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## The Innovator- November 1974

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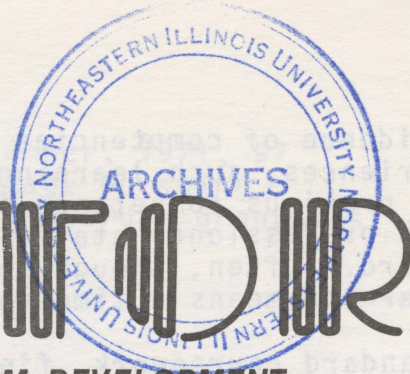
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UNI THE

# INNOVATOR

NEWSLETTER OF THE CENTER FOR PROGRAM DEVELOPMENT



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For its current issue THE INNOVATOR has asked the staff and students of Northeastern Illinois' University Without Walls to tell about their program. Ably administered by Ken Stetson, Coordinator; Stine Watson, Assistant Coordinator; and Jim Williams, Drug-Abuse Cluster Coordinator, UNI/UWW is perhaps the least traditional and in certain respects most thought-provoking program in the University. The following pages should show why.

Reynold Feldman  
Director of Program Development  
Editor

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## UWW - A PROGRAMMATIC OVERVIEW

Northeastern's UWW program is a competency-based, individualized alternative method of learning leading to a baccalaureate degree. Each individual's UWW program is designed by the student, a Northeastern (UNI) faculty advisor, and an adjunct advisor to incorporate academic and experiential learning opportunities both on and off campus. The program is geared to meet the student's needs, interests, and long-range educational goals through a course of study which allows for geographic flexibility, curricular individuality, and chronological latitude. Academic competence preparatory to graduation is determined by a Review Board composed of UNI faculty members, off-campus experts, UWW staff, and other UWW students.

Documented competence is the basis of evaluation in UWW. Life experience does not necessarily mean acquisition of competence applicable to a program. However, if UWW students can provide

evidence of competencies acquired through work or personal experiences, such learning will be recognized. The applicability of previous competence is decided by the faculty advisor, the UWW professional staff, and, finally, the graduation Review Board. Often, though not always, recognition of previous learning means a time-shortened academic program.

Standard coursework, finally, is an option available to all UWW students. However, since students in UNI/UWW average about 33 years of age, are usually employed full-time, and normally have family responsibilities, standard coursework is not typically the major learning component in their programs. More commonly, students document job-related learning as one chief part of their individualized programs.

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#### UNI/UWW -AN HISTORICAL PERSPECTIVE

Since University Without Walls (UWW) programs are offered at only about thirty institutions nationally, people often wonder how the UWW program evolved at Northeastern. When this institution opened in 1961, its charge was to be innovative. While the major thrust of the then Chicago Teachers' College-North (CTC-N) was in teacher preparation, there was a commitment to the total educational needs of the greater Chicago area.

Part of that commitment can be seen in CTC-N's participation in the John Dewey Institution. As a charter member of this twelve-institution consortium (two public and ten private schools), CTC-N took part in a continuing program of research and experimentation in higher education. Although the name of the consortium has changed over time (it is presently known as the Union for Experimenting Colleges and Universities [UECU]), the central interest in experimentation has been maintained. Of the thirty-four institutions now affiliated with UECU, moreover, three are in the Chicago area - UNI, Chicago State University, and Governors State University.

One of the Union's most valuable activities has been the sponsorship of many inter-institutional pilot projects and educational experiments. The most extensive of these undertakings has been the University Without Walls (UWW), initiated at seventeen Union institutions in the fall of 1971. To help with developmental and programmatic expenses at the host institutions, the Union was awarded an \$800,000 grant from the Ford and Carnegie Foundations. Northeastern's share of that grant for its UWW program was more than \$40,000.

