50</td>
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<tr>
<td>TOTAL</td>
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<td>$800.00</td>
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<table>
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<tr>
<th>PART-TIME STUDENTS</th>
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<tbody>
<tr>
<td>(1-11 semester hours)</td>
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<td></td>
</tr>
<tr>
<td>Tuition (per semester hour)</td>
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<td>$63.00</td>
</tr>
<tr>
<td>Activity Fee</td>
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<td>6.00</td>
</tr>
<tr>
<td>Noninstructional Facility Fee</td>
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</tr>
<tr>
<td>Parking Fee</td>
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</table>

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<tr>
<th>OTHER FEES</th>
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</thead>
<tbody>
<tr>
<td>Student-to-Student Grant</td>
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<tr>
<td>Late Registration Fee</td>
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<td>Late Payment Fee</td>
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<tr>
<td>Changes in Program Fee</td>
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<td>5.00</td>
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<tr>
<td>Transcript Fee</td>
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<td>1.00</td>
</tr>
<tr>
<td>Master’s Degree Graduation Fee</td>
<td>15.00</td>
<td></td>
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</tbody>
</table>

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 and Records.

Tuition and fees will be assessed at the time of registration for each semester or session. Students with tuition waivers must pay any unf-
waived tuition and fees at the time of registration. Other students may be billed in accordance with the procedures in effect for the semester. 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, 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, but the student may make the request orally in person at the registrar’s office.

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 first 10 class days of a regular semester. A fee of $5 will be charged for course changes made after the close of the regular registration period. No course may be added after the 10th class day of a regular semester.

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 Veterans Affairs 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 Veterans Affairs.

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 coordinator/director, and the appropriate administrator. The student should have sufficient time so that the contract reaches 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 Aid
Student Financial Aid

The Office of Financial Aid 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 $2925 for nine months, and tuition is waived during the period of appointment. The assignments are designed to provide educational experiences related to the students' 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. 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

This statutory program is coordinated for the Illinois Legislative Council by the Illinois Legislative Studies Center. It offers 18 nine-and-a-half-months fellowships for outstanding graduate students drawn from throughout Illinois and, occasionally, from other states. Of the interns, 16 are assigned to the partisan leadership staffs of the Illinois General Assembly, and two to the Illinois Legislative Council. In addition to the staff internship assignment, graduate students accepted for this program participate in a required seminar which continues through the academic year and carries eight semester hours of credit. Applications are available through the Illinois Legislative Studies Center and should be requested after notification of admission to the university; they must be filed by March 1 for consideration for the following academic year.
GRADUATE PUBLIC SERVICE INTERNSHIP PROGRAM

The GPSI Program provides a 21-months professional development experience for high-caliber graduate students interested in pursuing careers in Illinois government. Interns enroll in a master's degree program at SSU that is appropriate to their interests and work in a sponsoring state agency for 20 hours per week during the regular academic year. The program provides a stipend of $350 per month ($650 per month during the intervening summer); 10 credit hours of Illinois-resident tuition per semester during the regular academic year; and a modest 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 during the spring and summer for assignments that typically begin between July 1 and Aug. 15. For further information, contact: Director, GPSI Program, Sangamon State University.

LOCAL AFFAIRS INTERNSHIP PROGRAM

The Center for the Study of Middle-size Cities administers the Local Affairs 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 affairs. 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 about $350 per month and in-state tuition waivers to defray the expenses of their education. Students will normally receive two none-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 Affairs 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 Affairs 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 and admission, 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 Aid, 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 Aid 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 Aid 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, fees, and books. 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 Aid 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 Office of Education.

GENERAL ASSEMBLY WAIVERS

These awards exempt the holders from the payment of tuition and admission, 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 Aid.

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 Aid.

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.

ILLINOIS GUARANTEED LOAN PROGRAM

This program provides loans in amounts up to $2500 per year at a rate of 7-percent simple interest. In cases where the loan request is for $2000 or less and the student’s adjusted family gross income is less than $15,000, the federal government will pay the interest on the loan while the student is in school and for nine months after graduation or termination of attendance. If students can prove financial need, federal interest benefits may be provided for loans in excess of $2000 or for students with adjusted family gross incomes of more than $15,000. In these cases students must file the ACT Family Financial Statement. Loan applications may be obtained in the Office of Financial Aid.

EMPLOYMENT OPPORTUNITIES

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

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.

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 students are eligible to apply.
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.

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.

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 Aid:

1. An SSU Application for Financial Aid. Applications are not considered until the student is admitted to the university.

2. The ACT Family Financial Statement.

3. A Financial Aid Transfer Information Form 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 Parent 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 aid 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 $600 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 two consecutive 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.

5. Transfer Information. All aid applicants must submit a Transfer Information Form to each school previously attended for verification of aid previously received.

CRITICAL DATES AFFECTING AID

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

May 1, 1979 — Application for Fall Semester aid should be initiated to assure consideration for all forms of aid.

July 1, 1979 — The first Fall Semester awards will be announced.

Aug. 1, 1979 — Applications should be complete (including results of needs and analyses) to assure consideration for all forms of aid for Fall Semester.

Sept. 1, 1979 — Only applications for Basic Grant, loans, and employment will now be accepted for Fall Semester. Student may still apply for Spring Semester.

Jan. 1, 1980 — Only applications for Basic Grant, loans, or employment will be accepted for Spring Semester.

AID RENEWAL/SATISFACTORY PROGRESS

Students awarded federal and institutional financial aid must maintain satisfactory progress. Satisfactory progress is defined as the satisfactory completion of 12 hours per semester for full-time students and six hours 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 aid.

Inquiries regarding all financial aid programs should be directed to:

The Office of Financial Aid
Sangamon State University
Springfield, Ill. 62708
Student Services
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 and an Office of Veterans Affairs. 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 and from 6:15 p.m. to 10:15 p.m. Monday through Thursday. The day rate is $1 per hour. The night rate is $3 per evening. 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. Students may not borrow directly from other area academic libraries without this card. Lost cards may be replaced by contacting the Office of the Dean of Students.

HOUSING

The university leases and manages 25 apartment units providing Sangamon State students with housing as well as with opportunities for social and peer relationships. On-campus housing is currently under construction. It will include 20 one-bedroom and 60 two-bedroom apartment units.

Many Sangamon State students live in the community. Living with other students in an apartment or house is different from living at home or in a college dorm and is an interesting and rewarding part of the student’s educational experience at the university. Students are free to find their own housing if they choose to do so. The Housing Office maintains a list of apartments, houses, rooms, mobile homes, and efficiencies to rent or share.

Advance planning is the key to finding a suitable place to live. Students who wish information on housing or need assistance with housing problems should contact the Housing Office at the earliest possible date.

The Housing Office is located in the Student Services Building, E. Inquiries can be addressed to the Housing Coordinator c/o Sangamon State University or at the university toll-free number, 800-252-8533.

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: 9 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. (See Health Service hours.)
The Health Service provides treatment for minor illnesses and accidents (colds, cuts, burns, etc.) and other services (treatment and diagnosis of V.D.; referrals to specialists; counseling and referral for unwanted pregnancies; allergy injections; birth control; pelvic examinations; and treatment of other personal, physical, and mental problems). Special services are also provided such as laboratory tests, available at reduced rates; sickle cell anemia testing; flu vaccine program; smallpox and tetanus immunizations; testing for infectious mononucleosis; loans of crutches, ice bags, hot water bottles, etc.; 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’s Equal Opportunity and Affirmative Action Program is a statement of the university’s commitment to increasing the proportion of women and minority employees at all levels, and a plan for achieving this commitment by identifying problem areas and setting specific goals and timetables which the university will make every legitimate effort to reach or exceed.

The university’s policy is not simply one of avoiding discrimination but one of actively seeking women and minority candidates for all positions at all levels within the institution.

In addition, it is a policy of the university to provide an equal educational opportunity for all students and applicants for admission. This commitment is demonstrated through the administration of admissions policies and the continuous evaluation of curriculum and course offerings. The university’s counseling services are available to all students on a nondiscriminatory basis and have each student’s interest and welfare as the major concern. Housing assistance, extracurricular activities, and student life programs reflect Sangamon State’s affirmative implementation of equal educational policies.

It is also a policy of the university to assure nondiscriminatory and affirmative hiring practices on the part of contractors, vendors, and suppliers with whom it does business and to encourage the utilization of minority firms within its purchasing activities.

The Affirmative Action Program consists of those sets of procedures, developed in accordance with state and federal regulations,
monitored by our affirmative action and contract compliance officers, and aimed at strengthening the philosophy to which Sangamon State University is committed.

Office Of Advising And Counseling

The director of advising and counseling is responsible for five areas of educational support: academic advising, career counseling and placement, Learning Center, Minority Services Center, and personal counseling services. Referrals to any of these services can be made through the Office of Advising and Counseling.

CAREER COUNSELING AND VOCATIONAL TESTING

Assistance in career planning is available to all students. Workshops, seminars, and individual counseling sessions help students to focus on the important decisions which should be made in determining career direction. These include skill identification, prefer-
red 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 Office of Career Services and Placement.

PLACEMENT

The Office of Career Services and Placement coordinates information on available employment positions. Employers engaged in business, government, education, and social service, whenever possible, arrange for on-campus interviews for graduating students. Assistance is given for preparation of placement credentials and resumes. Information on professional and graduate schools is available.

In a highly competitive labor market it is important that career planning be a continuous part of the academic program. Seminars are offered to help students prepare for career placement. Graduate internships and practica may also be valuable career planning experiences.

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 proofreading, and attention to concerns of a miscellaneous nature.

For students' convenience, the office is open from 9 a.m. to 9 p.m. Monday through Thursday and 9 a.m. to 4 p.m. on Friday. Appointments are not necessary, but 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 aid, and counseling—both personal and academic.
PERSONAL COUNSELING SERVICES

The counseling service provides psychological services for students. The staff members are selected for their competency in counseling. Their special skills and training 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 make direct contact with the counseling faculty or may contact the Office of Advising and Counseling for referral and/or appointment.

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 credit cards are accepted for all payments. The Bursar’s Office is open from 9 a.m. to 4 p.m. Monday through Friday.

OFFICE OF VETERANS AFFAIRS

The Office of Veterans Affairs has been established at Sangamon State University to help with the many special problems which the veteran has when he or she is in contact with the university. All veterans are urged to contact this office when initially contacting the university as well as while they are in attendance. Should any question arise concerning the “GI Bill of Rights” or the Illinois Veterans Scholarship, the veteran should contact the Office of Veterans Affairs. Also, veterans who have any questions concerning academic problems or admissions and records matters, or need assistance, should call the OVA at 786-6626, or toll free at (800) 252-8533. The Office of Veterans Affairs should also be contacted for the following services.

Serviceman’s Opportunity College

This new program was established by the Department of Defense to improve postsecondary educational opportunity for men and women in the armed services. Sangamon State University has officially established the program at the junior, senior, and graduate levels of education.

Project “Ahead”

Established through the armed services to help those who wish to continue their education while serving in the military services, this program assists the serviceman working toward an educational goal when he or she cannot attend Sangamon State University, but plans to attend after release from active duty.
**Biology**

**M.A.**

(40 Hrs.)


**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, biology provides two dimensions to its graduate program, concordant with university objectives: these are well-defined career opportunities which state the skills required to enter them, and 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 guide the student through her or his master's program and master's project.

**GRADING POLICY**

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

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Areas of Study</th>
<th>Required Courses</th>
<th>Suggested Electives</th>
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<tbody>
<tr>
<td>University 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 take 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>
</tr>
<tr>
<td>At least 16 semester hours between matriculation and graduation.</td>
<td>All entering graduate students are on academic provisional status for 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 grading policy.)</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 PAC.</td>
<td>No C grades accepted for required courses; any C grade taken in an elective course must be balanced by an A grade in another program-approved course.</td>
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<tr>
<td>Constitution requirement.</td>
<td>Master's project must involve a research component.</td>
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<tr>
<td>Master's project.</td>
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### Individualized Program

- BIO 500 (4 Hrs. minimum)
- BIO 501

- In addition, each individualized program must include 16 credit hours of didactic graduate-level courses.

### Cell Biology

- CHE 415 and 416
- BIO 500 (4 Hrs. minimum)
- BIO 501
- BIO 551
- MSU 405 or 401

- Minimum of 20 credit hours in biological concepts courses.

### Environmental Biology

- 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

- BIO 474
- BIO 475
- BIO 524
- ENP 434
- ENP 435
- ENP 463
- ENP 482
degree, provided they are balanced by 8 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.

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 the 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 steriliza-
tion 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. Competency is developed 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.

**BIO 432 CYTOLOGY** (4 Hrs.)
Structure and function of cells and organelles. Laboratory studies include theory and application of research techniques of electron microscopy, cytochemistry, 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 415 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 FIELD METHODS IN AQUATIC BIOLOGY (2 Hrs.)
Collection, enumeration, and biomass determination of aquatic plants, periphyton, plankton, nekton, and benthos as well as methods used to characterize standing- or running-water environments in which the latter organisms live. Prerequisite: BIO 375. Spring Semester, when offered.

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 (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 477 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 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. May be repeated for unlimited number of hours, but same topic may not be repeated for credit.
BUSINESS ADMINISTRATION

**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, multichannel 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.

- CHE 411-414 Instrumental Analyses
- CHE 415 Biochemistry I
- CHE 416 Biochemistry II
- CHE 431 Environmental Chemistry
- ENP 434 Water Resources
- ENP 435 Biology of Water Pollution
- ENP 463 Environmental Climatology
- ENP 482 Energy and the Environment
- ENP 483 Environmental Policies: National Environmental Policy Act
- ENP 484 Environmental Policies: Air Quality
- ENP 485 Environmental Policies: Water Quality
- MSU 401 Applied Statistics I
- MSU 405 A Computer-Oriented Approach to Statistics
- PHY 414 Radiation and Life
- PSY 515 Hormones and Behavior

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**Business Administration**

M.A.

(48-56 Hrs.)

**PROGRAM FACULTY** — W. David Braddock, Herschel N. Chait, William J. Crampon, Lois Graff, Jo Kim, Robert Roeloffs, Donald L. Sexton.

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

DEGREE REQUIREMENTS

In addition to general university requirements, the M.A. degree requires successful completion of at least 48 semester hours of graduate
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. 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 six hours be applied to the 48 hours required for the M.A. degree.

- ACC 421 Administrative Uses of Accounting Information 4 hours
- ADB 415 Economics for Administration 4 hours
- ADB 407 Statistical Techniques for Administration I 2 hours
- ADB 408 Statistical Techniques for Administration II 2 hours
- ADB 409 Computer Fundamentals for Administration 2 hours

(6 hours*)

**Functional Areas of Business**

- ADB 401 Organizational Dynamics 4 hours
- ADB 502 Managerial Finance 4 hours
- ADB 512 Marketing Management 4 hours
- ADB 522 Production and Operations Management 4 hours

16 hours

**External Environment**

- ADB 416 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 14 hours

(14 hours**)
Integrative Course

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

Total semester hours required  48 hours

*Maximum credit for course work in fundamentals.
**Number of elective courses depends on student’s previous prepara-

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 the above 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 ap-

GRADING POLICY

With the approval of the student’s adviser and subject to the judg-
ment of program faculty, a maximum of eight hours of C may be
credited toward the M.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 semesters.
ADB 502, 512, 522, or 583 are not offered in the summer sessions. Ad-
ditional offerings are scheduled to accommodate student needs sub-
ject to faculty availability.
**ADB 407 STATISTICAL TECHNIQUES FOR ADMINISTRATION I**  
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**  
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 409 COMPUTER FUNDAMENTALS FOR ADMINISTRATION**  
Fundamentals of data processing and computer systems. Use of BASIC programming language in business problem-solving. Applications of time-sharing.

