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ABSTRACT

This publication includes the proceedings of the June 5-8, 1974 curriculum development workshop of the Cooperative Academic Planning (CAP) program. Emphasis is placed on curriculum change and improvement. Topics discussed include indicators for academic planning; competency-based education; research centers as a mechanism for strengthening academic programs; college reading and the content areas; innovative computer services for colleges; and the problems, prospects, and promises for black colleges offering multicultural education. Abstracts of documents by 20 of the 25 CAP participating colleges and universities are included. (MJM)

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CURRICULUM CHANGE IN BLACK COLLEGES VIII

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A Report on a Cooperative Academic Planning Curriculum Development Workshop

Prepared By

ROOSEVELT CALBERT
WILLIE J. EPPS

Bethune-Cookman College
Daytona Beach, Florida
June 5-8, 1974

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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The Cooperative Academic Planning (CAP) Program, which is a programmatic component of the Institute for Services to Education, is part of the Technical Assistance Consortium to Improve College Services (TACTICS) program which is funded under Title III of the Higher Education Act. This segment of the TACTICS program is charged with the responsibility to assist black colleges to improve their academic program planning.

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COOPERATIVE ACADEMIC PLANNING
INSTITUTE FOR SERVICES TO EDUCATION, INC.

2001 "S" Street, N.W. Washington, D.C. 20009

September, 1974

PREFACE

The modus operandi of the Cooperative Academic Planning program, since its inception in 1971, has evolved essentially into a comprehensive developmental plan with three operational thrusts: (a) Individual Institutional Assistance; (b) Research and Technical Paper Development; and (c) Consortial Activities. Through a series of on-campus visitations, the CAP office has played a catalytic role in helping to establish curricular planning teams on nearly seventy-five consortial college and university campuses. These teams have subsequently been involved in the process of ongoing curricular planning.

This workshop, which is a major CAP consortial activity, centered on the preparation of curriculum documents, was also designed to allow persons, who are responsible for curricular improvement, to work cooperatively in efforts to develop new strategies and programs for educating students with a wide range of learning experiences. Meeting the needs of these students presents a continuous challenge to predominantly black colleges and universities in terms of evolving new missions that will make such institutions unique. Academic planners must, therefore, maintain cognizance of the rapidly changing career and vocational opportunities.

The previous publications of the CAP workshop proceedings include:

Curriculum Change in Black Colleges I – April 19-21, 1972, Atlanta Workshop-(1971-'72 Consortium)
Focus on Curriculum Change in Black Colleges II–June 13-23, 1972, Dallas Summer Workshop–(1971-'72 Consortium)
Curriculum Change in Black Colleges III–Part 1–November 1-3, 1972, Atlanta Workshop: Part II–April 4-6, 1973, Atlanta Workshop–(1971-'72 Consortium)
Curriculum Change in Black Colleges IV–Part 1–December 4-6, 1972, Atlanta Workshop; Part II – June 4-13, 1973, Dallas Summer Workshop–(1972-'73 Consortium)
Curriculum Change in Black Colleges V–November 15-17, 1973, Atlanta Workshop (1972-'73) Consortium)

Curriculum Change in Black Colleges VI· December 3·5, 1973, Atlanta Workshop (1973 '74 Consortium)
Curriculum Change in Black Colleges VII April 4·6, 1974, Atlanta Workshop (1972 '73 Consortium)

This publication includes the proceedings of the June 5·8, 1974 curriculum development workshop for the 1973·'74 consortium. This workshop was the second workshop in a series on curriculum change for the 1973 '74 CAP consortium of twenty·five colleges and universities.

We wish to extend our gratitude to the various speakers and consultants for making this a valuable educational experience for the participants. We are particularly grateful to each author for providing thoughtful and cogitative materials which stimulated new ideas for discussion.