Since the program's beginning at UNI in September, 1971, 97 students have graduated with a high percentage pursuing graduate education. Institutions attended by UNI/UWW graduates include:

- DePaul University
- George Williams College
- Governors State University
- Loyola University
- McCormick Theological Seminary
- National College of Education
- Northeastern Illinois University
- Northwestern University
- Northern Illinois University
- Roosevelt University
- Sangamon State University
- Southern Illinois University
- University of Alaska
- University of Chicago
- University of Illinois
- University of North Carolina
- University of Northern Colorado
- Universite' de Provence (France)
- University of West Florida

Here are some current program statistics:

UWW ENROLLMENT DATA

Term	App. Rec'd.	Students Admitted	Total in Program	Total Registered	Graduates
Spring 1972	no data	12	no data	no data	9
Fall 1972	99	35	89	88	9
Winter 1973	51	13	92	81	9
Spring 1973	97	27	136	94	11
Fall 1973	96	53	181	131	19
Winter 1974	48	8	140	112	24
Spring 1974	57	23	134	79	16
Fall 1974	151	69	178	138	(13)*
Winter 1975	125	26			

\* expected December graduates

Ken Stetson  
UWW Coordinator

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## DOCUMENTATION

Documentation of one's learning experiences is UWW's only evidence that the student has been exposed to subject matter pertinent to his/her area of interest. It is the student's responsibility to document not only theoretical, but practical learning such as job-related duties and activities, as well. Students are encouraged to submit documentation of learning activities as they are completed rather than accumulating them for submission at one time.

There is no specific form of documentation. The UWW student uses his/her judgment in deciding what types of documentation are most appropriate for reporting his/her learning experiences. Some typical forms of documentation are: research papers, book reports, letters of evaluation, and annotated bibliographies. Some not-so-traditional forms have been: videotapes, photographs, sculptures, motion pictures, slides, and journals.

Certain programmatic elements of the UWW program require specific documentation. The Long-Term plan (LTP) and the Trimesterly Reports are in this category of programmatic requirements. The LTP identifies the ultimate goals of the student as well as the general steps and procedures to reach them. The LTP is developed in conjunction with the student's faculty and adjunct advisors during the first term in UWW. The Trimesterly Report indicates specific learning outcomes accomplished during the trimester as well as the advisors' evaluations.

Stine Watson  
UWW Assistant Coordinator

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## ADJUNCT ADVISORS

An important resource person for UWW students is their adjunct advisor. Adjunct advisors (usually off-campus experts professionally involved in the programmatic area of the student's interest) are selected by the student, generally on the basis of appropriate experiential or academic credentials. The adjunct advisor works closely with the faculty advisor and student throughout his/her program. In addition to providing assistance, encouragement and support, the adjunct advisor serves as a community contact, putting the student in touch with a vast array of off-campus learning resources.

Although adjunct advisors vary professionally and geographically, a partial list of their professional affiliations is given on the following page:

The Center for the History of the American Indian, Newberry  
Library, Chicago

Chairperson, Music Dept., Bethune-Cookman College, Daytona  
Beach, Florida

Director, Old Town Boys Club, Chicago

Associate Dean, University of Illinois School of Public Health,  
Chicago

Chief Pathologist, Prince William Hospital, Manassas, Virginia

Mennonite Hospital School of Nursing, Bloomington, Illinois

Director, Hospital Casio Becerra, Guadalajara, Mexico

General Accounting Supervisor, International Harvester Co.,  
Springfield, Ohio

Department of Anthropology, University of Illinois, Circle Campus

Clinical Director, MacNeal Hospital, Berwyn, Illinois

Assistant Manager, Caterpillar Tractor Co., Peoria, Illinois

Director, Pleasant Valley Farm, Woodstock, Illinois

City of Chicago Department of Human Resources

Lorain Community Hospital, Lorain, Ohio

DePaul University Mental Health Clinic, Chicago

Rush-Presbyterian-St. Luke's Medical Center, Chicago

Professor of Anthropology, Wayne State University, Detroit, Mich.

City of Chicago Civil Service Commission

Forest Hospital, Des Plaines, Illinois

Counselor, College of DuPage, Glen Ellyn, Illinois

Assistant Dean, Triton College, River Grove, Illinois

Chicago Association for Retarded Children

State of Illinois, Division of Vocational Rehabilitation, Chicago

Olive-Harvey College, Chicago

Faculty, Indiana State University, Terre Haute, Indiana

Faculty, Indiana University-Northwest, Gary, Indiana

Oak Forest Hospital, Oak Forest, Illinois  
Principal, Chicago Public Elementary School  
Hewlett-Packard, Chicago  
Gateway Houses, Chicago  
Sedgwick Community Clinic, Chicago

Ken Stetson  
UWW Coordinator

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#### UWW CLUSTER: CAREER LADDER DRUG-ABUSE PROGRAM

Through a grant from the Illinois Dangerous Drugs Commission, awarded to the Union for Experimenting Colleges and Universities and Northeastern Illinois University's UWW program, we are offering a Career Ladder Drug-Abuse program starting in January, 1975. The program will be run as a pilot cluster of UNI/UWW and is directed toward paraprofessionals presently working in Illinois-based drug-abuse programs, clinics, and drug-related agencies.

