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THE INNOVATOR

NEWSLETTER OF THE CENTER FOR PROGRAM DEVELOPMENT

VOLUME I, NUMBER 7/8 Northeastern Illinois University • Chicago, Illinois 60625

SEPT./OCT., 1974

Education should be individualized and personalized to the utmost and constitute a preparation for self-learning.

Edgar Faure, et al. (UNESCO), Learning To Be:
The World of Education Today and Tomorrow

SHORING UP GENERAL EDUCATION

In the June, 1974 issue of CHANGE, Warren Bryan Martin, Danforth Foundation Vice President, has this to say about general education:

Colleges and universities still pledge support for general education and the liberal arts--most have requirements in these areas--40 units of general education, or whatever. Such requirements, however, seldom reflect the expression of a coherent educational rationale. The whole undergraduate curriculum is now an appalling mess, without exterior beauty or interior logic. Viewed from the outside, it is all patching and pasting--courses on courses, requirements and electives--with few people ready to claim that the indiscriminate pile makes a creative montage. Seen from within, the curriculum is chicken wire and rough plaster--a flimsy house of intellect about which the correct question is not whether it now has coherence and integrity but whether it ever had any.*

At Northeastern Illinois University the Basic Program, as it is called, requires nine credits each in Natural Sciences/Mathematics and Behavioral/Social Sciences plus twelve in Humanities, or thirty credits in all. As at many other places, the course selection is large. Required composition, foreign language, and gym have been abolished. With most liberal arts majors specifying 30 semester hours, the average student thus has half the 120 hours needed for graduation free for electives.

* "The Ethical Crisis in Education." p. 30.

My prejudices on the subject coincide completely with Martin's. Freedom from the lockstep of yesteryear has tended not to become freedom to create personalized, integrated programs today. Uninformed ad-hocracy in course choice, in fact, has given new meaning to the old remark--the only thing relevant at college is the degree.

Competency-based degree programs such as those at Minnesota Metropolitan State College, Alverno College, or our own University Without Walls offer one possible remedy. But most students still follow the standard cash-in-your-credits curriculum.

A compromise solution, therefore, might be three (dare one say "required"?) interdisciplinary seminars to be taken, respectively, in the beginning, middle, and end of one's undergraduate career. The first, called something like "Introduction to the University," would acquaint the students with the human, programmatic, and physical resources of the institution as well as with the possibility for informal learning beyond the campus. In a sense this seminar would permit participants to draw the bottom line under their pre-college learning experiences as a prerequisite to making optimal use of their time as undergraduates. Another outcome of this seminar would be a carefully thought out and expressed narrative education plan, including strategies for becoming employable upon graduation.

The second seminar, possibly "Introduction to Multidisciplinary Studies," would provide guided experience in independent study and joint student-faculty research on topics of mutual interest. The focus would typically be cross-disciplinary.

The final seminar, "Introduction to Lifelong Learning," would ask participants to analyze the outcomes of their undergraduate education in the light of their earlier narrative plans. Also, a new plan for continuing education, formal or informal, would be drawn up.

In every case students would use fellow students as well as the official teachers for feedback and constructive criticism. Indeed, the whole point of the seminars would be to help students integrate, or make individual sense out of, their discrete courses and activities.

Gentle reader, what do you think? I am interested in receiving (and printing) your reactions to this idea. At Northeastern it would be fairly simple, administratively, to try out a pilot program along the lines described. That, after all, is a function of the Center for Program Development. Have any of you, at UNI or elsewhere, ever participated in a similar program? Let's hear from you. The assembly line you help to humanize may be your own.

Reynold Feldman
Director of Program Development
Editor

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"NEW DIRECTIONS IN HIGHER EDUCATION"

As one of its strategies for fostering creative self-renewal here at Northeastern, the Center for Program Development proudly announces its 1974-75 Symposium Series,

"New Directions in Higher Education." To extend the impact of the presentations, moreover, a number of the Symposium speakers have agreed to let THE INNOVATOR print either the texts of their speeches or, where relevant, related materials. These THE INNOVATOR will begin publishing later in the academic year. Meanwhile, here is the schedule of presentations:

DATE:	SPEAKERS:	TOPIC:
<hr/>		
<u>1974</u>		
September 12	Dr. Charles B. Neff, Assistant Chancellor for Special Projects, State University of New York	"Building Redirection into a Large University"
October 17	Ms. Audrey Cohen, President, College for Human Services New York City	"The Change Game: A Strategy for Changing Higher Education"
Thursday November 14 3:00 P.M.	Dr. P. Veeravagu, Director, North American Center, Friends World College	"The Implications of Friends World College for Traditional Higher Education"
Thursday December 12 3:00 P.M.	Dr. Barbara Lowther, President, Lincoln Open University	"Educational Brokering: Lincoln Open University"
<u>1975</u>		
Thursday January 16 3:00 P.M.	Mr. Michael Goldstein, Associate Vice-Chancellor for Urban Affairs, UICC	"INTERFACE/CHICAGO: Coordinat- ing the Urban Involvement of Higher Education"
Thursday February 20 3:00 P.M.	Dr. David G. Brown, Executive Vice President for Academic Affairs and Provost, Miami University, Ohio	"The Money Called Imagination --Doing More with Less"
Thursday March 13 3:00 P.M.	Dr. Donn Bailey, Director, Center for Inner City Studies Mr. Stan Newman, Co-Coordinator, Uptown Field Center Mr. Miguel Velasquez, Coordinator, CLASES	"UNI's Off-Campus Centers: Where They're at and Where They're Going"
Thursday April 17 3:00 P.M.	Dr. Doris Friedensohn, Dean, Interdisciplinary Studies Jersey City State College	"The Interdisciplinary Mystique: A Critical Look"

The presentations are scheduled for the Science Building Lecture Hall No. 2.
A reception in the Buffeteria follows each Symposium.

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THE CPD RESERVE COLLECTION

To supplement our Library's already extensive collection on innovation in higher education, the Center for Program Development began, in late 1973, to purchase new titles in this thematic area and to place them on three-day reserve. For those interested, these books can now be checked out at the Reserve Desk. The present list, moreover, will be updated periodically in future issues of THE INNOVATOR. We hope, meanwhile, that some of these titles may prove useful to members of the UNI community in personal research, course preparation, or in other ways.

<u>Author</u>	<u>Title</u>
Adler	Aspen Notebook
Armstrong	Interim Term Digest
Assoc. for Innovation in Higher Education	Exchange Directory '74-'75
Bersi	Restructuring the Baccalaureate
Bossert	Integration of Course Content
Boyer	Higher Ed: Breaking up the Youth Ghetto
Brick	Innovation in Liberal Arts Colleges
California	Legislature Report
Carlson	Learning Through Games
CHANGE, Editors of	On Learning and Change
Cohen	Objectives for College Courses
Cornell U.	Yellow Pages of Undergrad Innovations
Dunham	Colleges of the Forgotten Americans
ED Program	Educational Development at Michigan State U., Report #6
Fletcher	The Open University, The External Degree
Folger	Human Resources and Higher Education
Gaff	The Teaching Environment
Gould	Explorations in Nontraditional Study
Group for Human Dev. in H.E.	Faculty Development in Time of Retrenchment
Henderson	Higher Education in Tomorrow's World
Henderson	Innovative Spirit
Holt	Somewhere Else
Houle	Design of Education
Ikenberry	Beyond Academic Departments
Institut National pour la Formation des Adultes (UNESCO)	International Directory of Programmed Instruction
Jerome	Culture out of Anarchy
Keeton	Shared Authority on Campus
Knowles	Modern Practice of Adult Education
Lenning	"Benefits Crisis" in H.E. (ERIC Research Report)
Levine	Emerging Technology
Levine	Reform of Undergraduate Education
Lichtman	Bring Your Own Bag
Lichtman	Free University Directory
MacKenzie	Correspondence Instruction in U.S.
Martin	Alternative to Irrelevance
Martin	Conformity
U/Mass School of Ed.	Non-formal Alternatives to Schooling

Mayhew	Literature of Higher Education '71
Mayhew	Literature of Higher Education '72
Michigan State U.	Lifelong University
Miller	Developing Programs for Faculty Evaluation
Milton	Alternatives to the Traditional
Norman	College Students Look at the 21st Century
Paulsen	Higher Education: Dimensions and Directions
Pitcher	Why College Students Fail
Roueché	Modest Proposal
Scanlon	International Education
Schapiro	Loophole Effect
Shulman	Open Admissions in Higher Education
Smith	New Teaching, New Learning
Steinberg	Academic Melting Pot
Stickler	Experimental Colleges
Suczek	Best Laid Plans
Trivett	Proprietary Schools and Postsecondary Education
Ulich	Education and Idea of Mankind
U.S. Office of Management and Budget	Social Indicators 1973
Vermilye	Expanded Campus
Voluntary Foreign Aid Advisory Committee	Role of Voluntary Agencies in International Assistance: A Look to the Future