Roosevelt Calbert
Willie J. Epps

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AND
COLLEGE AND UNIVERSITY REPRESENTATIVES
JUNE 5-8, 1974

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PART I

PLENARY SESSION ON CURRICULUM CHANGE AND IMPROVEMENT

CHALLENGE AND CHANGE: INDICATORS FOR ACADEMIC PLANNING IN THE 70's

WILBERT GREENFIELD

I consider it a real privilege to have been asked to lead this lecture - discussion session for the Cooperative Academic Planning consortium. I have been asked to utilize this session to further sensitize and motivate this group to devote serious contemplations on the current and future role of predominantly black colleges and universities and to help delineate ways of improving their capability in academic planning through the development of innovative learning environments for the students who matriculate at these colleges.

(The Plight of Predo·ninantly Black Colleges and Universities Today)

With these objectives in mind, I have chosen a subject which I hope will serve to sensitize, to motivate, and to elicit discussion and applicable strategies from this group. The topic which I have chosen is "Challenge and Change: Indicators for Academic Planning in the 70's."

If we are to fuliy understand the sociological, political and environmental pressures that are being brought to bear upon academic planning in our colleges today, it may be helpful for us to compare and contrast the 70's with the preceding decades. This, I believe, will enable us to see from a broad perspective what routes we should take in charting our future course.

Martin Duberman, in an effort to contrast students of the 1950's and 1960 s, states that in the 1950's students were denounced for their inertia, their indifference to national issues, their absorption with the rituals of fraternities and sororities and their dutiful pursuit of academic achievement.

In the 1960's, students were denounced for their passionate outbursts, their absorption with questions of public concern, their disgust with certain campus rituals and their refusal to accept mechanical and irrelevant curricula.

Two generations of students. . . . The silent generation of the 50's . . . And the student activists of the 60's . . . Both criticized severely for diametrically opposing inclinations . . .

Two generations of students . . . Both caught up in the conflict of preparation for entry into a world that actually seems hostile to the young . . .

A world that assumes that each succeeding generation is morally, intellectually and emotionally inferior to their elders.

Who was it that once said, "Youth is such a wonderful thing. It's a pity to waste it on the young."

How enviable he must have been? How typical he was of the elders who through the ages have resented the high spirits, good looks and physical prowess which the young possess.

The first man who said, "I don't know what the younger generation is coming to," probably died several thousands of years ago. The facts about the youth of today are clear, but the world will not admit that in terms of knowledge possessed, experience gained and insights acquired, the average 18 year old today is better informed and is emotionally and intellectually more precocious than his predecessor. The world will not admit that this emotional and intellectual maturing has led to an earlier physical maturity. He reaches puberty earlier. He is taller and heavier than his predecessors. His potential must necessarily be greater.

What then is the projection for the student of the 70's? Can he prove to a hostile world that his senses, which have been activated by mass media, sexual freedom, electronic music, and strobe lights; his political insight which has been heightened by conflict and negotiations in Vietnam, Cambodia, the Mid-East, by racial unrest, political assassinations, and Watergate; his intellect which has been sharpened by the communications revolution, a freer press, studies in current issues and ideas have made him more vitally alive, more instinctually sound and more mentally alert than the student of the 50's, the student of the 60's, or students of any preceding generation?

What are the specific implications for the black student of the 70's, that population of students who have served as the pioneers in

school desgregation, who have been bused in disrupted and polarized communities, whose educational opportunity is still in question throughout the public schools of this country often to their dismay and detriment?

When attributes are assigned to this generation; what will be said of the student of the 70's? Will he regress to the inertia of the 50's or will he accept the challenge of the 60's to liberate himself from burdensome values and out moded customs; to reassess, to reevaluate, to reform, to rededicate and to rebel, and in rebelling to recapture those things which are worthwhile and to defiantly refuse those which are not.

As a student of the 50's, I was offered the prayer of Saint Francis of Assisi whose entreaty was:

"God grant me the serenity to accept the things I cannot change, the courage to change the things I can and the wisdom to know the difference."

Such a course today may seem uninviting; it lacks glamour; promises no quick results. With an energy crisis staring us squarely in our faces, we recognize that we have reached the point environmentally where many of our traditional educational concepts are irrelevant. We must now reach this point educationally.