**ADB 410 TOPICS IN QUANTITATIVE ANALYSIS**  
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.

**ADB 415 ECONOMICS FOR ADMINISTRATION**  
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**  
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**  
Advanced study of capital markets, financial instruments, and implications of federal monetary policy for decisions regarding the management of debt and equity obligations of the business enterprise. Prerequisite: ADB 502 or approved equivalent.

**ADB 504 CORPORATE FINANCIAL POLICY**  
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**  
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**  
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 513 MARKETING COMMUNICATIONS** (2 Hrs.)
Role of communications in marketing, emphasizing behavioral aspects of buyer information processing and decision-making, and their implications for the design and delivery of sales and advertising messages. Prerequisite: ADB 512 or approved equivalent.

**ADB 514 MARKETING PROMOTION POLICIES** (2 Hrs.)
Integrated management of advertising, personal selling, sales promotion, and publicity to reach current and potential customers with promotional messages and campaigns. Prerequisite: ADB 513 or approved equivalent.

**ADB 515 MARKETING INSTITUTIONS** (2 Hrs.)
Retail, wholesale, and industrial markets' structures, and characteristics of major types of middlemen. Prerequisite: ADB 512 or approved equivalent.

**ADB 516 MARKETING CHANNELS STRATEGIES** (2 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 515 or approved equivalent.

**ADB 517 COMPARATIVE MARKETING** (2 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 518 COMPARATIVE MARKETING FIELD STUDY** (2 hrs.)
On-site studies of other countries' retail and wholesale middlemen and discussions with managers of marketing institutions as basis for comparing them with one another and with those of the United States. Extensive field recording of observations required for post-trip paper and group discussions. Involves the time and expense of travel to one or more foreign countries. Prerequisite: ADB 517 or approved 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

**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 other. 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. Prerequisites: ADB 409, 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. Prerequisites: ADB 409, ADB 522 or approved equivalent.
**BUSINESS ADMINISTRATION**

**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.

**EXTERNAL ENVIRONMENT**

**ADB 416 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 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 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 416 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 an 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 the economic, social and political considerations which establish the 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 401 ORGANIZATIONAL DYNAMICS** (4 Hrs.)
The structure and function of an organization as a sociotechnical system and of in-
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 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 542 BEHAVIOR RESEARCH IN ORGANIZATIONS** (4 Hrs.)
Study of research methods which can be applied to the analysis of the behavior of individuals and groups within an organizational setting. Focuses on the design of research projects, the evaluation of published research, and requesting research to be carried out by others. Prerequisites: ADB 401, ADB 408, 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 401 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 401 or equivalent.

**ADB 550 TOPICS IN ORGANIZATIONAL DYNAMICS** (2 or 4 Hrs.)
Advanced study of specific topics, to be announced when offered. Prerequisite: ADB 401 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 401 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
CHILD, FAMILY, AND COMMUNITY SERVICES

needs of the organization and processes used to change organizations to fit needs of individuals. Prerequisite: ADB 401 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 COURSE**

**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 401, ADB 522, or approved equivalents; expected completion of degree requirements by end of current semester.

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**Child, Family, and Community Services**

M.A.  
(48 Hrs.)

**PROGRAM FACULTY** — Andrew Edwards, Ephraim Fischoff, Carole McHugh, Caryl Moy, David Sanford, W. W. Stevens, Michael Townsend, Don Yohe.

**ADJUNCT FACULTY** — Gretchen Storm, Ronda Wisleder.

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 some course work in the human ser-
vices is helpful. Specific prerequisites are: a general course in human behavior, course work or experience in the network of social systems, and course work or experience in basic interviewing skills.

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, but every degree candidate must meet prerequisites and admission requirements and sign a learning contract 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 advisory committee. 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 committee. 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 required 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.)
Exploration of the continuous interactions of spiritual, biological, psychological, and social aspects of man with his environment.

CFC 503 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (4 Hrs.)
Continuation of CFC 501.

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 550 INTERNSHIP (1-8 Hrs.)
Intensive direct service experience in a social service agency. Regular supervision required. Placement is developed with the 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 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 HDC 423.

CFC 424 WORKING WITH THE IN VOLUNTARY CLIENT (2 Hrs.)
Many social services provide the bulk of their services to clients who are required to receive service. This course examines the 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 the 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 the 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 the 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 that 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, the differing individual dynamics, and their influence on the relationship and the 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 the social services that operate to lessen the problems of aging. Evaluation of services and attitudes and policies that inhibit or promote delivery of those services.

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 401 (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.
CFC 525 PREVENTIVE PROGRAMMING
Study of models for conceptualizing preventive programs. Students design, and when possible implement, a preventive program in the community. See HDC 564.

CFC 526 RADICAL SOCIAL WORK
Critiques the social work profession and the system maintenance function of social services in the context of US socio-economic-political structure. Explores alternative strategies open to social workers committed to a comprehensive assault on our society's major social problems.

CFC 534 FAMILY THERAPY
See HDC 534 and PSY 534.

CFC 537 ADVANCED CHILD DEVELOPMENT
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 541 STAFF DEVELOPMENT AND SUPERVISION
Provides training and background understanding of personnel issues, staff development models, and principles of direct supervision. See HDC 565.

CFC 542 PROGRAM PLANNING AND EVALUATION
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 545 THE GIFTED CHILD
See HDC 545.

CFC 549 PRINCIPLES AND TECHNIQUES OF CHILD THERAPY
See PSY 549.

CFC 552 CHILD PSYCHOPATHOLOGY AND THERAPY
See PSY 552.

CFC 556 PLAY THERAPY
See PSY 556.

CFC 566 GROUP THERAPY
See PSY 566. Prerequisite: PSY 553, or permission of instructor.

CFC 567 SEXUAL COUNSELING
Exploration of problems in sexual functioning and some of the 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
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
Identifies sets of organizing tactics that can consistently contribute to successful strategies for social change. Reviews divergent thematical approaches and examines actual case studies to evaluate their validity and effectiveness.

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

CFC 578 PRINCIPLES OF SOCIAL DEVELOPMENT
Explores social and human costs of rapid technological development, intensified urbanization, and depersonalization of societal structures. Proposes reality-oriented models of competent social functioning designed to foster mutually supportive human ties and re-establish individual ability to make an impact on societal institutions.
Communication

M.A.
(32 Hrs.)


The Communication Program is concerned with the exchange of information, how it is hindered and facilitated, and how it affects people in their personal and social existence. The program seeks to enhance students’ understanding of the effect of messages and media on society and the development of message-making skills and techniques. To facilitate achievement of these goals, the curriculum addresses the analytical-critical, production, technical, and theoretical aspects of communication topics. The program also emphasizes development of an ability to employ communication technologies creatively.

ENTRANCE REQUIREMENTS

For admission to the Master of Arts program, the student must have a bachelor's degree or its equivalent. The program reserves the right to require additional course work where writing and technical 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. The completed form should be submitted to the adviser or program coordinator 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 28 hours of communication courses. The student, in consultation with the adviser, is responsible for developing a focused course of study which incorporates successful demonstration of analytical technique. COM 501 Research Methods in Communication, a required course, provides the methods necessary for empirical investigative work.

Satisfactory completion of COM 500 Thesis is also required for graduation. Each student will develop and complete a project of current value within the field. The student should consult the adviser for detailed instruction on how to complete the thesis requirement.

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>COM 501 Research Methods</td>
<td>4</td>
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<tr>
<td>COM 500 Thesis</td>
<td>4</td>
</tr>
<tr>
<td>Communication electives (at least two at 500 level)</td>
<td>20</td>
</tr>
<tr>
<td>Public Affairs Colloquia</td>
<td>4</td>
</tr>
<tr>
<td>Total required</td>
<td>32</td>
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COURSE OFFERINGS

Through its offerings, the Communication Program makes available to students a curriculum which investigates a variety of media and the effects they have on people 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 or by the full program committee if there is reasonable doubt.

Courses from other programs which may be accepted for the program major appear at the end of the Communication Program course descriptions. The number of cross-listed hours a student may include in the concentration normally should not exceed 12.
COMMUNICATION/Course Descriptions

COM 406 INTERPERSONAL COMMUNICATION (4 Hrs.)
Analyses of process of interpersonal communication leading to rewarding outcomes for participants, and of information and prediction processes which led to those outcomes. Personality and relational factors are discussed, as well as techniques for their measurement. Comparisons with other popular views of interpersonal communication.

COM 408 LEADERSHIP AND DYNAMICS OF SMALL-GROUP COMMUNICATION (4 Hrs.)
Discussion of dynamics and leadership of small-group cohesiveness, motivation, conflict resolution, task completion, and communication climates. Interpersonal persuasion and attraction in relation to proxemic, kinesic, and verbal behavior in the group setting.

COM 409 PERCEPTION AND COMMUNICATION: SYMBOLS IN A GLOBAL VILLAGE (4 Hrs.)
Examination of human perception in the intercultural situation; study of communication as an aspect of culture, symbol systems, and language environments. Includes perceptual and belief structures present among various groups in the world setting.

COM 411 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 situations. Familiarity with methods presented allows students to interpret and criticize communication research studies.

COM 412 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 context of language, and language as behavior.

COM 413 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 414 ETHNOGRAPHIC MEDIA PRODUCTION (4 Hrs.)
Human communication behavior in visual and sound environments; uses media production as a methodological tool to reveal and explore human interaction. Some media production experience is desirable. Prerequisite: COM 301.

COM 415 LANGUAGE ACQUISITION: THE FORMATIVE YEARS (4 Hrs.)
Language acquisition in the infant and its development through acquisition of writing at grade-school age. Major focus is a comparison of spoken and written communication, as well as the writing readiness of a child of six.

COM 430 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 indefinite number of hours, but a particular topic may not be repeated for credit.

COM 431 FILM AS 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. Some practical instruction given.

COM 432 EXPERIMENTAL FILM WORKSHOP (4 Hrs.)
Investigation of what is “experimental” in cinema with emphasis on the short film and the East European cinema. Students undertake an experimental film project. Practical instruction provided.
COM 433 DOCUMENTARY FILM WORKSHOP (4 Hrs.)
Study of history and nature of the documentary tradition. Students undertake a documentary project. Practical instruction provided.

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

COM 443 IMPACT AND POTENTIAL OF TELEVISION (4 Hrs.)
Study of birth, adolescence, and near-adult period in the 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 a look at the future of radio. Preparation for third-class radio-telephone operators’ exam. Students study audio techniques and produce airable productions.

COM 445 BROADCAST JOURNALISM (4 Hrs.)
Study of tools and techniques of professional broadcast 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 the areas of engineering, law, programming, Federal Communications Commissions, advertising, production, operations, ascertaining of community needs, personnel, organization, construction, equipment, traffic, research, unions, creativity, promotion, politics, accounting, public regulations, and publicity. Management by objectives approach; emphasis on planning, organization, and control.

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

COM 448 MASS MEDIA—THEORY AND PRACTICE (4 Hrs.)
See PAR 406, LIT 480.

COM 450 ADVANCED FILMMAKING (4 Hrs.)
Investigation of techniques and art of filmmaking designed for the serious student of film. May be repeated for an indefinite number of hours.

COM 451 FILMMAKING (4 Hrs.)
Practical and aesthetic introduction to filmmaking designed to give an over-all view of the art of film. Workshop course consists of lectures, demonstrations of film techniques, a survey of film history, and a glance at film theory.

COM 462 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 463 TV PRACTICUM (4 Hrs.)
Workshop course providing opportunities to gain experience and home skills in television and video production. Basic knowledge of television is assumed.

COM 472 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.
COMMUNICATION

COM 476 ORAL READING (4 Hrs.)
Designed to develop awareness of the voice and of the English language. Students experience literature as it began, as words spoken and heard. Students learn to use their voices as communication instruments towards the renascence of an appreciation of the spoken word.

COM 479 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 are studied for practical application in legislative and courtroom dialogue. Videotape facilities utilized.

COM 481 PHOTOGRAPHY FOR COMMUNICATORS (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 482 PHOTOGRAPHY FOR COMMUNICATORS II (4 Hrs.)
Builds on knowledge and skills developed in COM 481. 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 481 or permission of instructor. Camera with adjustable lens required.

COM 483 CREATIVE PHOTOGRAPHY (4 Hrs.)
Photography as an art form is studied, and students develop their own techniques and experiments. Presumes basic knowledge of photography and darkroom technique. Prerequisite: COM 481, COM 482, or comparable experience.

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 500 THESIS (4 Hrs.)
In-depth exploration of a research topic; graduate students should consult during the first semester in residence with their advisers 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 RESEARCH METHODS IN COMMUNICATION (4 Hrs.)
Examination and discussion of problems associated with using scientific principles to answer questions about human communication and ethical and moral ramifications of the research process. Scientific and ethical problems are examined in terms of their effects upon communication as an integrated study of human behavior.

COM 503 THE VISUAL IMAGE (4 Hrs.)
Study and investigation of the nature of the visual image (language of the unconscious) and its role in communication and the arts.

COM 504 NEW TECHNOLOGIES IN ELECTRONIC MEDIA (4 Hrs.)
Seminar on new and emerging technologies and systems in electronic media: hardware, software, and societal impact.

COM 505 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.

COM 506 ANIMAL LANGUAGE (4 Hrs.)
Study of data concerning recent development of language acquisition in chimpanzees and dolphins, accompanied by re-evaluation of traditional linguistic theory.
COMMUNITY ARTS MANAGEMENT

COM 510 COMMUNICATION SEMINAR (4 Hrs.)
Topic varies each semester; may be repeated for an indefinite number of hours.

COM 520 FILM SEMINAR (4 Hrs.)
Topic varies but is based on a particular aspect of film theory — e.g., Eisenstein and montage, realism in film, etc. May be repeated for an indefinite number of hours.

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.

CRA 424 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 Communication in Public Relations
PHI 434 Philosophy of Language
PHS 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.

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 employment experience in a
professionally staffed arts organization. The director is responsible to SSU and the program participant for the educational value of the employment experience. The director 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. The director must approve, in cooperation with the employer, a procedure for evaluation of the participant. The director is available to the participant and to the employer for consultation.

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 4 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 450 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.

Total 42 hours

COMMUNITY ARTS MANAGEMENT/ Course Descriptions

FIRST YEAR

CAM 502 ADMINISTRATION OF ARTS ORGANIZATIONS (4 Hrs.)
Examination of administrative structures, budgets, legal status, and programs of arts organizations of various size and function. Familiarization with appropriate group organizational procedures.

CAM 521 INTERNSHIP I (2 Hrs.)
Supervised practical experience with Springfield area arts organizations. Classwork
ECONOMICS emphasizes development of factual knowledge and competency areas appropriate to work within such organizations.

CAM 522 INTERNSHIP II (2 Hrs.)
Continuation of CAM 521.

CAM 531 THEATRE AND CONCERT MANAGEMENT (4 Hrs.)
Study of performance production procedures and strategies for effective marketing and public relations. Areas include programming, publicity, house management, box office, and facility usage.