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A TALE OF THREE WORKSHOPS

Last spring, as part of its service mission to the University, the Center for Program Development hosted three workshops on different topics for different University groups. The first, on May 22, "The Challenge of Nontraditional Programs for Admissions and Records," brought together some twenty representatives from CPD and from Admissions and Records for three hours of discussion, followed by lunch. The meeting eventuated in twenty-four recommendations, mostly procedural, which have since simplified the administering of nontraditional programs at Northeastern. One of the chief outcomes, however, has been a monthly joint staff meeting to deal with matters of mutual interest and to keep the lines of communication open. One consequence is a new transcript evaluator for nontraditional programs--a position co-funded by Program Development and Student Services, to be filled beginning November 1.

The second workshop, "New Directions for CPD?--A Planning Workshop," was held June 6. More than forty faculty members, administrators, and students--chiefly those active in CPD programs--broke up into small groups to discuss ideas for new programs, advisement and evaluation, general proposals for the University, internal and external communication, funding, and miscellaneous topics. Some of the more interesting suggestions included the following:

- UNI should separate teaching from the certification of learning, since when those who teach also evaluate, this situation has a negative effect on the student-teacher relationship;

- UNI should do more to encourage lifelong learning, for instance, through more and better extension and continuing education programs in the community;
- Tuition should be waived for senior citizens;
- Courses should be scheduled in response to demand by mature students, not merely at the convenience of the University;
- It should be made clear, both internally and externally, that CPD offers educational programs that are different from standard programs but not inferior to them;
- Rather than paying faculty members for overload, the University should calculate work in nontraditional programs as part of a professor's load;
- Improvement of communication is crucial to the University as a whole, especially as concerns nontraditional programs.

The final workshop, on June 27, concerned "CPD, the Revised Kaskaskia Plan, and Career-Oriented Programs at UNI." This three-hour discussion brought together some sixteen administrators and fourteen department chairpersons to explore how the Center for Program Development, working with the departments, could best help to realize the institution's new emphasis on career-oriented programs. One suggested model was the Institute Year--an arrangement currently being used by CPD's Electronic Communications Institute. Since UNI calls for only thirty general education credits and, as a rule, only another thirty for a major, this model would turn thirty of the remaining sixty "free" hours into a one-year career-oriented institute, a kind of "applied" co-major making use of internships, field work, visiting speakers, and special training modules in lieu of coursework.

Still another model is based on CPD's Kaskaskia Plan for Individualized Curricula, whereby a student may put together an entire undergraduate program from among the University's course offerings. It was felt that students could be guided to use this vehicle to combine academic with more career-oriented programs (e.g., history, computer science, and marketing).

Some of the other suggestions forthcoming at this meeting included these:

- Every student should have an internship experience, inside and/or outside the major, as part of his/her undergraduate curriculum;
- CPD or some other agency should publish and periodically update a catalog of field-experience opportunities and related campus seminars for the University as a whole;
- Each department should be encouraged to develop a (three -?) credit course called "Careers in (name of major)" for all interested students. The faculty member teaching this course would then be responsible for developing internships, making placements, and possibly following up on the successfulness of recent graduates employed in the field;

- The current adult-oriented programs offered at UNI--e.g., UWW, BOG/BA, Extension, Women's Studies, etc.--should be subsumed under a new School for Continuing Education.

These, then, were some of the chief outcomes of CPD's three spring workshops.

* * *

THE QUOTE-OF-THE-MONTH CLUB

(Note: The choice this month was especially difficult. Since this is a double issue, however, I have selected the following two quotations. --Ed.)

A Volkswagen is not a cheaper, lighter Cadillac; it is a different car designed for different purposes. Likewise, college for the masses is not a watered-down version of college for the elite; it is a different kind of education with high standards true to its own purposes.

-- K. Patricia Cross,
"Education for Diversity: New Forms
for New Functions," an address
delivered to the AAHE Conference,
Chicago, March 12, 1974.