For too long students have been subjected to what I call the vaccination theory of education. This theory is that:

English is not History;
And History is not Science;
And Science is not Art;
And Art is not Music
And Art and Music are minor subjects,
And English, History and Science are major subjects;
And a subject is something you take;
And when you've taken it you have had it;
And if you have had it, you're immune to it
And don't have to take it again.

Time was when this theory presented a rather clear image of the school and the scholar. But these are the 70's and times have changed and so the challenge of academe for the student of the 70's must be predicated upon that change. The burning question that must be answered for this

generation of students seems to be "How does education in this decade differ from the education needed for previous generations?" The key to the answer to this question lies in the matter of survival, in the fact that educationally, we must develop coping strategies for the unprecedented problems and complexities that confront us today and for those which tomorrow promises.

If we but consider the fact that 95% of all the scientists who ever lived are alive right now, we know that some past learnings and past experiences simply do not transfer. I simply suggest that, unless today's scholar can come to grips with the archaic concepts of old education, he will become as passive, or as acquiescent, as dogmatic or as inflexible as the personalities which many of us criticize as being too conservative and resistant for these times. He must reject the concept of fixed, unchanging truth. He must reject the concept of certainty, the concept that declares that there is only one right answer. He must reject the concept of fixed states, which implies that if you know the name you understand the "thing." He must reject the concept of single causality, the idea that every effect has an indentifiable cause. He must reject the concept that differences lie in parallel, opposing dichotomies (right-wrong, good bad, black white, long-short). He must reject the concept that knowledge is "given," that it emanates from a higher authority and that it is to be accepted without question.

The challenge to the scholar of the seventies must include such concepts as relativity, probability, contingency, uncertainty and multiple causality. For only through such concepts can he become an actively inquiring, creative, innovative and flexible person who can face tomorrow with its unprecendented problems and its myriad opportunities without total disorientation.

The scholar of the 70's must recognize, as do Neil Postman and Charles Weingartner, that today's number one health problem is mental illness and that of almost equal magnitude is the crime problem which is advancing rapidly on all fronts, from delinquency among both the poor and the affluent adolescent, to frauds perpetrated by come of our richest corporat ors. Problems concerning the credibility gap, misinformations from lies, cliches, and rumors implicate almost everybody, including the President of the United States.

The communications revolution has ignited the civil-rights problem, unleased the electronic bugging problem and made visible the sex problem, to say nothing of the drug problem. Then there are the problems stemming from the population explosion which include the birth control problem, the abortion problem, the housing problem, the parking problem, and the food and water supply problem.

You may notice that all these problems are related to progress, a somewhat paradoxical manifestation that has also resulted in the air pollution problem, the water pollution problem, the garbage disposal problem, the radio activity problem, the megalopolis problem, the supersonic jet noise problem, the traffic problem, the "who-am-I" problem and the "what does it all mean" problem.

I am not so idealistic as to believe that all of these problems are susceptible to solutions through education or anything else. But some can be solved, and perhaps more, through education than any other means.

If we but consider the possibility that in one of our black colleges, there is or may be in another year or two, the man or woman who will find a cure for cancer and heart disease, or wipe out pollution, or harness the sun for its potential energy, or conquer the ocean and by doing so, insure an inexhaustible food supply for the world – then we know the challenge which faces us. On the other hand, if we but consider that on the other end of the academic continuum are the hundreds of young blacks who will enter our doors barely able to comprehend the written word, basically nonfluent in other skills of communication and computation – then we know the challenge that faces us

I simply suggest that academic planning for the 70's is predicated upon a tremendous challenge, so complex and far reaching in its scope that it baggles the mind. Academic planning for the 70's is further complicated by the rapidity of change – the kind of change that makes our textbooks obsolete even before they are off the press.

It is therefore incumbent upon each of us, in an effort to keep our colleges and universities viable, on-going, people-serving institutions, to provide the kind of learning environment that will eliminate the irrelevant, open new worlds of knowledge to our students and facilitate educational renewal and reform through innovation and long range planning.