CAM 599 DIRECTED STUDY (2-4 Hrs.)
Supervised individual or group project in a specialized area otherwise unavailable. Subject to approval of program director.

SECOND YEAR

CAM 571 FIELD EXPERIENCE I (4 Hrs.)
Supervised full-time off-campus work experience in a professionally managed arts organization following the year's study on campus.

CAM 572 FIELD EXPERIENCE II (4 Hrs.)
Continuation of CAM 571.

CAM 573 PROBLEM-SOLVING AND PROGRAM EVALUATION SEMINAR (2 Hrs.)
Intensive professional in-service seminar and evaluation of all aspects of the program.

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 401 Organizational Dynamics
ADB 409 Computer Fundamentals for Administration
ADP 424 Dynamics of Public Organizations
ADP 461 Management Skills
ADP 551 Public Employees and Politics
COM 451 Filmmaking
COM 431 Film as Art
ECO 455 State and Local Finance
HIS 406 American Decorative Arts to 1900
HIS 409 Rural Historic Preservation
HIS 511 Museum Methods
POS 480 Topics in Political Science

Economics M.A. (40 Hrs.)


ADJUNCT FACULTY — Lewis Herndon, Ajay Sanghi.

The master's program is designed to prepare the student for a career as a business or government economist, and is sufficiently flexi-
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 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 16 hours

*Economic History* 4 hours
  - US Economic History
  - History of Economic Thought

*Economic Theory* 8 hours
  - Advanced Macroeconomics
  - Advanced Microeconomics
  - Advanced Institutional Economics

*Quantitative Methods* 4 hours
  - Mathematical Economics
  - Econometrics
  - Math courses

An area of specialization in one of the following: 8 hours
  - Business Economics
  - Economics of Government and Public Policy
ECONOMICS/Course Descriptions

THEORY

ECO 401  INTERMEDIATE MICROECONOMICS  (4 Hrs.)
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. No credit towards M.A. in Economics.

ECO 402  INTERMEDIATE MACROECONOMICS  (4 Hrs.)
Analysis of the role of government, consumers, and business in determination of aggregate income, employment, and price level. Primary attention given to development of a model of income determination, with discussion of the model's relation to classical economic theory and its policy and social implication. Offered fall and spring. No credit towards M.A. 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 WCS 403. No credit towards M.A. 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. No credit towards M.A. in Economics.

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

ECO 408  HISTORY OF ECONOMIC THOUGHT  (4 Hrs.)
Study of the 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. The 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 unemployed, 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. Primarily 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 a topic selected by the student that utilizes economic theory and involves both a survey of the 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 the 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, Marxism, etc. Students have considerable latitude in choosing area of concentration.
ECONOMICS ECO 512 ADVANCED MONETARY AND FISCAL POLICY (4 Hrs.)
Consideration of principles of monetary and fiscal policy in depth, documentation
of how the policies have been enacted in the postwar period, and critical examina-
tion of the relative effectiveness of these policies. Prerequisite: 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. Prere-
quisites: 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, in political and social values, and in 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 the 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 the 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 the labor sector 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 WCS 425.

ECO 426 MANPOWER ECONOMICS (4 Hrs.)
Functioning of the labor market with consideration of wages, mobility, labor sup-
ply, and unemployment. Analysis and evaluation of the role of government in the
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 the effectiveness of monetary
policy. Offered fall and spring.

ECO 535 ADVANCED MONETARY ECONOMICS (4 Hrs.)
Advanced course which explores the professional literature. Topics include supply
of money, demand for money, interest rates and monetary policy.
ECO 445 ECONOMIC DEVELOPMENT (4 Hrs.)
Introductory course presenting an 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 are discussed. 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 the theoretical model with particular emphasis on problems encountered by the 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 the 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 an 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, occupa-
tional 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. See WCS 484.

ECO 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.

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 the social policy setting in which health policy is made and the complex workings of the system by which health care is provided. No prior study of economics required. See HSA 487.

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/anational corporations and their import on the nation state concept.

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

Courses offered by other programs may be included in a concentration 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, David Franklin, Mark Heyman, Merrill Redemer.

The M.A. degree program in educational administration will be phased out at the end of the Summer Session, 1980. The last semester in which a new full-time student may be admitted as a degree candidate is fall, 1979. Students seeking professional development and administrative certification courses, however, will continue to be admitted after that date.
The educational administration curriculum is concerned with the theory and practice of the administration of schools and other educational systems. A wide selection of courses is available to meet varying student needs and interests, while fulfilling the requirements for a degree and/or certification.

Sangamon State University was approved by the Illinois State Teacher Certification Board on May 19, 1972, to grant the General Supervisory and General Administration certificates.

ADVISING

Educational administration students may select any faculty members as their academic advisers.

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, as the graduate project.

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
- ADE 509 Organizational Dynamics
- ADE 529 Case Studies in Educational Administration

In addition, the student must complete at least one course from each of the two categories, "The School in the Social System" and "The School as a Social System." 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

GENERAL COURSES

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

ADE 500 THESIS
Credit awarded upon acceptance of thesis.

ADE 505 INTRODUCTION TO RESEARCH
Application and analysis 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 PLANNING EDUCATIONAL FACILITIES
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 509 ORGANIZATIONAL DYNAMICS
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 514 TEACHER NEGOTIATIONS
Focuses on history and impact of collective bargaining in education. Examination of changing attitudes and problems. Emphasis on the bargaining process for the new negotiator.

ADE 525 SUPERVISION OF INSTRUCTION
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
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 SCHOOL IN THE SOCIAL SYSTEM

ADE 501 ORGANIZATION AND ADMINISTRATION OF PUBLIC SCHOOLS (4 Hrs.)
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 (4 Hrs.)
Sources of school revenue, analysis of expenditure policies, inter-governmental relationships, introduction to economics of education, trends and issues, and other aspects of school finance.

ADE 503 SCHOOL LAW (4 Hrs.)
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 (4 Hrs.)
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 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 the new role of the public; changes in school/community relations practices. Emphasis on effective communication processes.

THE SCHOOL AS A SOCIAL SYSTEM

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 519 THE PRINCIPALSHP (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.

The following courses are accepted for the program major:

ADB 401 Organizational Dynamics
ADB 407 Statistical Techniques for Administration I
ADB 408 Statistical Techniques for Administration II
ADP 424 Dynamics of Public Organizations
ADP 425 Analytical Tools for Public Administrators
HSA 401 Organizational Behavior and Administration
HSA 407 Quantitative Analysis
Environments and People

M.A.
(40 Hrs.)


PARTICIPATING FACULTY — Robert Haynes, John Pearson.

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 on the M.A. level 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 advisory committee.
GRADING POLICY

Students can have up to eight hours of C grades as long as they are balanced by an equal number of A grades.

PROGRAM REQUIREMENTS

Environments and People Program Core 12 hours
ENP 452 Environmental Social Science 4 hours
ENP 453 Environmental Natural Science 4 hours
Natural science or social science elective 4 hours
Environmental Library Seminar 0 hours

Concentration Core 12-16 hours
(See concentrations.)
Electives 4-8 hours
Public Affairs Colloquium 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 Resources Use.* 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 thorough knowledge of 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 needs.

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 coordinator 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 Social Science, ENP 453 Environmental Natural 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 Library Seminar. Communication skills assessment will be a part of the core courses, ENP 452 and 453.

**ENVIRONMENTS AND PEOPLE/ Course Descriptions**

**SERVICE COURSE**

ENP 451 **ECOSYSTEMS, VALUE SYSTEMS, SOCIAL SYSTEMS** (4 Hrs.)

Emphasizes interactions of society within bioecosystems and bringing this ecological approach into the social-cultural world of human activity. Includes energy flows, matter flows, stability of ecosystems, human population dynamics,
resource consumption, cultural values, institutions, and environmental decision-making. Designed for non-E and P majors. Not open to E and P majors except by approval of instructor and student’s adviser.

CORE COURSES

**ENP 452 ENVIRONMENTAL SOCIAL SCIENCE** (4 Hrs.)
Knowledge of social science is necessary to understand and solve environmental problems. Basic concepts of the social sciences — anthropology, economics, history, political science, sociology — are studied to bring the social world into perspective as an integration of structures, processes, and functions and to understand basic patterns and alternative patterns of the relationship of human society to the biological and physical world. Required of E and P majors.

**ENP 453 ENVIRONMENTAL NATURAL SCIENCE** (4 Hrs.)
Knowledge of science is necessary to understand and solve environmental problems. Basic concepts of the natural sciences — geology, physics, chemistry, biology, ecology — are studied to bring the biological and physical world into perspective as an integrated continuum of structures, processes, and functions. Required of E and P majors.

**ENP 454 ENVIRONMENTAL LIBRARY SEMINAR** (0 Hrs.)
Study of the 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 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 environment, 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 the 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 the effect of the nature of human society on natural resources and ecosystems. See SOA 447. Offered in spring.

**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? Offered in fall, odd years.

**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. Offered in spring, even years.

**LAND AND RESOURCES**

**ENP 431 EUROPE: ITS GEOGRAPHY, PLANNING, AND RESOURCES (4 Hrs.)**
Regional and urban development are examined relative to the continent's physical and cultural conditions. Attention is given to physical geography, and land and resource use practices will be carefully evaluated in selected countries.

**ENP 432 ENVIRONMENTAL CONSERVATION (4 Hrs.)**
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.

**ENP 433 PEOPLE'S ENERGY NEEDS (4 Hrs.)**
Readings and discussion on energy problems, background, and future prospects: Why do we have an "energy crisis"? How long will it last? How flexible are our energy demands? What alternative sources of energy might we use? Offered in spring, odd years.

**ENP 434 WATER RESOURCES (4 Hrs.)**
Study of water problems, quantity, and quality; water needs; impact on the physical-natural environment of additional human use of water, water hazards as flooding, erosion, drought; government agencies and management of water resources. Offered in fall, odd years.

**ENP 435 BIOLOGY OF WATER POLLUTION (2 Hrs.)**
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.

**ENP 436 LAND AND RESOURCE USE: ENVIRONMENTAL ANALYSIS, POLICY, AND PLANNING (4 Hrs.)**
Introduction to land and resource use practices. Includes land-use policies; politics
and economics of land and resource use; survey of land- and water-use rights development in the Midwest.

ENP 437 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.

BIOECOLOGY

ENP 441 HEREDITY, EVOLUTION, AND SOCIETY (4 Hrs.)
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 (4 Hrs.)
Implications of man's activities within the context of change. Change viewed as a 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 both.

ENP 443 ECOLOGY AND PEOPLE (4 Hrs.)
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 (4 Hrs.)
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 (4 Hrs.)
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 (4 Hrs.)
Examines microscopic and macroscopic aquatic communities, both plants and animals; includes ecology, functional morphology, and some taxonomy. Lab and field experience are an integral part of the course. Readings in and study of original literature required. For E and P majors only.

ENVIRONMENTAL GEOGRAPHY

ENP 461 URBAN GEOGRAPHY (4 Hrs.)
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 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. Offered in spring, even years.

ENP 469 THE HISTORICAL GEOGRAPHY OF THE UNITED STATES (4 Hrs.)
Study of sequential and regional growth of the United States emphasizing the impact of physical environment. Includes historical-geographical factors in the settlement and growth of Illinois and neighboring states.
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.)
Solutions to environmental issues and problems are sought on two levels: that of the environmental problems and issues themselves; that of effectively increasing awareness and affecting behavior of students. Offered in fall, even years.

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 the 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 environment. Selections from Jefferson, Cooper, Audubon, Emerson, Thoreau, Whitman, Cather, Sandburg, Frost, and others. Offered in fall, 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 POLITICS 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 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 483 ENVIRONMENTAL POLICIES: NATIONAL ENVIRONMENTAL POLICY ACT (2 Hrs.)
Students receive in-depth training in the Environmental Impact Statement process in NEPA. Case studies are analyzed; EIS on new projects are researched and written.

ENP 484 ENVIRONMENTAL POLICIES: AIR QUALITY (2 Hrs.)
The Clean Air Act of 1970 and amendments are 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.)
The Federal Water Pollution Control Act of 1972 and amendments are studied for their effect on water quality. Administrative procedures, standards, and regulations — together with case studies — are analyzed.
ENP 486 CITIZEN ACTION IN ENVIRONMENTAL AFFAIRS (4 Hrs.)
Research, writing, and presentation of testimony on selected topics that come before the Illinois Pollution Control Board. Supplementary work involves producing environmental reports relative to regional environmental problems. Offered in fall.

ENP 487 PRACTICUM IN ENVIRONMENTAL ACTION (4 Hrs.)
Applied problem-solving course. Students research a legislative bill, talk to sponsors, observe committee and floor action, present testimony, become aware of agency and vested-interest group opinions, and write analysis of the issue and legislative process. Offered in spring.

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, the 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.)
See LES 422, ADP 417.

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.

ENP 510 THESIS (1-10 Hrs.)
Candidate for M.A. degree in E and P Program may fulfill degree requirements in part by researching a topic and writing a thesis that shall have credit-hour equivalent of no less than 20 percent and no more than 25 percent of required credit hours for M.A. degree.

ENP 520 INTERNSHIP (1-8 Hrs.)
May not exceed 8 credit hours toward M.A. degree.

ENP 530 PROBLEM-SOLVING EXERCISE (1-4 Hrs.)
May not exceed 4 credit hours toward M.A. degree.

ENP 540 PRACTICUM (1-8 Hrs.)
May not exceed 8 credit hours toward M.A. degree.

The following courses are accepted for the program major:
BIO 481 Plants and Civilization
ECO 474 Environmental Economics
PHS 421 Energy Resources
PHS 422 Solar Energy: Principles and Applications
PHS 423 Environmental Geology
SOC 441 Applied Demography
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.
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:

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<tr>
<th>Core courses</th>
<th>28 hours</th>
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<tbody>
<tr>
<td>GER 402 Perspectives on Aging</td>
<td>4 hours</td>
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<tr>
<td>GER 501 Biology of Aging</td>
<td>4 hours</td>
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<tr>
<td>GER 502 Psychology of Aging</td>
<td>4 hours</td>
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<tr>
<td>GER 585 Gerontology Internship I</td>
<td>4 hours</td>
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<tr>
<td>GER 586 Gerontology Internship II</td>
<td>4 hours</td>
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<tr>
<td>GER 587 Gerontology Internship III</td>
<td>4 hours</td>
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<tr>
<td>GER 589 Research Methods in Gerontology</td>
<td>4 hours</td>
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<tr>
<td>Gerontology electives</td>
<td></td>
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<tr>
<td>Public Affairs Colloquia</td>
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<td>Total</td>
<td>40 hours</td>
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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.

**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 — tape 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 are discussed. Required of students participating in the gerontology minor.

**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 the well-being of older Americans. See WCS 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 methodological approaches, including the 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 are 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 a foundation of knowledge in the 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.

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 the 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 the adult child — aged parent relationship, changes in family structure, demographic trends, and the 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, the early retirement trend, and the economics of aging.

GER 531 PATTERNS OF AGING (4 Hrs.)
Study of the 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 multivaried problems troubling adults in our nation today. See HDC 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 the pharmacology of aging.

GER 571 BIOBEHAVIORAL ASPECTS OF AGING (4 Hrs.)
Study of behavioral effects of age-related changes in the 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.