"Courses Given as Gifts"

PITTSFIELD, Mass.(AP)--Berkshire Community College is offering a unique Christmas gift: education. The college is selling \$79 gift certificates good for three-semester [credit?] courses in the college's evening division.

-- New York TIMES,
February 28, 1974,
p. 23

* * *

THE SCHOOL OF INDEPENDENT STUDIES University of Lancaster, England

(Note: Several months ago the Center for Program Development received a visit from Ms. Jane Routh, co-founder and Assistant Director of Lancaster's School of Independent Studies. Jane assured us that, the British Open University and Summerhill notwithstanding, nontraditional education was still very much the exception in the U.K. Here, then, is Jane's and Director Frank Oldfield's description of their School for Independent Studies--one of the few current experiments in British higher education. --Ed.)

The idea of a School of Independent Studies had its genesis in Lancaster University in 1971. A group of staff came together to discuss the possibilities of starting such a venture; some of the reasons behind this were part of a wider awareness within higher education that educational aims were not being fully met. A number of staff and students shared the feeling that higher education was becoming too routine and inflexible to permit the education process to benefit a student's development properly. Some staff were also feeling confined by administrative requirements for course design; academic fields were not fully explored. It was, in general, a time of wider questioning of the aims of education: it was the time of "Teaching as a Subversive Activity."

In some ways Independent Studies was not a radical departure for Lancaster. The proposal intended to retain the flexibility, balance and depth which had been at the root of early planning in the University. The scheme was, however, remarkable in that it was initiated informally by a group of non-professional staff. It was planned to provide opportunities for learning which would be student- and problem- centred and which could exist alongside traditional degree courses. The plans also gave scope for students to cross traditional subject boundaries, to study a topic in depth and from different angles, and to work at a personal pace.

The benefits of such a degree scheme would include the chance for students to be able to plan their own programme of study. By regulating the pattern and intensity of their own activity, students would orient their learning to achieving their own goals. It was felt that any drawbacks such an individualised scheme might have (in terms of working alone, pioneering) would be outweighed for students by their commitment and the personal relevance of their work.

Staff concerned in the planning of the School foresaw that intellectual contact and crossing of disciplinary boundaries within the University would be facilitated. It was also thought that a degree of expertise in the use of technical teaching aids would be needed, as well as an understanding of and a willingness to experiment with a variety of ways of monitoring progress and assessment and with alternative teaching and learning methods. It seemed possible that a more productive relationship with students could be achieved with the emphasis on learning and development for all concerned in the teaching situation.

Before its final approval by Senate, the scheme received a great deal of, and some very constructive, criticism. Too expensive in terms of staff time; asking too much from nineteen and twenty years olds; too difficult to assess; not meeting degree standards—these were some of the problems raised for the Planning Group to answer before the University accepted the scheme in May 1973.

With the acceptance of the scheme and the enrollment of the first group of students, Independent Studies began to take shape. Ten students began to pursue Independent Studies as part of their normal Second Year work in October 1973. Although all are within the Humanities and Social Sciences, there is, nonetheless, a wide variation in fields of study.

The regulations as framed at present allow students to register provisionally for Independent Studies and spend the first two terms of their Second Year defining their proposed field of study whilst continuing with their Major and Minor subjects in the normal way. Students do their work in Independent Studies under the supervision of one or more Directors of Study. Provided that during the period of provisional registration the student has adequately defined his programme of Independent Studies and shown his ability to pursue it successfully, his registration is confirmed before the end of his second term

of Year 2 and he can then look forward to four terms devoted almost exclusively to Independent Study.

A student who, at that stage, wishes to withdraw from Independent Studies or who fails to satisfy the staff responsible for his supervision, returns to complete a normal Part II degree scheme having been assessed on the work completed whilst provisionally registered in the School.

Thus at the outset, the student's initial commitment is merely to the equivalent of one Second Year course though his aspiration will almost certainly be to gain the freedom to shape much of the latter part of his degree programme. The planning of an Independent Study is carried out with a good deal of individual supervision. The decision to confirm a student's registration in the School is reached gradually and is based on the progress the student makes in defining his programme and in completing some aspects of it.

The present students have each reached the point of spelling out in some detail the sequence and range of work envisaged and in the light of this, they and their supervisors, in consultation with the Director of the School, have agreed on a scheme of assessment for each programme. It is prescribed by Senate that in every case three out of the final nine "units" of Part II assessment will be contributed by the conventional courses being taken by the student; the Independent Studies take up the equivalent of the remaining six. The overall scheme of assessment for each student must meet with the approval of an External Examiner.