(Your Role as Faculty and Academic Administrators ____ What Your Are Doing Here ____ Future Conference of This Caliber ____ Planning For Tomorrow.)

What then, you may ask, is it that makes the institution different? Is it the broader administrative base? Is it a faculty that is committed to the invention of more viable alternatives to outmoded teaching procedures? Is it curricular changes which not only provide for the gifted and high potential student but for the "reluctant learner" as well? Is it the opportunities given students in the upper division for solid and sophisticated independent study? Is it faculty institutes uncluttered by the jargon and rhetoric of specialists and experts, where each is recognized as having expertise in his own right and is free to discuss and plan for the students he knows best? Is it the implementation of individualized instruction through the use of teaching modules to facilitate the learning of the "new student"? Is it efforts made to recruit and retain faculty holding terminal degrees, to provide them with salaries and fringe benefits that are commensurate with their training and experience?

To all these questions, the answer is "yes."

At my own institution, Johnson C. Smith University, we have initiated new programs for freshman and sophomore students which take into account the wide range of human potential, of human interest and of human need. Individualization of instruction in the freshman English and mathematics programs has enabled us to improve the abilities of our students to handle the basic skills.

Summer Institutes for faculty renewal in 1972 and 1973 resulted in more realistic planning and revision of courses and the invention of more viable alternatives to outmoded teaching procedures. New Doorways to Teaching and Learning, the freshman–sophomore program, became the medium for academic support for the traditional learner and the "reluctant learner" as well. Essentially a guidance–oriented, criterion-referenced, response-centered program, it addresses itself not only to the cognitive skills but the affective needs of students as well.

Self instructional learning modules were developed to be utilized in a pragmatic Communication Skills Program designed to enable the entering freshman to "plug in" where his individual needs could be met and to accelerate at his own rate of speed in the improvement of reading, writing, speaking and listening.

A Freshman Honors Program was initiated last fall. Approximately thirty entering freshmen, identified by a predicted grade point average as having honors potential, are enrolled in the new Honors Program. For the first year, they have followed a transdisciplinary approach which encompasses Literature, Art, Music, History, Philosophy and Religion. These subjects are "woven together in a multifaceted investigation of how human beings have lived and thought and treated human culture through the centuries. In each chronological period, the various aspects of human achievement are studied both intensively in terms of their specifically inherent features and extensively in terms of their symbiotic relationships."

The questioning and disavowal of once sacrosanct practices, a willingness to experiment, a new interest in the needs of students and a renewed concern for those who have been denied access to higher education or who have not been reached by the conventional system have brought Johnson C. Smith to a healthy mood of skepticism.

We have raised the searching questions:

Is our curriculum serving the best interests of our students?

Are we in step with the times?

How can we prepare our students to deal effectively with the disequilibrium and unprecedented change in the world at large?

And what about tomorrow?

The 50's and 60's have taught us that rhetoric should not be confused with reasoning, that passion is no substitute for knowledge that slogans are not solutions, that idealism takes no brains, that we must combine change with continuity, honoring both intellectual discipline and creativity, that there must be a renewed sense of urgency and seriousness for what we must do as our primary purpose.

If Camus is right and evil filters into the world through the pores of human ignorance, then certain of our human ills can be cured with ample doses of knowledge and understanding.

And in the light of truth, ancient attitudes will be buried and dead souls blown away. The students of the 70's, the future leaders of the world give us hope for a brighter tomorrow.

You have tomorrow
Bright before you
Like a flame.
Yesterday
A night gone thing
A sun down name
And Dawn today
Broad arch above the
Road we came.

DISCUSSION

Question: Is it possible for you to elaborate more on Johnson C. Smith's Freshman Honor's Program in terms of student selection?