Health Services Administration

M.A. (48 Hrs.)


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.
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 that they must have or attain an understanding 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 Administration,* HSA 402 Organization 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 credit 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 come from 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 Organizational Behavior and Administration</td>
<td>4 hours</td>
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<tr>
<td>*HSA 402 Organization 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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<tr>
<td>HSA 545 Medical Sociology</td>
<td>4 hours</td>
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<tr>
<td>HSA 551 Human Resources 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>
</tr>
<tr>
<td>HSA 579 Application of Administrative Concepts</td>
<td>4 hours</td>
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<tr>
<td>University requirement</td>
<td>4 hours</td>
</tr>
<tr>
<td>Public Affairs Colloquia (any of the PAC’s)</td>
<td>4 hours</td>
</tr>
<tr>
<td>Electives (any 400- or 500-level courses)</td>
<td>14 hours</td>
</tr>
<tr>
<td>Eight hours from the HSA curriculum</td>
<td>8 hours</td>
</tr>
<tr>
<td>Six hours from any program</td>
<td>6 hours</td>
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</tbody>
</table>

**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 in their place.

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 ADMINISTRATION (4 Hrs.)
Study of individual, interpersonal, and small-group processes and behavior within the health services organization, with special emphasis on how an administrator might behave in order to enhance individual and group effectiveness.

HSA 402 ORGANIZATION AND ADMINISTRATIVE PROCESS (4 Hrs.)
Study of the health service organization as a socio-technical system and of administrative process and decision-making. Topics include inter-group relations, impact of environment and technology on organization, organizational design, organizational change and development, administrative process and decision-making.

HSA 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.

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.

HSA 415 MEDICAL TERMINOLOGY FOR HEALTH SERVICES MANAGERS (1 Hr.)
Study of professional vocabulary. Uses student-paced audio tape cassettes in con-
HSA 421 COMMUNITY HEALTH ORGANIZATIONS (4 Hrs.)
Review of definition and structure of the community in relation to health programs and organizations. Staffing patterns, funding sources, and facilities are examined as they correspond to various community health programs and needs.

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.)
Survey of function and development of organized health services within societies of the world. Study of social requirements for a health population as related to need for organized health services; United States agglomerated health system as a social utility complex.

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 development, legislation, documents, and roles in United States health planning. Particular attention to roles of consumer, provider, and planner as they interact to determine desired improvements in relation to societal health needs.

HSA 452 HEALTH PLANNING APPLICATION (4 Hrs.)
Further examination of health planning with particular attention to recent legislation and its application. Case studies reviewed and health plans developed to facilitate decision-making and understanding of planning process. Prerequisite: HSA 451 or permission of instructor.

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 is required. See ECO 487.
HSA 499 TUTORIAL IN HEALTH ADMINISTRATION (1-4 Hrs.)
Individual study directed by a faculty member. Tutorials are offered to meet special course work needs not otherwise available.

HSA 511 BEHAVIORAL RESEARCH IN ORGANIZATIONS (4 Hrs.)
Application of research in analysis of behavioral problems within organizations. Design and execution of a research project, analysis of data, and formulation of conclusions and recommendations based on the 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.)
Enlarges on principles of problem formulation, design, and methods used in social science and applied to health administration research. Emphasizes evaluative research for health organization program evaluation. Each student develops a research project in an area of special interest. Prerequisites: HSA 407 and HSA 408.

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 and personal growth possible from a focused program of study about selected aspects of their own and other cultures studied in historical perspective.

Preparation for the M.A. degree emphasizes comparative analysis of key themes in the historical development of the United States and of other national cultures as well as 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 over 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 comparatively analyzing 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 to focus on a culture or cultures outside of the United States 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.

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, some for pay to students. 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 research 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.

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. Passing of the required United States and Illinois constitution test if not previously done.

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 American experience and culture.

HIS 405 TRACING YOUR ROOTS: FAMILY HISTORY AS SOCIAL HISTORY (4 Hrs.)
Developing techniques for research 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 a historical context. Readings include Alex Haley’s Roots.
HIS 406 AMERICAN DECORATIVE ARTS TO 1900 (4 Hrs.)
Survey in American material culture designed to introduce students to the evolution of furniture design and of practical arts, prompted by changing patterns of living during our nation's formative years. Attention to European influences, high-style furniture and its country cousins; covers crafts such as quilting, weaving, pottery, and other creative folk art forms.

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 408 AMERICAN ARCHITECTURAL HISTORY: THE SPRINGFIELD CONTEXT (4 Hrs.)
Focus on American architectural history drawing heavily on the wealth of Springfield examples. Relationships between man and his architecture considered in terms of spaces, styles, city planning, and social and cultural history. A conservation ethic as applied to architecture.

HIS 409 RURAL HISTORIC PRESERVATION (4 Hrs.)
Field work and research practicum connected with the 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, archaeological excavation, architectural surveying, building/sites restoration.

HIS 410 WORKSHOP IN ORAL HISTORY (2-4 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 415 HISTORIC CRAFT WORKSHOP (2 Hrs.)
Two-component course. 1) Complete 36 hours of practical workshops at Clayville, May-October; schedule available April 1. 2) In academic component, 20 hours of class at university and elsewhere, learn to authenticate crafts as to time and place. Written work required.

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

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, Native Americans: their origins, opportunities, and cultural distinctiveness in contrast to the American majority.

HIS 427 LABOR HISTORY (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 WCS 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 431 NEW INTERPRETATIONS IN AMERICAN HISTORY (4 Hrs.)
Examination of contrasting interpretations of American history, from mainstream orthodoxy to Marxism. Emphasis 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 the 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: social mobility and civil rights, national unity and state’s rights, 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 self-paced module when not scheduled as 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 the perspective of their own time and how they affect today’s world; the depression as an 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 self-paced module when not scheduled as 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, Dreyfuss Affair, fascism, world wars, and wars of colonial liberation.

**HIS 451 THE 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 relationship — 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 — field trips to some sites. Includes 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 ascendancy 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 self-paced module when not scheduled as 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 TOWARD TODAY'S CHINA: IMPERIALISM AND REVOLUTION 1800-1949** (4 Hrs.)
Focus on political and economic impact of 19th-century Western imperialism, dissolution of the traditional Chinese state, and development of a successful revolutionary movement in the 20th century.

**HIS 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 LIT 485, CFC 485.

**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. Students may enroll more than once.

**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 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. Up to 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 inter-woven 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, life-styles, 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.

- **BIO 481** Plants and Civilization
- **ECO 408** History of Economic Thought
- **ECO 417** European Economic History
- **ECO 418** US Economic History
- **ENP 411** Midwest Rural Life and Its European Background
- **ENP 413** Midwest Rural Life and Its American Regional Background
- **ENP 417** Environmental History, Problems Approach
- **ENP 470** Mornings at Clayville
- **ENP 572** Interpretive Workshop
Human Development Counseling

M.A.
(50 Hrs.)


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 corpus 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 Office 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.

**ENTRANCE REQUIREMENTS**

Graduate students admitted to the university should request admission to degree candidacy through the Human Development Counseling Program. Application blanks 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. In addition, the prospective candidate should complete an interview by a special student/faculty committee. Criteria for acceptance involve consideration of evidence of academic competence, interest and/or prior experience in the helping professions, and evidence of those personal characteristics associated with success in helping professions. 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 pre-admission requirements are met.
ADVISING

The advising relationship is an important one in the program. As soon as it is feasible, 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, the program coordinator is available for assistance. 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 demonstrate 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 curriculum committee through his or her adviser for approval prior to implementing 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 curriculum 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 544.)
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

a. 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 528 531 534 536 584
529 532 535 539 589
b. *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 534 544 546 549 584
542 545 547 582 589

c. *Rehabilitation Counseling.* This area is a professional counseling specialty that provides counseling to persons with physical and/or mental handicaps. Emphasis falls on those practices which aid such individuals in adjusting or readjusting to these conditions.

Suggested courses:

HDC 451 453 551 553 556 559 584
452 454 552 554 558 583 589

Note: *Certification as school counselor.* The candidate must possess a valid teaching certificate and must complete the program core with a practicum in a school setting with both elementary and secondary clients. In addition, courses in career counseling, mental hygiene, or personality are mandatory. Recommended are courses in organizational dynamics and research on school counseling.

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**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 INTRODUCTION TO INTERPERSONAL RELATIONS** (4 Hrs.)
Emphasis on both research and theory. Theories range from Sullivan to Laing; topics, from attitude change to interpersonal attraction and power.

**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.

**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.
HOC 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; etc.

HOC 452 MEDICAL INFORMATION FOR HUMAN-SERVICES WORKERS (2 Hrs.)
Review of medical aspects of severe disability conditions, their causes, complications, treatment, vocational implications.

HOC 453 INDEPENDENT LIVING SKILLS REHABILITATION (2 Hrs.)
Describes and analyses 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.

HOC 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.

HOC 456 HUMAN SEXUALITY (4 Hrs.)
For description, see CFC 456 or SOA 456.

HOC 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.

HOC 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 HOC 544. Offered fall and spring. Required core course.

HOC 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 HOC 542. Required core course.

HOC 503 MICROCUMLSENGLING (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 HOC 549. Required core course.

HOC 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.

HOC 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.

HOC 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.

HOC 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 than in HDC 413. Prerequisite: HDC 413 or equivalent.
HDC 515 CLIENT-CENTERED THERAPY
Theory and practice of client-centered therapy examined from perspective of major
constructs as developed by Carl Rogers.

HDC 516 ADVANCED GROUP PROCESS
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
Analysis of present techniques for coping with community mental health problems
and survey of a range of new proposals.

HDC 527 PRINCIPLES OF LIFE-SPAN GUIDANCE
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
Development of helping skills among those dedicated to religious orientation. Em-
phasizes 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
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
Description of major problems faced by children and adolescents in society and ex-
ploration of a variety of solutions proposed to ameliorate them.

HDC 532 COUNSELING THE ADULT/AGED
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.

HDC 534 FAMILY THERAPY
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.

HDC 535 MARITAL COUNSELING
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
For advanced students specializing in family counseling. Students develop and im-
plement treatment to ameliorate problems of persons separated from spouses.
Prerequisite: HDC 434 or equivalent.

HDC 539 COUNSELING AT THE COLLEGE LEVEL
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
Exploration of questions “What is teaching/learning?” and “How do I teach more
effectively?” Students examine and experience a variety of approaches to teaching,
concentrating on classroom applications.

HDC 542 CLASSROOM GROUPS
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 544 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 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 classrooms. May be substituted for HDC 587. Prerequisite: 16 hours in educational processes.

**HDC 549 MICROTEACHING**
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.

**HOC 544 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.

**HOC 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.

**HOC 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.

**HOC 547 ADVANCED WORKSHOP FOR TEACHERS** (6 Hrs.)
Focus on advanced teaching skills through supervised laboratory and live classroom experiences. Participants must have classrooms. May be substituted for HDC 587. Prerequisite: 16 hours in educational processes.

**HOC 549 MICROTEACHING**
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.

**HOC 551 REHABILITATION: PHILOSOPHY, HISTORY, AND STRUCTURE** (4 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.

**HOC 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.

**HOC 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.

**HOC 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.

**HOC 556 CAREER COUNSELING** (4 Hrs.)
Utilization of Holland's work on vocational choice as framework for developing techniques useful in career counseling.

**HOC 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. Prerequisite: HDC 413 or equivalent.

**HOC 559 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 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 core or equivalent.

HDC 564 PREVENTIVE PROGRAMMING (2 Hrs.)
For description see CFC 525.

HDC 565 STAFF DEVELOPMENT AND SUPERVISION (4 Hrs.)
For description see CFC 541.

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.

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: HDC 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 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 approval of adviser and curriculum committee. May be elected to satisfy one of general program requirements. Also see HDC 587. Prerequisite: HDC core or equivalent.

**HDC 599 INDEPENDENT STUDY: TUTORIAL (1-4 Hrs.)**
Opportunity for individualized learning. For students who can demonstrate skill in accomplishment of self-initiated activities. Topics studied may not duplicate courses currently offered in this or other programs in the university. Prerequisite: approval of HDC curriculum committee.

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**Individual Option**

**M.A. (40 Hrs.)**

**PROGRAM FACULTY** — Leonard Adams, Ronald Ettinger, David Hilligoss.

Sangamon State University is one of 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

According to university 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
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
Examination of the theory and techniques of designing and evaluating independent learning modules.

INO 471 FINAL DEMONSTRATION OF ACHIEVEMENT
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
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
Lecture/discussion/workshop. Discussion of individually designed learning contracts and degree proposals for I.O. students and others interested in organizing their learning.

INO 590 INDEPENDENT FIELD PROJECT
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
Topics must be approved by thesis committee prior to registration. Thesis will normally satisfy the M.A. problem-solving requirement.

Legal Studies

M.A.
(48 Hrs.)

PROGRAM FACULTY — Frank Kopecky, Pat Langley, John Palincsar, Ed Schoenbaum.

THE MASTER’S DEGREE

The study of law as a 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.

The graduate core is intended to provide the student with knowledge of the law, law-making institutions, and the manner in
which conflicting policy considerations underlying the law are resolved. The core provides a foundation for more specialized courses in substantive areas of law. 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 these or comparable courses: LES 401 Legal Research and Writing, POS 409 The American Constitution.

Deficiency credits must be taken as electives.

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 coordinator. 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>16 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LES 501  Legal Studies Colloquium</td>
<td>4 hours</td>
</tr>
<tr>
<td>LES 402  Practice Skills</td>
<td>4 hours</td>
</tr>
<tr>
<td>LES 404  Law &amp; Social Order</td>
<td>4 hours</td>
</tr>
<tr>
<td>LES 405  Judicial Process</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

For students with demonstrated proficiency in one or more subjects contained in the core, appropriate substitutions will be approved.

Legal Theory and Substance courses 8 hours
To be selected by the students with the adviser from the following LES courses:

<table>
<thead>
<tr>
<th>LES 409  Legal Implication of Urban Change</th>
<th>4 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LES 421  Judicial Administration</td>
<td>4 hours</td>
</tr>
<tr>
<td>LES 422  Administrative Law</td>
<td>4 hours</td>
</tr>
<tr>
<td>LES 423  Dispute Resolution</td>
<td>4 hours</td>
</tr>
<tr>
<td>LES 441  Welfare Law: Law and the Poor</td>
<td>2 hours</td>
</tr>
<tr>
<td>LES 445  Housing Law</td>
<td>2 hours</td>
</tr>
<tr>
<td>LES 446  Family Law</td>
<td>4 hours</td>
</tr>
<tr>
<td>LES 448  Juvenile Law</td>
<td>2 hours</td>
</tr>
<tr>
<td>LES 452  History of American Law</td>
<td>4 hours</td>
</tr>
</tbody>
</table>
LES 456 Law in Literature 4 hours
LES 465 Corrections Law 2 hours
LES 466 Prisoner's Rights 2 hours
LES 476 Consumer Law 2 hours
LES 561 Advanced Criminal Law 2 hours

The LES Program will also accept courses listed under Related Courses for the Legal Theory and Substance requirement.