The structure of the program is designed to increase on-the-job skills and expertise as well as to facilitate progress toward the achievement of a baccalaureate degree. It is the intent of the program to enhance the drug-abuse paraprofessionals' ability to maintain their present positions or to advance in their current agencies. Obtaining credentials enables lateral mobility toward other human social services if the future demand for drug-abuse personnel should lessen.

The cluster will differ from the regular UWW program in that it will have a pre-admissions diagnostic testing and orientation session, to be held at Kendall College. The National Institute for Human Relationships will conduct a series of six workshops on re-socialization and drug-abuse counseling, to run simultaneously with the cluster's individualized UWW format.

The cluster's academic advisor is Dr. Tony Kopera of the UNI Psychology Department. Tony will be working full-time with the cluster's proposed 38 students.

To insure state-wide participation, half of the student population in the program will be selected from outside the Chicago metropolitan area. All students will be arranged into mini-clusters of 3 to 6 individuals according to geographic location

so that they and their adjunct advisors can be provided with better academic and administrative field support. The clustering of students is especially important in light of the National Institute for Human Relationships' workshops.

If you would like more information about the Career Ladder Drug-Abuse Cluster or have suggestions, please drop in or contact me at ext. 427-8 in Room C521.

Jim Williams  
Drug-Abuse Cluster Coordinator

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#### ADVISORY COMMITTEE

The University Without Walls (UWW) Advisory Committee's monthly meetings provide an excellent forum for a meaningful exchange between UWW students, recent UNI/UWW graduates, UNI faculty and administrators, and the UWW Coordinator. The newly constituted Committee for 1974-75 appears well qualified by virtue of experience, education, and enthusiasm to discharge its responsibility to formulate and supervise general policy and to advise the Director of the Center for Program Development, Reynold Feldman; the UWW Coordinator, Ken Stetson; and the UWW staff on all broad aspects of the UWW program. Among the ten now serving on the Committee are four new members:

Ms. Jane Beese, an articulate UWW student;  
Mr. Gene McWilson, a well-spoken and soon-to-be graduated student;  
Dr. Ann Smith, UNI administrator and long-time friend to non-traditional education;  
Ms. Nora Villarreal, an energetic and altogether enthusiastic new student.

Members returning from last year include UWW alumna Rosemary Sutz, UNI sociologist Ronald Glick, UNI biologist Don Fanslow, Louis Becker of the Information and Computer Science Program at UNI and former chairman of the Committee, present chairman Joseph Morton of the UNI History Department, and UWW Coordinator, Ken Stetson. As the UNI/UWW program enters its fourth year, the present Advisory Committee, like the ancient Roman god Janus, has the advantage of being able to look two ways: backwards to spectacular growth and achievement and forward to ever-changing challenges and opportunities.

Joseph C. Morton, Chairman  
UNI/UWW Advisory Committee



## UWW'S COMPUTERIZED RECORDS

The university's facilities in the Computer Science Department have been utilized to benefit UNI's University Without Walls program. Designed by UWW faculty advisor Dr. Louis Becker (Associate Professor and Coordinator of the Computer Science Program), our special computer programs have yielded the following benefits:

- 1) A data profile showing the progress of all current UWW students is now available in a print-out produced each term;
- 2) Faculty advisement is facilitated by a program which gives a list of advisors corresponding to those students registered for a given term;
- 3) A complete list of students (including name, address, telephone number, and area of academic interest) is produced and duplicated for distribution to all students each term;
- 4) Student mailing labels are now easily produced, thus expediting the communications within the program;
- 5) Records can be easily produced to facilitate student advisement and counseling by the UWW staff; and
- 6) Various comprehensive statistical reports are now available to help plan for on-going program and budget development.