Dr. Greenfield: First, the program was developed by a segment of our faculty—a group of concerned and dedicated faculty members with a reservoir of knowledge about our students. We must take several things into consideration. This program is only one component of the Freshman-Sophomore studies program. We have not developed it to the upper level; however, two years from now, we hope to have it developed all the way through the upper level. One of the unique features of the program is the faculty itself. Our faculty members go out and assist in the recruiting process, because I firmly believe that the admission's office cannot do the job adequately. The faculty members must be in the field. We look for potential students whom we would like to bring into our program because, after all, it is our program. Students are sought on the basis of their high school performance, because it has long been established that, for black students, the high school grade point average is, perhaps, the best indicator for college success. I do not know whether or not that will be true in the future.

Perhaps, this will provide an interesting study, later, when we compare the students of the sixties with the students of the seventies in view of the conditions that now exist. We also look at other test scores to see how well the students performed on ready examinations after they matriculated at the university. We take all of this and put it into a

formula. Based on past experiences, the university can pretty well predict if the student is going to be a "2.75" or a "3.75" student. Contrary to this, we may throw this out next year. We are still in the experimental stage!

We are in the process of doing some correlations, taking the performance in the humanities and correlating it with high school averages and other kinds of variables. I think this will yield a more meaningful picture of our students in the years to come. Although I believe that this will not be the prime factor for admission into our program. There are those things, I believe to be just as important: willingness, desire, maturity and the dedication to really pursue the work. In the long run, these factors will play an important role in the selection of our students. On the other hand, students have the opportunity to enter the program at any level if there is a willingness and desire to do the work.

The program is made up of a twelve-hour block per semester. At the present time, this twelve-hour block is made up of the Humanities. We are in the process of combining the sciences with some other discipline so that this will constitute an entire block.

There is still a great deal of work to be done. We have several teachers teaching the class. It is a team—teaching situation—social scientists, musicians, the artists, literary experts and the black historians.

Question: Will this type of arrangement require more faculty members?

Dr. Greenfield: I am a firm believer that if you are dedicated, you can do the job. At "Smith," we could not afford to bring in additional faculty members. We have determined a method of equating components to teaching loads, i.e., a component in a 12-hour block involves a certain number of lectures which can be equated to semester hours. By utilizing this scheme, no instructor will have more than 12 hours. The average load at "Smith" this past year was 11.2 semester hours. Now, in the event that additional funds become available, I have no objections to securing additional personnel. This depends on the program and how well we work the program up.

Question: Will you elaborate on the implications of black institutions offering graduate education?

Dr. Greenfield: I did not speak too much on that point but I do think that this is an important and timely issue. I personally feel that black institutions are just as capable of offering graduate studies as any other institution of higher learning. I know several institutions that are doing this. I left an institution, to come to my present position, that five years ago had a graduate program six years ago, in one area, and now that institution has graduate programs in about twenty five or thirty areas, and doing a wonderful job. But it depends upon your own institution's resources. Also, I think too many of us are struggling to be good. We have to look at what we are doing and do that the best that we possibly can.

Question: Would you comment further about the Freshman-Sophomore Study Program in regard to the teaching of English and mathematics to the average student?

Comment: At this time, I am going to ask one of my colleagues to elaborate on that subject.

Comment: As a result of our last Summer Institute in the summer, 1973, we developed a master pre-English and communication skills diagnostic test. As a result of this, the students were placed in certain courses according to their entering levels of proficiencies. There was a folder, which contained a list of reading, writing, spelling skills along with grammar, syntax, etc. Modules were developed to reinforce whatever defimencies were noted or identified. As a result of this, the students were given special work on their individual level. In mathematics, we also developed a locally diagnostic test according to the various levels of achievements.

The students were placed in courses and given the necessary materials to reinforce the basic skills and deficiencies that were identified from the diagnostic test. We had a course called "English 131" which met for three hours a week. We also had a course called "Communication Skills" which met for four hours a week. One of our major problems was that of motivation. We had to instill in the students that "this is your program and we are trying to help you to help yourself." At the end of the course, the students were administered a master Post Diagnostic Test. They had to meet the minimum criteria as

established in the test. However, they were not penalized if they did not reach the minimum level of acceptance, they were given an opportunity to continue into the following semester until they had satisfied the minimum results. For communication skills, the students received two credit hours and for English three credit hours, which constituted a total of five semester hours.