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 451</td>
<td>Research Methods for Political Studies</td>
<td>4</td>
</tr>
<tr>
<td>SJP 440</td>
<td>Applied Research in Social Justice</td>
<td>4</td>
</tr>
<tr>
<td>SOA 411</td>
<td>Introduction to Social Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>SOA 412</td>
<td>Research Methods Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives 16 hours
Public Affairs Colloquia 4 hours

Total 48 hours

ADVISING

Students will be assigned an adviser prior to registration. Students 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 and to be flexible. An educational plan should be developed at the earliest date with the assistance of the student's adviser. The adviser is responsible for helping the student meet closure requirements for graduation.

GRADING

Only four hours of C are allowed within LES course work. Students must have a 3.0 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 3.0 grade-point 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. Graduate students may earn up to eight hours’ 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, the Master’s Project, and the United States and Illinois constitution exams. The student may enroll in LES 500, 504, or 590 to satisfy the Master’s Project requirement. In each instance, the student will be required to defend his or her project or thesis before a committee. 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 memoranda, briefs, and other legal documents.

LES 402 PRACTICE SKILLS (4 Hrs.)
Legal skills building includes interviewing and counseling, exposure to legal drafting (small claims, family law, real estate, and appellate criminal procedure). Techniques include role-playing and a practicum in public service law. Legal ethics are studied.

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.

LES 405 JUDICIAL PROCESS (4 Hrs.)
Examines structure, environment, and processes of the US and Illinois courts. Emphasis is on separation of powers, rule-making, federalism, judicial selection, methods of trial and appellate judicial decision-making, research, and impact of decisions.

LES 409 LEGAL IMPLICATION OF URBAN CHANGE (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.

LES 421 JUDICIAL ADMINISTRATION (4 Hrs.)
Introduction to basic concepts and critical issues in judicial administration. Emphasis on the 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 are 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 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 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 456 LAW IN LITERATURE (4 Hrs.)
Study of concepts of justice, liberty, and freedom through reading novels, prose, and other works of literature.

SPECIFIC AREA COURSES

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 deci-
sion 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 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. The roles of regulatory agencies and consumer class-action suits are studied.

**LES 561 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. Undergraduates may take with permission of instructor.

**SEMINAR, TUTORIAL, OR INDEPENDENT STUDY**

**LES 480 SPECIAL TOPICS SEMINAR**  
(2 or 4 Hrs.)  
Intensive examination of selected issues of importance to study of the 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 to 8 Hrs.)

**LES 501 LEGAL STUDIES COLLOQUIUM**  
(4 Hrs.)  
Provides a common framework for graduate students in legal studies, focusing on such topics as history and philosophy of justice, law, and legal institutions.

**LES 504 SEMINAR IN LEGAL STUDIES**  
(2 Hrs.)  
Seminars in current legal problems. Students in their last semester may take this seminar in lieu of the problem-solving exercise. Seminar design will vary with instructor. Should be taken during last 16 credit hours of degree.

**LES 551 CLINICAL EDUCATION**  
(4 to 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 JUSTICE PROFESSIONS**  
(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 will be accepted in fulfilling the Legal Theory and Substance requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 424</td>
<td>Commercial Law</td>
<td>4</td>
</tr>
<tr>
<td>ADE 503</td>
<td>School Law</td>
<td>4</td>
</tr>
<tr>
<td>CFC 438</td>
<td>Children and the Law</td>
<td>2</td>
</tr>
<tr>
<td>ENP 488</td>
<td>Environmental Law and the Citizen</td>
<td>4</td>
</tr>
<tr>
<td>GER 572</td>
<td>Legal Advocacy for the Elderly</td>
<td>4</td>
</tr>
<tr>
<td>HSA 458</td>
<td>Health Law</td>
<td>3</td>
</tr>
<tr>
<td>MSY 465</td>
<td>Legal Issues in Computing</td>
<td>4</td>
</tr>
<tr>
<td>PHI 461</td>
<td>Law, Justice, Morality</td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Hours</td>
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<td>--------------------------------------------------</td>
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</tr>
<tr>
<td>PHI 462</td>
<td>Freedom, Justice, and the Person</td>
<td>2</td>
</tr>
<tr>
<td>PHI 465</td>
<td>Moral Issues and the Law</td>
<td>4</td>
</tr>
<tr>
<td>PHI 467</td>
<td>Philosophy of Law</td>
<td>4</td>
</tr>
<tr>
<td>POS 401</td>
<td>Profession of Law and Public Affairs</td>
<td>4</td>
</tr>
<tr>
<td>POS 402</td>
<td>Legislative Politics</td>
<td>4</td>
</tr>
<tr>
<td>POS 412</td>
<td>Rights in Theory and Practice</td>
<td>4</td>
</tr>
</tbody>
</table>

Courses not listed here may be taken with the approval of the student's adviser.

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**Literature**

**M.A.**

(30-38 Hrs.)

**PROGRAM FACULTY** — Dennis Camp, Judith Everson, Norman Hinton, Jacqueline Jackson, John Knoepfle, Michael Lennon, Richard Shereikis.

**ADJUNCT FACULTY** — Joan Collodi, Larry Freeman.

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. 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 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>
</tr>
</thead>
<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>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

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, the social history of England in the period, and Chaucer's view of a just social order.

LIT 402 MEDIEVAL LITERATURE IN TRANSLATION (4 Hrs.)
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 the 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 the 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 Ashberry.

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 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 the 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 adults' — 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 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 this 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.
THE GRADUATE COLLOQUIUM

Introduction to graduate study of literature and to program faculty and curriculum.

The following courses are accepted for the program major. Normally, no more than two may apply to the concentration in literature.

- COM 412 Psycholinguistics
- COM 415 Language Acquisition: The Formative Years
- COM 430 Studies in the Art of the Film
- COM 431 Film as Art
- COM 451 Filmmaking I
- COM 450 Advanced Filmmaking
- 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. Du Bois
- HIS 432 Colonial America and Early United States to 1815
- HIS 451 The Roots of Contemporary History

Mathematical Systems

M.A.

(40 Hrs.)

PROGRAM FACULTY — D. Anton Florian, Kenneth Hunter, K. G. Janardan, Donald S. Klett, Philip Koltun, King Lee, Charles E. Pinkus, Mary Kate Yntema.

PARTICIPATING FACULTY — Lois Graff, Robert Roeloffs.

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 mathematics program committee.

ADMISSION

All students in the Mathematical Systems Program 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 entrance requirements.

ADVISING

Prior to registration for the first time, the student should discuss with the program coordinator, or any member of the Mathematical Systems Program 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 the student will undertake as one of the required courses, a graduation project, which includes a written report. 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 maximum of eight hours of grades of C may be counterbalanced by an equivalent in grades of A in MSY courses 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 System 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; and this program of study must be approved by the Mathematical Systems Program committee to assure its coherence.

MATHEMATICS CONCENTRATION

A student may enter the concentration after:
1. Completing the equivalent of MSY 411, 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.

STATISTICS CONCENTRATION

The entrance requirements for a student concentrating in statistics are:

1. Eight hours of the following 12 hours: MSY 411-412 Linear Algebra, MSY 425 Statistical Inference, MSY 415 Advanced Calculus.
2. Completing eight hours of graduate work in MSY courses with a grade of B or better, beyond the courses listed in No. 1.
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: MSY 415 Advanced Calculus, MSY 417 Numerical Analysis, and 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 as an undergraduate taken probability and statistical applications, statistical analysis, statistical inference, and linear algebra.

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 453 Computer Architecture, MSY 454 Information Structures, MSY 455 Structure of Programming Languages, and MSY 461 Operating Systems. 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 40 semester hours (10 of which may be waived for the student having the background listed in No. 1 above), 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 6 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. A handbook providing detailed degree requirements is available from program faculty.

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
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 6 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 hours of which must be in OR; or earn a B average in the first 12 hours of MSY courses (four hours 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.

Students who fail to matriculate are so notified by the MSY program coordinator. They may appeal this decision to the program up to the end of the semester in which they are notified.

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**

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. 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**

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 405 A COMPUTER-ORIENTED APPROACH TO STATISTICS**

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**

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.

**MSU 409 TECHNIQUES OF ANALYSIS**

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**

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**

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 354 for credit.

**MSU 415 INTRODUCTION TO COMPUTER PROGRAMMING II**

Continuation of MSU 414. Further techniques of programming and problem-solving. Students may not take both MSY 355 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 manipulation, 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 Gödel'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.

**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 354; 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, deducibility, 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 problem; Gödel 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. Written report 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, canonical 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 MULTIVARIATE 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. Prerequisite: MSY 421 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 421 or equivalent.

MSY 443 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. Prerequisite: MSY 421.

MSY 444 MATHEMATICAL STATISTICS II (4 Hrs.)
Continuation of MSY 443. 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 443 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.

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, interrelations 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 lecture, 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 process, 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 I 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 area of mathematics decided upon with instructor. Written report required.

MSY 550 SEMINAR IN PROBABILITY (1-4 Hrs.)
Topics vary. May be repeated for an indefinite number of hours.

COMPUTER SCIENCE CONCENTRATION

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 354 and MSY 355 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-compilers. Prerequisite: MSY 455 or equivalent.

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 460A SYSTEMS PROGRAMMING LABORATORY (4 Hrs.)
Design and implementation of a complete software system; basic operating system, assembler, loaders, utilities, program language compiler. Prerequisite: MSY 457, MSY 461 or equivalent. Lecture/laboratory course. May be repeated for maximum of 8 hours.
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 databases; 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 structured 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 561 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.

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.
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 queuing 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.

MSY 475 SOLUTIONS OF PROBABILISTIC OPERATIONS RESEARCH MODELS (2 Hrs.)
Methods for deriving solutions from standard probabilistic models discussed in MSY 473. Prerequisite: MSY 473 or equivalent. Offered in spring.

MSY 480 SEMINAR IN OPERATIONS RESEARCH/SYSTEMS ANALYSIS (1 Hr.)
Recent advances in operations research. Open to students concentrating in OR/SA. Maximum of 2 hours may be applied to degree.

MSY 481 LINEAR PROGRAMMING (4 Hrs.)
Theory underlying linear programming methods. Includes simplex procedure, duality, sensitivity analysis, and integer programming. Problems are formulated and solved through use of existing computer codes. No prior knowledge of linear programming or computer programming required. Knowledge of algebra required.

MSY 483 FORECASTING (4 Hrs.)
Techniques of forecasting and their application. Linear regression models, time series analysis including Box-Jenkins and other more advanced techniques, exponential smoothing. Prerequisites: MSY 422 or equivalent and calculus.

MSY 485 SYSTEMS SIMULATION (4 Hrs.)
Monte Carlo techniques, random numbers and random deviate generation, variance reducing techniques, and applications. Knowledge of statistics and computer programming required.

MSY 580 ADVANCED TOPICS IN OPERATIONS RESEARCH/SYSTEMS ANALYSIS (4 Hrs.)
Advanced topics from literature of operations research and systems analysis. May be repeated for indefinite number of credit hours, but particular topic may not be repeated for credit.

MSY 581 QUEUEING THEORY (4 Hrs.)
Structure and basic theory of queues, Poisson queues, non-Poisson queues, renewal theory, and applications. Prerequisite: calculus and statistics.

M.A. degree students may take the following course as part of their concentration in the OR/SA Option.

ACC 421 Administrative Uses of Accounting Information
Nutrition

PROGRAM FACULTY — Esther L. Brown, Camilla Kotrba.
ADJUNCT FACULTY — Sr. Ritamary Brown, Sarah Jencks, 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

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>Course Requirement</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>(4 hours)*</td>
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<tr>
<td>Foundation courses</td>
<td>12 hours</td>
</tr>
</tbody>
</table>

CHE 415  Biochemistry I  4 hours  
CHE 416  Biochemistry II  4 hours  
MSU 401  Applied Statistics I  4 hours  

Core courses  
NUT 501  Advanced Nutrition  4 hours  
NUT 502  Nutrition in Metabolic Disorders  4 hours  
NUT 503  Community Nutrition  4 hours  
NUT 511  Nutrition Practicum I  4 hours  
NUT 512  Nutrition Practicum II  4 hours  

Electives  8 hours  
Public Affairs Colloquia  4 hours  

Total  44 hours  

*BIO 361  General Physiology — 4 hours

NUTRITION/Course Descriptions

NUT 501 ADVANCED NUTRITION  (4 Hrs.)  
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 IN METABOLIC DISORDERS  (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.

Philosophy and Human Values

PROGRAM FACULTY — Ed Cell, Larry Shiner, Peter Wenz.

The goals of the Philosophy and Human Values sequence are to increase awareness of personal values and the major value conflicts in contemporary society, to develop understanding of the nature and limits of various forms of knowledge, and to offer experience in critical reflections on a basic problem of knowledge or value in the student’s major.
Course Descriptions

PHI 421  PHILOSOPHIES OF THE EAST  (4 Hrs.)
The world view and major concepts of Hinduism, Buddhism, and Taoism are considered through lectures and films. Discussion of selected texts from each.

PHI 422  ORGANIZATIONAL ETHICS  (4 Hrs.)
Introduction to study and understanding of the role of ethics in organizational behavior. Focus on cases from public and private sectors with a view toward development of individual ethical standards. Specific topics include conflict of interest, financial disclosure on the part of managers, and difference between legal and ethical behavior. See MAN 475.

PHI 425  METHOD AND TRUTH: DESCARTES TO NIETZCHE  (4 Hrs.)
Investigation of philosophical themes that undergird modern intellectual life through examination of some major philosophical works of the seminal modern philosophers.

PHI 426  CONTEMPORARY PHILOSOPHY  (4 Hrs.)
Introduction to dominant philosophical approaches of mid-20th century: phenomenology, existentialism, positivism, linguistic analysis, process philosophy. Emphasis on two or three representative thinkers such as Husserl, Heidegger, Sartre, Merleau-Ponty, Ayer, Wittgenstein, Austin, and Whitehead.

PHI 431  PHILOSOPHY OF SCIENCE  (4 Hrs.)
Consideration of aims, methods, and limits of science. Includes the 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 SOA 415.

PHI 432  PHILOSOPHY OF ART  (2 or 4 Hrs.)
Examination of the nature and value of art including such questions as: How is art distinguished from non-art? Can there be objective judgments about art? How is art related to science, religion, politics? Survey of major philosophical writings about art in the Western tradition.

PHI 434  PHILOSOPHY OF LANGUAGE  (2 or 4 Hrs.)
Examination of the nature of language and its place in human experience, and theories of linguistic meaning.

PHI 435  PHILOSOPHY OF RELIGION  (4 Hrs.)
Examination of belief in God and naturalistic alternatives to this belief; reincarnation, resurrection, and other beliefs concerning a next life; the significance of ecstatic or peak experience; and the meaning of life.

PHI 436  PHILOSOPHY OF EDUCATION  (4 Hrs.)
Critical examination of classic philosophic systems and their implications for educational theory and practice.

PHI 437  MYTH, REALITY, AND HISTORY  (4 Hrs.)
Exploration of man's quest for meaning through historical action and historical writing, including differences between historical and nonhistorical ("primitive") peoples, visions of transcending the terror of history through myth and art, special characteristics of historical space and time, role of imagination and understanding in history.

PHI 438  PHILOSOPHICAL PROBLEMS IN PSYCHOLOGY  (4 Hrs.)
Consideration of issues in psychology, the solution of which requires clarification of concepts and assumptions such as free will vs. determinism, relation of mind and brain, nature of consciousness, status of fact and theory, behaviorism vs. phenomenology, value bias in therapy.