The present group of students are older than average and it may be that Independent Studies will prove especially attractive to mature students who come into University with well-defined interests and motivation.

JANE ROUTH and
FRANK OLDFIELD

FEBRUARY 1974

(For further information, please write Ms. Jane Routh, Assistant Director, School of Independent Studies, University of Lancaster, Bailrigg, Lancaster LA1 4YF, England.)

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BACHELOR OF SCIENCE IN APPLIED TECHNOLOGY AN EDUCATIONAL CONCEPT

(Note: THE INNOVATOR is grateful to Dr. Stanley Renas, new Professor of Economics and Business Administration at Northeastern Illinois University, for permission to excerpt this article from the July 1973 number of the DIXIE PURCHASOR. Innovation, to be sure, is naturally controversial. Therefore I fully expect Dr. Renas' "tradeschool" orientation here to raise eyebrows if not hackles among our colleagues in the traditional liberal arts. Given the present state of the job market, not to mention the lamentable supermarket approach to general education referred to earlier in this issue, however, Dr. Renas' proposal is both innovative and interesting. May it produce some useful controversy. --Ed.)

For a great many years, we Americans have indulged in an expensive luxury. According to our folklore, a college education is a stepping stone to success and an automatic means of achieving status. However, the desire for status is a poor allocator of resources. There has been a tendency for parents to push unwilling children through college to their personal detriment as well as to the detriment of the economy. The desk and the telephone were held in higher esteem than the workbench and the toolbox. Personal aptitudes were often ignored. The person who could be happy and successful in performing a skilled trade might well be unhappy and unsuccessful in a white-collar job. As a result, our institutions of higher learning have been turning out a surplus of pencil pushers. It is true that this summer has seen a temporary improvement in the market for college graduates; however, the long-run prognosis is gloomy. Many newspaper and magazine articles have been written describing the plight of degree holders performing menial labor or collecting unemployment insurance. On the other hand, the average American pays "an arm and a leg" to our skilled tradesmen. Under our present situation, the need for additional skilled mechanics is greater than the need for additional college graduates.

I propose that we institute a new degree that we can tentatively call the "Bachelor of Science in Applied Technology" (hereafter referred to as BSAT). The curricula leading to this degree would hopefully accomplish a threefold objective:

- 1) It would teach the student basic language, mathematical, and social-science skills.
- 2) It would expose him to sufficient business and economics courses to enable him to manage a small or medium-size business.
- 3) It would provide technical training in a specific area such as automotive mechanics, commercial art, cosmetology, heating and air conditioning, machine tool operation, radio and television servicing, etc.

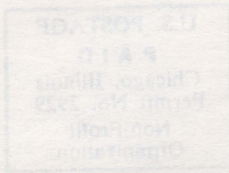
Establishing this type of trade training program could have many beneficial results. First, it might help to alleviate the present shortage of skilled mechanics. Secondly, the graduates of such a program would not have a great deal of difficulty in obtaining well-paying jobs. In the long run, many of the graduates may own and operate their own businesses. For instance, a graduate skilled in heating and air conditioning could start his own business even though he has only a modest amount of capital at his disposal. On the other hand, a graduate of the typical business-administration program is conditioned to function as an employee, not as an entrepreneur.

The typical middle-class parent or student would probably not be as strongly opposed to enrollment in the BSAT program as he would be to enrollment in a conventional vocational or technical school. It is basically a matter of semantics: college degree versus a technical school certificate....

If I were to draw a rough outline of a BSAT program I would visualize approximately two years devoted to a general core curriculum covering the humanities, social sciences, natural sciences, and mathematics. Perhaps a year would be devoted to business administration courses and one to one-and-a-half years allocated to technical training. The BSAT program could be completed in four to four-and-a-half years, depending upon the student's objectives.

-- Stanley Renas
Professor of Economics and Business Administration
Ext. 750

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NEXT...

NORTHEASTERN ILLINOIS UNIVERSITY
3001 LAKE ST. 10TH AVENUE CHICAGO ILLINOIS 60642



The November issue of THE INNOVATOR will be totally concerned with UNI's University Without Walls program. The December issue, then, will feature Northeastern's Uptown People's Center and the new undergraduate Human Services Program being developed in conjunction with the Center.