Beginning next school term, this will be changed. A new course will be instituted called "English 160." This course will give the students an opportunity to be enrolled in communication skills and English for the entire academic school year. Also, growing out of this, six or eight mini courses will be initiated.

Question: We know that a large percentage of people have suggested that, for some students, English should be taught as a second or foreign language. Specifically, what have you done to incorporate any of the foreign language teaching techniques into your program?

Comment: Many of my students talk with various degrees of dialectical differences. In order to get them ready to command the English language, I start with some basic phonics and linguistic generalizations or principles, which is only one approach. I have incorporated some very basic linguisitic and foreign language principles into the program but not in totality.

Question: Have you developed any kind of instruments that will enable you to measure the degree of success of your program?

Dr. Greenfield: Yes. We have developed some instruments and are still in the process of developing additional measuring devices that will assist us in making a fair evaluation of a student, in terms of what he has gained and what he should gain in a particular course. We have been experimenting now for about three or four years. As a result of these experiments, I think this year the entire program will be totally implemented. I also think we can use a large percentage of the data we have already collected to see where our students are and where they should be. Further, the diagnostic examinations, which were prepared by the faculty, can readily show to a certain degree, where our students should be after the completion of X number of modules. I think, along these lines, we are making progress.

Question: What awareness and involvement does the entire faculty have in this program?

Dr. Greenfield: The program was planned and implemented by the total faculty through a summer workshop. All faculty members at Smith participated in this endeavor. We have had summer workshops for the past three summers. New faculty members, who come the next year, also will participate in a workshop designed to orient them to the program thrust and, at the same time, to solicit comments and suggestions to make the necessary changes which are essential. As I stated earlier, this if a faculty program, it is not the administration's program

Question: How long is your faculty workshop?

Dr. Greenfield: Four weeks.

Question: How are these faculty workshops supported?

Dr. Greenfield: Through special grants that we received for this program.

Question: Are faculty members given a stipend?

Dr. Greenfield: Yes, they are.

Question: When you say the faculty members "must" participate in the program, is there a contractual obligation there?

Dr. Greenfield: No, it is not a contractual obligation, but most of the faculty will eventually be teaching in the program. I also feel certain that they are desirous of this kind of experience. I am sure that this aspect of the program is mentioned at the departmental level before the faculty member arrives on the campus. These things must be discussed because once a decision is made, and it shows promise of being good for the students and the university, then we have to become a member of the team. In order for any institution to achieve its objectives, you must have both team membership and team participation.

Question: How much involvement is there with the total education of the community?

Dr. Greenfield: There has not been total community involvement thus far, however, now that we are moving into phase II of the program, there will be total community participat on. As we begin to develop this program on the upper level, perhaps, we might bring the

community in to evaluate what we have already done with respect to the Freshman Sophomore Studies Program. I think this will be helpful as we proceed with the development of a long range curriculum plan at Johnson C. Smith University.

Question: I have enjoyed your speech. I have one question with respect to you Freshman Sophomore Studies Program and that is with reference to student involvement. Have you used the student feedback in evaluating the program or in its modifications?

Dr. Greenfield: I can say that yes, we are involving students. As a representative of the Board of the National Council for Accreditation of Teacher Education, one of the requirements is that feedback from your students be used in modifying the program. We are using the students' feedback in modifying the program. I think this is how we have reached the point where we are. Also, this is how we have developed the different modules, etc., from the feedback we have received during the first two or three years.

Question: Since the university is moving toward competency-based programs, what about other disciplines such as business administration?

Dr. Greenfield: I certainly think that it would. We do not have a program in business administration to train teachers. Our business administration courses are marketing, finance, etc. I definitely think that competency based education will be implemented in this academic area. We have implemented it in the sciences, so I see no reason why we cannot do it in business administration.