PHI 441  HUMAN TIME  (2 Hrs.)
Exploration of the nature of time including both physical time as viewed in scientific and philosophic theory and the human experience of time as viewed by philosophy, psychology, and literature.
PHI 442 HUMAN SPACE
(2 Hrs.)
Exploration of the nature of space including both physical space as viewed in scientific and philosophic theory and the human experience of space as viewed by philosophy, psychology, and literature.

PHI 452 PERSPECTIVES ON HUMAN NATURE
(4 Hrs.)
Examination of what it means to be human. Consideration of classical philosophical and literary visions of human nature such as the Greek, Christian, Romantic, Marxist, along with contemporary contributions of biological and social sciences.

PHI 453 PHILOSOPHY OF THE PERSON
(4 Hrs.)
Examination of what it means to be a person: nature of personal worth, rights, freedom and responsibility; conditions blocking or supporting personal growth; relation of vitality and order; nature of personal knowledge and interaction; reasoning about values; finding meaning in life.

PHI 461 LAW, JUSTICE, AND MORALITY
(2 Hrs.)
Nature of law, justice, and morality and their interrelations. Special attention to basis of individual rights, problem of unjust laws, relation of means and ends, issues involving maximization vs. distribution of value.

PHI 462 FREEDOM, JUSTICE, AND THE PERSON
(2 Hrs.)
Human nature and the place of justice in human development; special attention to interrelations of freedom, compassion, and justice.

PHI 465 MORAL ISSUES AND THE LAW
(4 Hrs.)
Exploration of selected topics in the law concerning such diverse areas as children's rights, death penalty, desegregation, and involuntary institutionalization of the mentally handicapped. In each case, the legal issue is shown to involve a clash of fundamental ethical perspectives and value structures.

PHI 467 PHILOSOPHY OF LAW
(4 Hrs.)
Introduction to the philosophy of justice, law, and legal institutions. Emphasizes origins, purposes, and practice of legal institutions and their application in theory and practice to the "public good."

PHI 470 READINGS IN THE GREAT PHILOSOPHERS
(2 to 4 Hrs.)
Guided reading in one or more of the great philosophers such as Plato, Aristotle, Aquinas, Descartes, Hume, Kant, Hegel, Marx, Nietzsche, Husserl, Whitehead, Wittgenstein. A directed reading course. May be repeated for indefinite number of credit hours, but particular topic may not be repeated for credit.

PHI 480 READINGS IN MAJOR PHILOSOPHICAL ISSUES
(4 Hrs.)
Guided reading on one of the major philosophical issues such as determinism vs. free will, nature of moral judgments, relation of mind and body, nature of knowledge, existence of God. A directed readings course. May be repeated for indefinite number of credit hours, but particular topic may not be repeated for credit.
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 program 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 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.

POS 501 Graduate Study of Politics 4 hours
POS 551 Master's Project 4 hours
Political Studies Electives 20 hours
General Electives 8 hours
Public Affairs Colloquium 4 hours

Total 40 hours

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 research 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 Congress. The law-making process as a system involving interplay of competing personalities, interests, and actors. Special attention to the Illinois experience.

**POS 403 COMPARATIVE STATE POLITICS (4 Hrs.)**
Analysis of environments affecting public policy. Focus on the 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 the nature and scope of the American Presidency — both historically and analytically. Topical attention is given to the view of the framers of the Constitution and to problems of Presidential management, leadership, and prerogative.

**POS 407 RACE, POLITICS, AND EDUCATION (4 Hrs.)**
Exploration of the impact of racial and class distinctions on allocation of educational resources in American public schools, considering issues ranging from neighborhood schools to equal educational opportunity.

**POS 408 THE AMERICAN CONSTITUTION: CRIMINAL LAW AND CIVIL LIBERTIES (4 Hrs.)**
Exploration of differences between civil rights on the one hand and human, social, and constitutional rights on the other; followed by examination of rights of the accused guaranteed by the Fourth, Fifth, Sixth, Seventh, and Eighth Amendments and the First Amendment freedoms of speech, press, and assembly. See SJP 464.

**POS 409 THE AMERICAN CONSTITUTION: ITS PAST AND FUTURE (4 Hrs.)**
Examination of the questions: What has the American Constitution been, what has it become, and what is it likely to mean in the future? Focus on powers of various branches of government and Constitutional principles of separation of powers, checks and balances, and federalism.

**POS 411 JUDICIAL PROCESS (4 Hrs.)**
Examination of the structure, environment, and processes of the US and Illinois courts. Emphasis on separation of powers, rule-making, federalism, judicial selection, methods of trial and appellate judicial decision-making, research, and impact of decisions.

**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 philosophical 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 WCS 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 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.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POS 452</td>
<td>POLITICAL PARTICIPATION (4 Hrs.)</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>POS 453</td>
<td>PUBLIC OPINION AND ELECTORAL BEHAVIOR (4 Hrs.)</td>
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<tr>
<td></td>
<td>Methods and substantive findings of empirical research on American public opinion and voting behavior. Implications for democratic theory.</td>
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<td>POS 454</td>
<td>PARTIES AND PRESSURE GROUPS (4 Hrs.)</td>
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<td></td>
<td>Examination of the role and function of political parties and interest groups in linking the public to political institutions in contemporary American politics.</td>
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<td>POS 455</td>
<td>MINORITY POLITICAL BEHAVIOR (4 Hrs.)</td>
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<td>Examination of problems, strategies, and goals of minorities in American politics.</td>
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<td>POS 456</td>
<td>HUMAN NATURE IN POLITICS (4 Hrs.)</td>
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<td></td>
<td>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.</td>
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<tr>
<td>POS 457</td>
<td>SOCIAL INDICATORS: APPLIED RESEARCH (4 Hrs.)</td>
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<td>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.</td>
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<tr>
<td>POS 458</td>
<td>ILLUSIONS, MYTHS, AND SYMBOLS (4 Hrs.)</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>POS 475</td>
<td>LATIN AMERICA: SELECTED PROBLEMS (4 Hrs.)</td>
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<td>Comparison of how Latin-American nations and the United States seek to solve problems which all political systems face, and examination of alternative value systems which underlie different policy structures and decisions.</td>
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<tr>
<td>POS 476</td>
<td>MAOISM AND CHINESE POLITICS (4 Hrs.)</td>
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<tr>
<td></td>
<td>Study of Mao's political thought and its impact upon China's social, economic, and political development.</td>
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<td>POS 477</td>
<td>WORLD POLITICS (4 Hrs.)</td>
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<td>Exploration of such questions as: Are there theories of international relations? Is politics possible in the international arena? Has America become an empire? Is the citizen more than a passive spectator of the international scene?</td>
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<tr>
<td>POS 478</td>
<td>COMPARATIVE PARTY SYSTEMS (Anglo-American) (4 Hrs.)</td>
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<td>An examination of the party systems of Anglo-American democracies with particular emphasis on the differences between parliamentary and presidential systems as well as the various types of two partyism found in these systems.</td>
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<tr>
<td>POS 479</td>
<td>THE POLICY SCIENCES: PERSPECTIVES FROM CROSS-NATIONAL RESEARCH (4 Hrs.)</td>
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<td></td>
<td>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.</td>
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<tr>
<td>POS 480</td>
<td>TOPICS IN POLITICAL STUDIES (4 Hrs.)</td>
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<td></td>
<td>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.</td>
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<tr>
<td>POS 501</td>
<td>THE GRADUATE STUDY OF POLITICS (4 Hrs.)</td>
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<tr>
<td></td>
<td>Introduction to graduate study of politics with emphasis on major subfields, perspectives on the study of politics, and current controversies.</td>
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</tbody>
</table>
PSYCHOLOGY

POS 502 SPECIAL TOPICS
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
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
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
Development and completion of a Master's Project in POS.

Psychology

M.A.
(40-60 Hrs.)


ADJUNCT FACULTY — Donald MacLean.

The master’s degree program in psychology offers a general program designed to meet the varied needs of individual students as well as a concentration in clinical psychology.

The general program is aimed at helping students to gain the knowledge and problem-solving skills that will permit them to understand themselves and others and to stimulate a continued intellectual growth. The Psychology Program encourages psychology majors to choose courses, both in psychology and other programs, that lead to a broad acquaintance with the approaches, concepts, and knowledge that underlie contemporary views of humankind. Courses in the Psychology Program aim primarily to develop the intellectual skills that comprise the psychological approach to understanding behavior and mental processes; traditional course content is not neglected but is subordinated to the development of analytical skills. These skills can be broadly conceptualized as including: an understanding of the philosophical assumptions of modern psychology, and of the major theoretical concepts of the discipline; an understanding of the methods of collecting and analyzing data in psychology; an ability to
interpret data and to draw and evaluate conclusions; and skill in communicating the results of analyses to others. The M.A. in psychology at Sangamon State is designed primarily to meet the needs of students who do not plan to continue their education toward the Ph.D. in psychology.

The *clinical psychology concentration* is designed to prepare students to practice as professionals within agencies such as community mental health centers. It is not designed to aid students in gaining acceptance to doctoral programs, nor is it intended to prepare students to practice independently or privately. Application forms for the clinical concentration are available from the Psychology Program coordinator.

**ENTRANCE REQUIREMENTS**

The following courses or their equivalents must be completed prior to official admission into the general master's degree program in psychology: statistics, PSY 301; experimental psychology, PSY 302 or PSY 303; PSY 352 Abnormal Psychology; PSY 313 Learning and Memory.

**ADVISING**

Advisers must be selected from Psychology Program faculty, and students are expected to consult advisers prior to registration. Faculty advisers are available for this purpose during registration. A permanent adviser should be selected as the needs of the student and the appropriateness and availability of specific faculty dictate.

**GENERAL PROGRAM REQUIREMENTS**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSY 581</td>
<td>Psychology Colloquium</td>
<td>2</td>
</tr>
<tr>
<td>(to be completed in first semester of graduate work)</td>
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<tr>
<td>PSY 488</td>
<td>Theories and Issues in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>(waived if completed as SSU undergraduate)</td>
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<td></td>
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<tr>
<td>Adviser-approved graduate hours</td>
<td>18</td>
<td></td>
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<tr>
<td>PSY 599</td>
<td>M.A. Project</td>
<td>4</td>
</tr>
<tr>
<td>(to be completed in semester prior to graduation)</td>
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</table>

This is a written project constructed in consultation with an appropriate faculty member. It is evaluated by a faculty committee prior to graduation. The purpose and general outline should be determined before the student's final semester and a supervisor should be obtained prior to enrollment.
Electives 8 hours
Public Affairs Colloquia 4 hours

Total 40 hours

Any entrance or degree requirement may be waived by petition to the Psychology Program coordinator on condition that the student demonstrates acceptable competence in the area. Such petition should be made prior to registration in the program.

CLINICAL CONCENTRATION

Because of the nature of training involved, the clinical psychology concentration may be entered only in the fall semester of each year. Students applying to the clinical concentration must have completed all of the entrance requirements for the general psychology M.A. degree. In addition, they must have completed the following courses: PSY 344 Personality Theory, PSY 408 or HDC 475 Psychological Tests and Measurement.

Acceptance into the program is based upon an application which must be received prior to May 1 of each year.

CLINICAL CONCENTRATION REQUIREMENTS

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>PSY 551</td>
<td>Psychopathology</td>
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<td>PSY 552</td>
<td>Child Psychopathology and Therapy</td>
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<td>PSY 553</td>
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<td>PSY 566</td>
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<td>PSY 580</td>
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<td>Electives</td>
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Further information concerning the clinical concentration and application forms may be requested from the Psychology Program coordinator.

GRADING POLICY

In keeping with the general university policy, graduate students may apply up to eight hours of C grades toward their degree; however, the Psychology Program requires that they be balanced by at least an equal number of A credit hours.
CLOSURE PROCEDURES

The Graduation Contract must be submitted to the student’s advisor during the semester prior to graduation. The constitution requirement also must be satisfied. Students are referred to the Graduation Procedure section of this catalog for additional details.

PSYCHOLOGY/Course Descriptions

PSY 408 PSYCHOLOGICAL TESTS 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 412 PHYSIOLOGICAL PSYCHOLOGY II (4 Hrs.)
Development of general model of CNS function in perception, attention, learning, motivation, action, and consciousness. Prerequisite: PSY 311.

PSY 414 HUMAN INFORMATION PROCESSING (4 Hrs.)
How incoming information is transformed, reduced, elaborated, stored, recovered, and used. Introductory course dealing with current topics in perception, learning and memory, physiological and social psychology.

PSY 421 HEREDITY AND ENVIRONMENT IN PSYCHOLOGICAL PROCESSES (4 Hrs.)
Examination of relative contributions of heredity and environment and their interaction to psychological factors of learning, memory, intelligence, mental disabilities, normal and abnormal personality traits. Prerequisite: at least two psychology courses at the 300 level or above.

PSY 429 PSYCHOLOGY OF AGING (4 Hrs.)
Inquiries into the manner in which the field of psychology contributes to understanding the aging process. Emphasis on determinants of individual differences among older persons as well as psychological problems of senior citizens.

PSY 430 SPECIAL TOPICS IN PERSONALITY/SOCIAL PSYCHOLOGY (4 Hrs.)
Specific topics, varying each semester. May be repeated without limit, but topics must be different.

PSY 441 CHILD AND ADOLESCENT DEVELOPMENTAL PSYCHOLOGY (4 Hrs.)
Intellectual and social development of the child from birth through adolescence: role of basic psychological processes, family, and community.

PSY 443 PERSONALITY DEVELOPMENT: A SOCIAL LEARNING APPROACH (4 Hrs.)
The student-psychologist is assisted in understanding normal course of personality development in children from social learning viewpoint. Emphasizes impact of family milieu, school milieu, and behavior of significant others on progressive personality development of child.

PSY 445 EXPERIMENTAL PERSONALITY (4 Hrs.)
Research in the field of personality psychology. Many areas reviewed. Topics such as perceptual defense, need achievement, defense mechanisms, and perceptual styles examined. Topics related to theory and emphasis placed upon experimental design and attendant problems. Prerequisites: PSY 301, PSY 302 (or PSY 303), PSY 344.

PSY 452 PSYCHOANALYTIC PSYCHOLOGY (4 Hrs.)
Systematic, chronological approach to psychoanalytic psychology. Treats dream interpretation, theory of sexuality, meaning of neurotic symptoms, psychopathology of everyday life, other topics. Focuses on writings of Sigmund Freud, includes current modifications and elaborations of "classical" psychoanalytic thought.
PSY 453 PSYCHOANALYTIC EGO PSYCHOLOGY (4 Hrs.)
Study of leading thinkers in mainstream of psychoanalytic psychology since Freud. Includes Erik Erikson, Anna Freud, Ernst Kris, and others seeking to build a model of human behavior incorporating the rational and irrational, the healthy and neurotic.

PSY 455 INTRODUCTION TO CLINICAL PSYCHOLOGY (4 Hrs.)
Survey of theories and techniques of individual and group therapy and community psychology. Topics include assessment, interviewing, behavior modification, hypnosis, psychoanalysis, drugs, electroconvulsive shock, T-groups, prevention programs, and general professional issues.

PSY 465 TRANSACTIONAL ANALYSIS (2 Hrs.)
Exploration course with lectures, simulations, interactions, fantasy presented so each person examines who he or she is, and beliefs about human nature. Utilizes information, methods, and techniques from behavioral science and human potential movement.