While the initial compilation of data was very time consuming, the long-range effects of our computerized system can already be seen. The capabilities of the various computer programs have greatly reduced the amount of time needed for evaluations of individual student records. Having joined the UWW staff in March, 1974, I have as a major responsibility the maintaining of our computerized record system.

Patricia McMullin  
UNI/UWW Secretary

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## THREE INDIVIDUALIZED UWW LEARNING EXPERIENCES

In reflecting upon my experiences as a UWW student, I can't help remembering how excited and lucky I felt when I was accepted, how frustrating and demanding it was while I attended, and,

lastly, how proud and rewarding it was when I graduated. UWW basically serves two kinds of students: those who need direction and resources to develop their curriculum, and those who need recognition and support for their experiences. I was an example of the latter type and needed to document learning experiences I had already had in bilingual education, my major emphasis. The other task I was faced with was combining theory and practice in an action-oriented way.

In developing the curriculum for my UWW program, I found that program planning was the key to a sound strategy; but before I explain what that means, three assumptions need some discussion. First, as an alternative to the traditional educational system, bilingual education now services only some Spanish-speaking youth. Soon, though, it will become more institutionalized. Secondly, bilingual education has various components which depend upon one another for their operation. Thirdly, bilingual education is not very likely to be offered at colleges and universities.

The final document I submitted, "Request for graduation - November, 1973," was one hundred and forty-five pages long (without attachments) -- a length not unusual for UWW students. It consisted of past accomplishments, documentation of day-to-day activities, major project involvements, bibliographies, letters of recommendation, and an analysis of my major learning experiences.

In implementing the program, I identified six components -- cultural awareness, in-service training, community involvement, fund-raising strategies, data gathering and analysis, and negotiation of the School Board structure. These comprised my major program activities. To give an idea of how the balance of theory and practice in relationship to program planning worked, the following example of a program activity is given:

I worked with a group of folks at a local high school to develop an alternative educational program for Latino students. During this process, I visited various schools with alternative programs (Metro High, St. Mary's Learning Center, etc.). I also looked at various models that were relevant to Latino student needs, like the Cardenas-Cardenas Theory of Incompatibilities, by going to San Antonio, Texas, and visiting with Dr. Jose Cardenas and the schools operating under this theory. His process eventually led to the development of a community-based program of 100 students that emphasizes the social service occupations by involving professionals in the learning processes of students.

My UWW-related activities, to conclude were not only in the projects, but in the internal affairs of the program as well. I was very active as a student representative to the UWW Advisory Committee. Both my formal and informal experiences in the pro-

gram were very rewarding. I learned a great deal during this time, especially in the area of setting goals and developing resources. But what I enjoyed most was the constant feedback given by the advisors and staff of UWW.

Domingo Tobias  
UNI/UWW Alumnus

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My UWW learning experience gave me exposure and access to an academic setting where I had never been before, and, most likely, never would have been without UWW. I am a married man with a wife and four children as well as the clinical director of a large state drug-abuse program. With heavy commitments to my work and family, there is no way I could have attended a traditional four-year undergraduate school. Financially, physically, and emotionally, I could not have endured the strain.

In 1972 the federal government applied pressure to clinical staff directors of drug-abuse programs to obtain degrees or begin actual pursuit of a degree, or stand to lose their jobs. I heard of the UWW program through a friend of mine who was enrolled, and I started to make inquiries. I was accepted in August, 1972 and received my B.A. in December, 1973.

The UWW program was ideal for me for many reasons. I liked the idea of helping to formulate my own long-term plan with my advisors around subjects I felt I needed within my discipline. I liked the idea of having as much latitude as I wanted to go into areas other than my discipline, like art, literature, and philosophy. The program offered me traditional academic learning, but still allowed me to get involved in things I liked that were not part of a rigid, formalized curriculum. Whoever was responsible for putting together this kind of program for people like me has my wholehearted endorsement. I almost feel they had me and my particular set of circumstances in mind when they put it together.

I am presently pursuing my M. A. in clinical psychology, thanks to UWW. My job is now more secure, and I am saleable in the job marketplace because I'm on an equal footing with other professionals. What I've got from the UWW program is a chance to make it where only the slightest chance existed before. I'm more credible in my work now, and what I've learned has merely whetted my appetite to go on.