PSY 466 TRANSACTIONAL ANALYSIS: APPLICATIONS IN GROUP TREATMENT (2 Hrs.)
Applied course utilizing primarily group treatment techniques developed in transactional analysis. A high level of interpersonal interaction, game revealing, and interpretation with positive self-integration expected as course outcome. Prerequisite: PSY 465 or equivalent.

PSY 467 CONSCIOUSNESS ALTERATION TECHNIQUES (4 Hrs.)
Investigation of techniques used to promote alterations in consciousness. Major topics are theories and techniques of meditation, hypnosis, drugs, sensory deprivation, and biofeedback.

PSY 471 APPLIED PSYCHOLOGY (4 Hrs.)
Study of the full range of psychological principles applied to real life. Topics include clinical, organizational, industrial, consumer, and advertising psychology; community and environmental psychology.

PSY 481 ENVIRONMENTAL PSYCHOLOGY (4 Hrs.)
Impact of physical environment on attitudes and behavior, significance for architecture, interior design, and other design fields. Prerequisite: background in psychology and sociology.

PSY 484 CLINICAL BIOPSYCHOLOGY (4 Hrs.)
Elaboration of biological substrates as they relate to some problems a clinical psychologist may encounter. Normal and abnormal variations in nervous and endocrine function are discussed as they relate to metabolic and behavioral phenomena.

PSY 488 THEORIES AND ISSUES IN PSYCHOLOGY (4 Hrs.)
History of psychology from perspective of major issues, concepts, and influences.

PSY 490 RESEARCH PROBLEMS IN PSYCHOLOGY (4 Hrs.)
Intensive investigation into specific research topic selected by student. Research may include library research, laboratory work, or applied experience. May be repeated without limit, but topics must be different.

PSY 501 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 301.

PSY 502 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 301.
PSY 503  SEMINAR IN MEASUREMENT  (4 Hrs.)
Mathematical concepts giving meaning to measurement process, such as psychological testing. Includes correlation and regression, reliability and validity. Prerequisite: PSY 301.

PSY 506  ADVANCED RESEARCH METHODS  (4 Hrs.)
Examination of various laboratory and nonlaboratory methods of researching behavior such as case studies, unobtrusive measures, ex post facto designs, surveys, controlled lab research, semi-controlled field studies, and small n designs.

PSY 510  SEMINAR IN PSYCHOLOGY  (2 or 4 Hrs.)
Special topics within some specialized area of psychology; specific topics vary each semester, oriented toward the graduate-level student. May be repeated without limit, but topics must be different.

PSY 515  HORMONES AND BEHAVIOR  (4 Hrs.)
Study of glands of internal secretion. Role of hormones in metabolic processes, manner in which internal secretions are controlled, circumstances of hormonal responses to environmental and metabolic challenges. Role of hormones in etiology and mediation of behavioral phenomena.

PSY 534  FAMILY THERAPY  (4 Hrs.)
For description see HDC 534. See also CFC 534.

PSY 541  COGNITIVE DEVELOPMENT: THOUGHT AND INTELLIGENCE IN CHILDREN  (4 Hrs.)
Seminar in development of sensation, perception, language, thinking, reasoning, decision-making, memory, intelligence from birth into adult years. Students discuss major theories of intelligence and cognition, manner in which they are evaluated, contributions they make in child rearing.

PSY 542  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 549  PRINCIPLES OF 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 549.

PSY 551  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. Prerequisites: PSY 352. Offered in fall.

**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. Offered in fall. 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 kept to minimum. Emphasis on application of techniques from varied theoretical backgrounds which focus on specific symptoms or syndromes. Prerequisites: PSY 344, PSY 352. Offered in fall.

**PSY 554 PSYCHOLOGICAL INTERVENTION WITH BLACK CLIENTS (4 Hrs.)**
Issues relevant to treatment of blacks in clinical settings. Focus on general theoretical issues as well as specific problems in treatment planning. Biographical and case material supplement readings in black psychology.

**PSY 555 SCRIPT ANALYSIS: AN EXPERIMENTAL COMBINATION OF TRANSACTIONAL ANALYSIS AND PSYCHODRAMATIC METHOD (4 Hrs.)**
Combines certain conceptual ideas of Eric Bern's Transactional Analysis with actional methods of J.L. Moreno's Psychodrama, to explore operationally the notion of "life script."

**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 560 SEMINAR IN CLINICAL PSYCHOLOGY (2 or 4 Hrs.)**
In-depth analysis of selected topics in clinical psychology. Topics vary from semester to semester. May be repeated without limit, but topics must be different.

**PSY 561 INTERVIEWING (4 Hrs.)**
Exploration of different purposes and approaches to interviewing, as well as some role playing and use and interpretation of the information obtained.

**PSY 562 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. Offered in fall.

**PSY 566 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. Offered in spring.

**PSY 567 ADVANCED CLINICAL PSYCHOLOGY (4 Hrs.)**
Seminar for advanced students in clinical psychology. Students develop specialized knowledge, skills in clinical psychology. Individual attention emphasized; student participation varies according to contracts set at beginning of course. Prerequisites: PSY 552, PSY 566, PSY 580. Offered in spring.

**PSY 570 SPECIAL TOPICS IN QUANTITATIVE METHODS (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 301. May be repeated without limit, but topics must be different.
PSY 573  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. Offered fall, spring.

PSY 574  INDIVIDUAL INTELLIGENCE TESTING  (4 Hrs.)
Administration, interpretation of major tests of intelligence: Stanford-Binet, Wechsler Adult Intelligence Scale, and Wechsler Intelligence Scale for Children. Discussion of clinical interpretation of these scales. Application form required. Prerequisites: PSY 408 or HDC 475, PSY 352, PSY 344.

PSY 575  THEORY AND TECHNIQUES OF INDIVIDUAL ASSESSMENT  (4 Hrs.)
Basic administration and scoring of battery of psychological tests: includes Wechsler Scales of Intelligence (WAIS; WISC), Rorschach, Thematic Apperception Test, and Bender-Gestalt. Prepares students to begin supervised field experience. Application form required. Offered fall, spring.

PSY 576  INDIVIDUAL PERSONALITY TESTING  (4 Hrs.)
Administration, interpretation, and reporting results of major projective tests of personality. Rorschach, Thematic Apperception Test, and Bender-Gestalt are stressed. Application form required. Prerequisites: PSY 408 or HDC 475, PSY 352, PSY 344, PSY 574.

PSY 577  OBJECTIVE PERSONALITY ASSESSMENT  (4 Hrs.)
Theory, construction, administration, scoring, interpretation of objective personality assessment instruments. Includes Minnesota Multiphasic Personality Inventory, Edwards Personal Preference Schedule, 16-PF, and California Personality Inventory.

PSY 578  PSYCHOLOGICAL TEST INTERPRETATION  (4 Hrs.)
Seminar-type course in interpretation of psychological test data. Students must have completed courses in intelligence and projective techniques. Prerequisites: PSY 575 or PSY 574 and PSY 576. Offered spring, summer.

PSY 580  PRACTICUM IN CLINICAL PSYCHOLOGY  (4 Hrs.)
Community placement for experiential learning of clinical skills: 52-weeks commitment of 16 to 20 hours per week at an agency, arranged through Psychology Program. Training within existing employment setting may be approved; maximum 4 semester hours. Application form required. Prerequisites: PSY 553, PSY 551, and PSY 575. Offered fall, spring, summer. May be repeated without limit.

PSY 581  PSYCHOLOGY COLLOQUIUM  (2 Hrs.)
Evaluation and development of communication skills and library skills within context of an orientation to the Master's Project. For credit/no credit only.

PSY 582  THEORIES OF MOTIVATION  (4 Hrs.)
Analysis of representative theories, with emphasis on major concepts and assumptions.

PSY 583  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 584  INDUSTRIAL PSYCHOLOGY  (4 Hrs.)
Provides students with understanding and appreciation of the application of psychological principles to work-place behavior. Emphasis on theoretical foundations of industrial psychology, its methodology, and applications.

PSY 585  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 590  INTERNSHIP IN CLINICAL PSYCHOLOGY  (4 Hrs.)
Intensive, full-time experience in clinical setting which comes at end of clinical
public administration

The following courses are accepted for the program major:

- BIO 468 Ethology (Animal Behavior)
- HDC 413 Behavior Modification
- HDC 475 Psychological Tests and Measurements
- HDC 513 Behavior Therapy
- HDC 556 Career Counseling
- MSU 401 Applied Statistics I
- PHI 438 Philosophical Problems in Psychology
- SOA 461 Social Psychology

Public Administration

M.P.A.

(48 Hrs.)

PROGRAM FACULTY — Robert J. Batson, John Collins, Gary W. Combs, Geoffrey Y. Cornog, Phillip M. Gregg, Randolph P. Kucera, Lynn Miller, A. Wayne Penn, Ron Sakolsky, Marcia Steinhauer, Michael Wygal.

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 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:

A. **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.

B. **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.

C. **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 1) undergraduate course work, 2) graduate course work, 3) special training (workshops, organizational courses), or 4) 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. This seminar is designed to relate the work experience to the career development goals of the student. The seminar is undertaken upon joint agreement of the student and the adviser.
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 area 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 here.

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 following Professional Development areas of study are available.

1. Individualized Development
2. General Public Administration
3. Organization Theory for Public Administration
4. Policy Process and Analysis
5. Public Budgeting and Finance
7. Public Management and Information Systems

The Public Administration Handbook contains descriptions of these Professional Development areas of study and groups of courses identified with them.
**PAC Requirement**

All students must meet the university requirement of four credit hours of Public Affairs Colloquia as part of the total 48 hours.

**Problem-Solving Exercise or Thesis**

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 as established in university regulations.

**COURSE REQUIREMENT SUMMARY**

**Program Foundation**

(One of the following) 4 hours

- **ADP 421** American Public Bureaucracy: Theory and Cases
- **ADP 422** Bureaucratic Politics and Public Policy Development
- **ADP 423** Public Administration and Democracy

Specialized alternatives:
- **SOA 531** Seminar on Complex Organization
- **ADP 425** Analytical Tools for Public Administrators

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 551 Public Employees and Politics
ADP 552 Collective Bargaining in Public Employment
PSY 584 Industrial Psychology
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
Problem-Solving Exercise 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. Not open to students who have received credit for ADG 431 and/or ADG 432.

ADP 425 ANALYTICAL TOOLS FOR PUBLIC ADMINISTRATORS (4 Hrs.)
Introduction to analytic and research tools required by professional public administrators. Topics include access to research materials; research methodology;
analytic decision-making 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**
(4 Hrs.)
Study of budgetary decision-making in governmental units. Political, economic, and administrative aspects of budgeting are examined. Analysis of budget innovations, such as the PPB System and Zero-Base Budgeting.

**ADP 451 PUBLIC PERSONNEL ADMINISTRATION**
(4 Hrs.)
Examination of personnel administration in the public sector and administrative problems raised by this important management responsibility. Evaluation of psychological, administrative, political, and legal factors affecting management's ability to deal with organization/employee relationships. Examples from federal, state, and local governments.

**ADP 461 MANAGEMENT SKILLS**
(4 Hrs.)
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**
(4 Hrs.)
Examination of roles and function, powers and duties of state and local executives. A brief look at "no chief executive" local governments such as counties and townships.

**ADP 403 ORGANIZATION-CLIENT RELATIONS**
(4 Hrs.)
Examination of organization-client relationships within human service organizations — i.e., employment, welfare, and health organizations. Focuses on the nature of human service organizations, processes of reception and intake, various relationship models, and problems and possibilities inherent in the organization-client relationship.

**ADP 405 WORKPLACE DEMOCRACY**
(4 Hrs.)
Analysis of origins and recent developments in theory and practice of workplace democracy, both in the United States and in the other capitalist and communist countries. Exploration of such concepts as worker control, worker self-management, and economic democracy.

**ADP 406 MANAGEMENT INFORMATION SYSTEMS**
(4 Hrs.)
Systematic study of work organizations and establishment of criteria for information flows. Examination of data sources and uses for information systems for management planning and control in various types of administrative environments. Development of methodology for design and implementation of management information systems.

**ADP 411 CHANGING VIEWS OF AMERICAN PUBLIC ADMINISTRATION**
(4 Hrs.)
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.

**ADP 412 BUREAUCRACY AS PORTRAYED IN MODERN FICTION**
(4 Hrs.)
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 413 COMPARATIVE ANALYSIS OF PUBLIC ORGANIZATIONS**
(4 Hrs.)
Broadly comparative approach to study of public administration, involving
bureaucracy in various social and cultural settings and relating bureaucracy to processes of political and cultural development.

**ADP 414 CULTURE AND BUREAUCRACY**

(4 Hrs.)

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**

(4 Hrs.)

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 WCS 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.

**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.

**ADP 456 PUBLIC FINANCE**

(4 Hrs.)

For course description 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 474 NATIONAL URBAN POLICY**

(4 Hrs.)

Seminar on the work of Edward Banfield and Daniel Moynihan. Critics of their analyses and prescriptions are also studied.

**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 481 MANAGEMENT OF LOCAL GOVERNMENT**

(4 Hrs.)

Exploration of management in the system of local government in relation to func-
tions performed by various local agencies. Emphasis on policy issues, problem-solving, service delivery, performance evaluation, and community development.

**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 484 LOCAL PUBLIC SERVICE DELIVERY (4 Hrs.)**
Study concepts and issues of delivery of local 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 503 GOVERNMENT REORGANIZATIONS AND REFORM (4 Hrs.)**
Examination of reorganization and reform of governments and their agencies. Concepts and issues of how changes in administrative structure affect program and service performance. Case studies and research on reorganizations and reform at national, state, and local levels.

**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 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 551 PUBLIC EMPLOYEES AND POLITICS (4 Hrs.)
Study of political aspects associated with public employment, including patronage system; collective bargaining in the public sector; public employee organization; legislative activities of public employees; and patterns of electoral participation by public employees. Specifics of Illinois scene provide practical focus.

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 553 CONFRONTATION WITH SELF AND CAREER (4 Hrs.)
Helps participants examine three questions related to their personal growth and career: 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 554  INNOVATION AND CHANGE IN PUBLIC ORGANIZATIONS  (4 Hrs.)
Examination of innovation transfers within public bureaucracies. Analysis of dynamics of the transfer process with focus on characteristics of major actors, qualities of innovation, and internal mechanisms. Stresses organizational assessment of stimulus for change and subsequent response.

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 multi-purpose agency. Advances in decision-making policy analysis, program budgeting, evaluation, and organizational development which relate to the chief executive are stressed. Develops approaches to structure and function in a turbulent environment.

INDIVIDUAL ARRANGEMENTS

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.

ADP 599  TUTORIAL IN PUBLIC ADMINISTRATION  (1-12 Hrs.)
Public Affairs Colloquia

There are few universities in the nation that combine, as Sangamon State does, a location in a state capital with academic programs that emphasize public affairs. While several of the academic programs are not typically associated with public affairs, in all likelihood public concerns, public problems are integrated with the more traditional curriculum.

At a minimum, all degree candidates are required to select four hours from the Public Affairs Colloquia curriculum. Public Affairs Colloquia cover a broad cross-section of public issues and policy questions and include a special midwinter Intersession—a week-long seminar which in the past has included such prominent figures as Sen. William Proxmire, Gov. Dixie Lee Ray, syndicated columnist and author Tom Wicker, and many others.