I eventually hope to obtain my Ph.D. in psychology and to teach in a university. I feel I have a wealth of life experience that

has been enhanced by virtue of my academic achievements through the UWW program. I can only conclude by saying that I support the program in its entirety for the specific people it can help -- people like myself who have extenuating circumstances that make the traditional four-year curriculum inappropriate and unrealistic.

Since my graduation, I have become an adjunct advisor to another student in UWW. The feeling of being able to help someone as I had been helped a few years earlier is beyond description. I only hope that the concept of the UWW program will be expanded into a permanent program in all universities.

Joseph V. DiFiore  
UNI/UWW Alumnus

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The University Without Walls offers opportunities that other college programs cannot. The flexibility of time schedule and the extreme customizing of subject areas studied make this a unique academic experience. In my case, I found myself in a demanding career and, because of a change in circumstances, in need of a degree and specialized training. My work is as a scientific research artist, a field that deals with technical models and textbook illustrations. To receive advanced training to further my career and to do work during erratic time periods had proved in the past to be an obstacle that prevented my continued education. Quite by accident, the UWW program was introduced to me, and I discovered that through UWW the necessary training could be achieved. In addition to this, a B. A. degree could be earned from UNI.

It took only the first interview to prove that this was a serious effort and that there was more involved than just personal interests. UWW is a successful experiment in education that offers flexibility and challenge to a wide range of students who, for one reason or another, cannot take part in a more conventional approach to learning. This program is in no way designed to take students out of the classroom, but rather to reach out into the working world and assist those with special needs. Because of its great potential, this program merits close attention.

The work that I accomplished is typical of other UWW students and is in no way unique. I entered UWW with some college credit and a good amount of experience in my field. A few courses in night school could have given me the credits needed for a degree, but I was not after just a piece of paper. Rather, I was seeking

updated training in certain practical areas of zoology that would have proved difficult to achieve through conventional coursework. After I was screened and finally accepted, two advisors were named to work with me throughout the program. UWW advisors fulfill many roles as consultants, as tutors, and when the going is uphill, as friends and confidants. They are there to assist you, but not police your activities. It is up to the student to assume the major responsibility for the motivation that carries the program through to a successful conclusion. The two people that consented to act as my advisors were a university professor of biology and a museum curator of mammology. They worked as a team, first to establish the areas of study that I was to examine and then to help me choose the subject of the all-important UWW student project. It is this project that concludes the student's participation in the program and helps to indicate whether or not he is ready for graduation. The subjects to be studied and a description of the project were presented in the long-term plan.

Months of reading, consultation, tutoring in new laboratory practices, and an oral exam brought me to the point where I was able to begin documenting my learning experiences. Documentation of scholastic progress is most important, since the UWW student is not working for grades, but rather to prove proficiency in the subject covered. Documentation, in my case, consisted of written reports accompanied by laboratory illustrations. This material, as completed, was submitted to the advisor responsible for that particular subject. The study areas that were chosen for me to examine were picked so as to become an integral part of my final project. The list of courses included work in mammology, evolution, ecology, and animal mechanics. My project involved a study comparing the masticatory musculature of two distinctly separate bats. In addition to these specific areas, I did a good deal of practical lab work in preparation for the dissections that were later made on bat specimens.

At any appropriate time, a Review Board consisting of my advisors, UNI faculty, UWW representatives, and outside evaluators working in my area of emphasis was convened. The Review Board represents the final authority which decides on a student's competency and whether or not he is eligible for graduation. My Review Board found that I had fulfilled the obligations of my long-term plan and that graduation was appropriate. In due time, my UWW project was completed and submitted along with all other documentation to the Board for final approval. This approval was given and a date set for graduation.

UWW offers an unusual opportunity to achieve an education. It is not easy, and a great deal of effort must be expended as in any university work, but the rewards make it all worthwhile. The students past and present, owe a great debt to those who conceived this academic process. The potential of the UWW concept is immense, and I hope that it continues to receive the support that it deserves.

Samuel H. Grove  
UNI/UWW Alumnus

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NEXT...

The December INNOVATOR will cover the activities of UNI's Uptown People's Center and the related Human Services Program.