Each semester 20 or more Colloquia are offered. The Colloquia listed here are representative of the types of PAC's available.

PUBLIC AFFAIRS COLLOQUIA/
Course Descriptions

PAC 401 ISSUES IN AMERICAN EDUCATION (4 Hrs.)
Detailed analysis of specific issues facing education. Emphasis on discovery of alternative solutions based on examination of political and social forces; positions taken by interested organizations; and options available to public policy-makers, educators, and concerned citizens.

PAC 408 DIVORCE: OUR NEWEST SOCIAL TEST (4 Hrs.)
Examination of relationship between society's view and changing legal framework surrounding divorce. Divorce lawyers, judges, marriage counselors, and child psychologists share their views with the class. Alternatives to divorce processes and marriage are discussed.

PAC 409 AGING AND DYING IN A TECHNOLOGICAL SOCIETY (4 Hrs.)
Examination of the meaning of aging and of death as parts of living, against the background of Western traditions which seek to deny their existence and of technological developments which reinforce the denial. A direct look at concerns of those facing death or long life.

PAC 411 LIMITS TO GROWTH (4 Hrs.)
Study of the concept of limits to growth, including an attempt to describe a no-growth society. Dialogue and debate on whether limits exist, and if so whether in the natural world, in society, or in the increasing difficulty of governing complexity.

PAC 418 ENERGY RESOURCES FOR SOCIETY: THE OPTIONS (4 Hrs.)
Examination of proposed technologies and environmental implications of major energy options. Among options considered are nuclear, solar, and geothermal energy, as well as energy from fossil fuels.

PAC 419 SCIENCE, GOVERNMENT, AND POLITICS (4 Hrs.)
Examination of the mechanisms, especially in executive and legislative branches of government, which provide Congress and state legislatures with scientific information. Relationships between science and government and science and politics, using case studies. Emphasis on current science and public policy issues.
PAC 424  SPORTS IN AMERICAN SOCIETY  (4 Hrs.)
Examination of sports as they influence and reflect American values. Impact of sports from educational, social, and psychological perspectives. Guest lecturers, oral reports, and class discussion. Each student is required to submit at least one paper.

PAC 431  PROBLEMS AND ISSUES IN ILLINOIS GOVERNMENT  (4 Hrs.)
Study of four or five current issues of public policy in Illinois. Class is divided into task forces, each exploring one issue in depth and reporting to the whole seminar. Each student writes a report on some aspect of the policy issues studied by the task force.

PAC 432  NEW MEDICINE - OLD MORALS  (4 Hrs.)
New developments in medicine — ranging from biological engineering to group practice — are raising questions about the adequacy of traditional doctor-patient morality. Issues to be considered include: Who should decide how much life is worth? Is medicine a social health delivery system or a personal option? What is the relationship between public medical policy and professional medical ethics?

PAC 433  AMERICAN LABOR: PROBLEMS AND SOLUTIONS  (4 Hrs.)
Examines contemporary labor issues from many perspectives — drawing upon student experience, current literature, and views of practitioners. Right-to-work, strikes, public employee unions, inflation, union democracy, automation and feather bedding, political participation, and other controversial topics from the core of analysis, discussion, and debate. Emphasizes development of practical solutions.

Public Affairs Reporting  
M.A.  
(40 Hrs.)

PROGRAM FACULTY — Bill Miller.

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, be proficient in reporting, editing, and writing upon graduation. 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 Perspec-
tives 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 (10 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 (six 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.

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 Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PAR 501</td>
<td>Advanced Public Affairs Reporting</td>
<td>6</td>
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<tr>
<td>PAR 405</td>
<td>Illinois Government and Politics</td>
<td>4</td>
</tr>
<tr>
<td>PAR 503</td>
<td>Legislative Issues</td>
<td>2</td>
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<tr>
<td>PAR 504</td>
<td>Internship I</td>
<td>10</td>
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<tr>
<td>PAR 505</td>
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<td><strong>Total</strong></td>
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**PUBLIC AFFAIRS REPORTING**

Course Descriptions

*PAR 405 ILLINOIS GOVERNMENT AND POLITICS* (4 Hrs.)
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, effect the media; new technologies of the media; and an in-depth research study of relationship between media and government. See COM 448.

*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 repororial 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
(10 Hrs.)
Practical experience in reporting public affairs. Each student is assigned to work full time with an experienced journalist in the State Capitol. Student receives monthly stipend. Weekly seminar. Prerequisite: admission to PAR program.

PAR 505 INTERNSHIP II
(6 Hrs.)
Continuation of PAR 503, 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.

Social Justice Professions

M.A.
(40 Hrs.)

PROGRAM FACULTY — Clemens Bartollas, Sidney Burrell, Robert M. Crane, Doris Franklin, Barbara Hayler, Norman Langhoff, S. Burkett Milner, David Schachtsiek, Gary A. Storm.

The Master of Arts degree places special emphasis on developing skilled graduates who can be expected to perform at a high level of service. The Social Justice Program in the Master of Arts degree offers concentrations in Human Services (corrections, juvenile work, children and family services); Law Enforcement (protective services, police work, security work, investigative work); and Administration. Graduate students in social justice professions are expected to perform at a high level in both written and oral work, properly documenting references to research and literature, and to demonstrate competence in making presentations before lay and professional groups. In addition graduates will be expected to be competent in applied research and to know procedures for problem-solving, evaluation, and decision-making.

ENTRANCE REQUIREMENTS

Students interested in graduate study in social justice professions should hold a bachelor's degree from an accredited college or university, or should have taken and successfully passed the College Level Examination Program (CLEP) qualifying them to enroll at the graduate level.

ADVISING

Graduate students select their own faculty advisers; however, any
Social Justice Professions Program faculty member is available on call to assist a student.

COMMUNICATION SKILLS

Graduate students are expected to write and speak well. The faculty of the Social Justice Professions Program place high priority on literacy skills in courses, reserving the right to require graduate students to do additional writing or speaking to upgrade these skills.

GRADING POLICIES

Graduate students receive the A, B, or C letter grade. The social justice faculty will accept no more than two C grades for the M.A., provided that each C grade is balanced with an A. No more than four hours of S will be accepted. Faculty members indicate grading policy in each course syllabus, and students should discuss this with them.

INTERNSHIP

If a graduate student has not had applied experiences, the Internship is required. If the student is changing fields or desires new field or applied experiences, the Internship is advised. If the student is employed and has no need for further applied or field experience, he or she may substitute another course with the adviser’s counsel.
PROBLEM-SOLVING EXERCISE

Each graduate student prepares a problem-solving paper developed with the adviser’s assistance. This paper is to be typed, prepared in duplicate, and submitted to the adviser three weeks before the scheduled oral presentation. The oral presentation is made before the student’s adviser, an SJP program faculty member, and the vice-president’s designated representative. Upon completion of the oral, the committee notifies the vice-president’s office of its recommendation.

As a substitute for the problem-solving paper, an M.A. candidate, in consultation with program faculty, may choose to develop a thesis option of up to eight hours’ credit. It may be substituted for courses in either the core or area of concentration if the student’s competencies, equivalencies, and/or proficiencies indicate. Such request is to be accompanied by a Thesis Prospectus, submitted during the first semester of registration.

PROGRAM REQUIREMENTS

The Master of Arts in Social Justice Professions requires 40 semester hours, distributed as follows. More hours may be desirable to develop more fully the knowledge and practice base for professional adequacy. The core courses are required of all students except where equivalencies are approved by the adviser.

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SJP 508</td>
<td>Theory of Social Justice and Criminal Behavior</td>
<td>4</td>
</tr>
<tr>
<td>SJP 540</td>
<td>Advance Research Methods and Program Evaluation in Social Justice Professions</td>
<td>4</td>
</tr>
<tr>
<td>SJP 580</td>
<td>Planning and Change in the Social Justice Professions</td>
<td>4</td>
</tr>
</tbody>
</table>

12 hours

Concentration

20 hours

Internship

4 hours

The Field Experience (four semester hours’ maximum credit earned) will be assigned to M.A. students with no prior experience or to those requesting it who are changing areas of concentration.

Public Affairs Colloquia

4 hours

Total

40 hours

Concentration in Human Services

Graduate students are to select those major 400- and 500-level courses they prefer. Such courses as follow are approved: SJP 408, 440, 464, 426, 431, 470, 480, 482, 490, 499, 500, 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 follow are approved: SJP 408, 409, 440, 455, 464, 470, 480, 482, 490, 499, 500, 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 follow are approved: a combination of or concentration within the Human Services and Law Enforcement major 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 systems; staffing and services; and potential for reforms. An attempt is made to design suggested new approaches and new practices for expanding community-based comprehensive 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 projective methods are used.

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 (4 Hrs.)
Maximum of 8 hours may be earned.

SJP 500 THESIS (4-8 Hrs.)

SJP 508 THEORY OF SOCIAL JUSTICE AND CRIMINAL BEHAVIOR (4 Hrs.)
The theoretical bases for the social justice professions and for the behavior of individuals, particularly criminal, as members of a socio-culture are identified, examined in depth, and expanded upon.

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 the major course requirement: to complete an evaluation of an ongoing project using clear research methodology, statistical techniques, computer application, and report writing. Prerequisite: SJP 440/340. 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 are 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 524 SPECIAL PROBLEM(S) RESEARCH IN SOCIAL JUSTICE 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 presents the results to the faculty for review and approval prior to graduation.
Sociology/Anthropology

M.A.
(40 Hrs.)

PROGRAM FACULTY — Dennis C. Foss, Martin Jaeckel, Daniel Johnson, Proshanta K. Nandi, Michael D. Quam, Regan G. Smith.

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 coordinator.

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 these courses at SSU. Transfer students may bring up to eight hours of graduate credit with them, 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 prerogative to select his or her adviser. While it is a 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 the student’s 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

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 402  Applied Anthropology  4 hours
SOA 401  Applied Sociology  4 hours

Substantive Component  16-20 hours

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 (4 hours) related to the student’s substantive concentration 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  4-8 hours

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  4-8 hours
Master’s Project

Total  40 hours

SOCIOMETRY/ANTHROPOLOGY/

Course Descriptions

SOA 401  APPLIED SOCIOLOGY  (4 Hrs.)
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  (4 Hrs.)
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  (4 Hrs.)
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. See WCS 405.

SOA 408  MODERN THEORIES OF ANTHROPOLOGY  (4 Hrs.)
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  (4 Hrs.)
First-hand experience carrying out small-scale research projects in areas of personal interest. Ethics in social research, formulating research questions, survey and experimental design, interviewing, sampling, direct observation, 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 WCS 402.

SOA 421 CRIMINOLOGY (4 Hrs.)
Classical and modern theories of crime; exploration of the justice system; evaluation of treatment of offenders. All elements of criminology are viewed critically.

SOA 423 SOCIOLOGY OF BEING DIFFERENT: "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 433 SOCIAL SYSTEMS (4 Hrs.)
Understanding of "social system" as an organizational concept, practical applications of a social systems analytic model, understanding dynamics of social systems.

SOA 435 SOCIOLOGY OF OCCUPATIONS AND PROFESSIONS (4 Hrs.)
Professionalism as a characteristic of modern economic and industrial complexes;
social and technological preconditions; occupation-profession continuum; attributes; barriers, and strategies; professional controls, professional ideology, and sociological theory; professionals and the socio-political environment.

**SOA 437 CAREERS IN SOCIAL SCIENCES** (2 Hrs.)
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 SOCIOLGY OF RELIGION** (4 Hrs.)
Comprehensive study of the world's religions; their social sources, functions, and consequences. Relationship to economics, politics, morality, the law, and the 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** (4 Hrs.)
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** (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.

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

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

**SOA 457 THEORIES OF SEXUALITY** (4 Hrs.)
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. See WCS 417.

**SOA 461 SOCIAL PSYCHOLOGY IN SOCIOLOGICAL PERSPECTIVES** (4 Hrs.)
Brief statement of history of social psychology: problems of social psychology; socialization; role; perception; belief systems; stereotyping; group dynamics; issues in sociology of knowledge; theoretical orientations in social psychology; Symbolic Interaction — a framework for possible eclectic theory.
SOA 463 PROPAGANDA, THE MASS MEDIA, AND SOCIAL CONTROL (4 Hrs.)
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 (4 Hrs.)

SOA 466 SOCIOLOGY OF MENTAL ILLNESS (4 Hrs.)
Exploration of "mental illness" in a sociological perspective. Distribution (epidemiology) and causal (etiology) studies; ways society deals with "mentally ill," places people are detained, social organization of treatment and confinement for individuals, legal aspects; treatment strategies offering viable alternatives to present therapeutic structuring.

SOA 471 ETHNIC AND CULTURAL MINORITIES (4 Hrs.)
Overview of theory of minority group status and history of various minority groups in American experience. In-depth analysis of selected minority groups.

SOA 472 RACE: BIOLOGY AND SOCIETY (4 Hrs.)
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.

SOA 473 STRATIFICATION: CLASS AND CULTURE IN THE USA (4 Hrs.)
Critical examination of various forms of social differentiation in US society; implications of each point of view. Theoretical/analytical and case-study materials used.

SOA 474 WORKING-CLASS AMERICANS (4 Hrs.)
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.

SOA 475 POLITICAL SOCIOLOGY (4 Hrs.)
Major theoretical questions and basic categorization of elites as well as historical survey of social institutions which transmit political values from elites to the masses. Emphasis on inter-connections between political behavior and socialization.

SOA 476 URBAN SOCIOLOGY (4 Hrs.)
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.

SOA 483 SOCIAL PROBLEMS OF THE DEVELOPING WORLD (4 Hrs.)
Study of the political economy of underdevelopment, with special emphasis on social stratification, food and population crisis, conflicting world views, and impact of super-powers on their less-developed neighbors.

SOA 486 PEASANT SOCIETY (4 Hrs.)
Study of political economy of peasant society, internally and in relation to the larger world; conditions giving rise to peasantry; future prospects for peasant society; how peasants can help themselves to shape their future.

SOA 490 ISSUES IN SOCIOLOGY/ANTHROPOLOGY (4 Hrs.)
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.

SOA 500 INDEPENDENT STUDY (1-4 Hrs.)
Advanced reading and/or research in areas of sociology or anthropology that are
either not covered by a course currently listed in the catalog, or that go beyond the material in a course currently listed. Course structure arranged by mutual agreement of student(s) and instructor. This course may be repeated for an unlimited number of hours.

SOA 505 ADVANCED SOCIOLOGICAL THEORY (4 Hrs.)
Inquiry into philosophical and ideological foundations of sociological theories. Approximately one third of the 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 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 advisor, and placed on file with the program coordinator.

ECO 409 Radical Political Economics
ECO 423 Economic Growth and Technological Change
POS 426 Marxism, Leninism, Maoism
PSY 501 Advanced Quantitative Methods
WCS 422 Work Roles and Sex-Role Analysis
WCS 423 Women in Public and Private Power

Women’s Studies

The Women’s Studies Committee at Sangamon State University offers academic courses about women and their history, literature, achievements, experiences, and problems. Most 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 applied to a degree through the Individual Option Program.

Support services are also offered: noncredit workshops, speakers, social activities, and counseling. The Women’s Studies Committee helps provide a flexible and supportive environment for women who need assistance in continuing their education.
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