Comment: I am curious about how you are able to convince the so called liberal arts persons. It has been my experience that many of them are reluctant to accept education concepts.

Dr. Greenfield: I would say, in some cases, it has not been easy. As I reflect over my experience, I still see a large percentage of professors continuing to use the same syllabus, afraid to permit students to take their examinations out of the classroom, afraid they are going to learn a little more and give it to someone else who will create a burden because he will have to make out a new examination. This method of teaching is

out, particularly at Smith. I have the utmost confidence in the academic structure at Smith. But back to the question, it is not an easy job to influence people who resist change. As a new administrator, I must rely on the team approach. I do not think the president of an institution can be the janitor, dishwasher, business manager, etc. I firmly believe that you either have to do the job or not. If this requires change, then we have to get in there and change. First, we must establish a good climate or atmosphere for change on the campus. I feel that if you have harmony and if you have people working together for the benefit of the university, then your job is almost accomplished.

PART II
MINI-WORKSHOP ON COMPETENCY-BASED EDUCATION

COMPETENCY-BASED EDUCATION: A VEHICLE FOR CHANGE IN THE BLACK COLLEGE

Carl Grant
Edwina Battle

In response to the demands to make education relevant to the needs of the black student, educators in black colleges and universities are beginning to examine and explore innovative and/or systemic approaches to more effective educational programming. One of the current movements in educational programming today is Competency-Based Education, which is the result of the teacher education models developed under the National Center for Educational Research and Development (NCERD).

Competency Based Education reflects a contemporary viewpoint of many black colleges in their demand for relevance. Two basic assumptions which underlie the CBE approach and are pre-eminent in the philosophical statements on relevance of many black institutions are: that education must provide for the development of the personal qualities of the individual learner; and aid in the establishment of one's own identity through the pursuit of personal goals and objectives.

Because the many basic assumptions, underlying such a movement as CBE must be examined and comprehended and the innovations suggested in its design explored before implementation, the materials presented at the CAP's 1974 Consortium Conference in Daytona Beach were designed to involve and challenge participants. In fact, the workshop provided a framework by which participants were able to utilize the materials and concepts presented to design and implement in service workshops at their own institutions.

The broad goals of the workshop at Daytona Beach were: to increase the participants' knowledge of Competency-Based Education; familiarize participants with the resources available to institutions in the area of CBE; and finally, to relate the actual or potential usefulness of CBE to the immediate needs of developing programs at black colleges.

The specific objectives of the workshop were to:

1. Identify characteristics of Competency Based Education
2. Define and specify competencies for an education program
3. Discuss factors related to the planning and implementing of CBE programming

To accomplish these objectives, the workshop was divided into three phases. Successful completion of each phase serves as a pre-requisite or entry level for the succeeding activities.

Users of these materials, who represent educators, learners and other decision makers, should be aware that each phase can be revised, and altered to meet the immediate needs of an institution. The three phases are merely guides to building an educational program utilizing a CBE model.

[illegible] is designed to be used by small groups of inde[illegible] [illegible] discouraged

CONSULTANTS FOR THE COOPERATIVE ACADEMIC PLANNING 1974 MINI-WORKSHOP ON COMPETENCY-BASED EDUCATION

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PRE-ASSESSMENT ON COMPETENCY-BASED EDUCATION

1. Competency based education is equal to.
   a. Criterion-referenced instruction plus individualization of instruction.
   b. Criterion-referenced instruction plus varied instructional activities.
   c. Criterion-referenced instruction plus provision for remediation.
   d. All of the above.
   e. None of the above.

2. The following statements may be considered representative of either traditional programs or competency-based programs. Place a T or a CB in front of each statement to indicate which program the statement represents.

   ____ relies on letter grades
   ____ achievement is held constant
   ____ maintains higher standards of performance
   ____ emphasizes exit requirements
   ____ emphasizes entrance requirements
   ____ defines ability as a fixed score
   ____ varies time available for learning
   ____ uses explicit objectives
   ____ utilizes normal curve

3. List in correct sequential order the six characteristics of a module.
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____

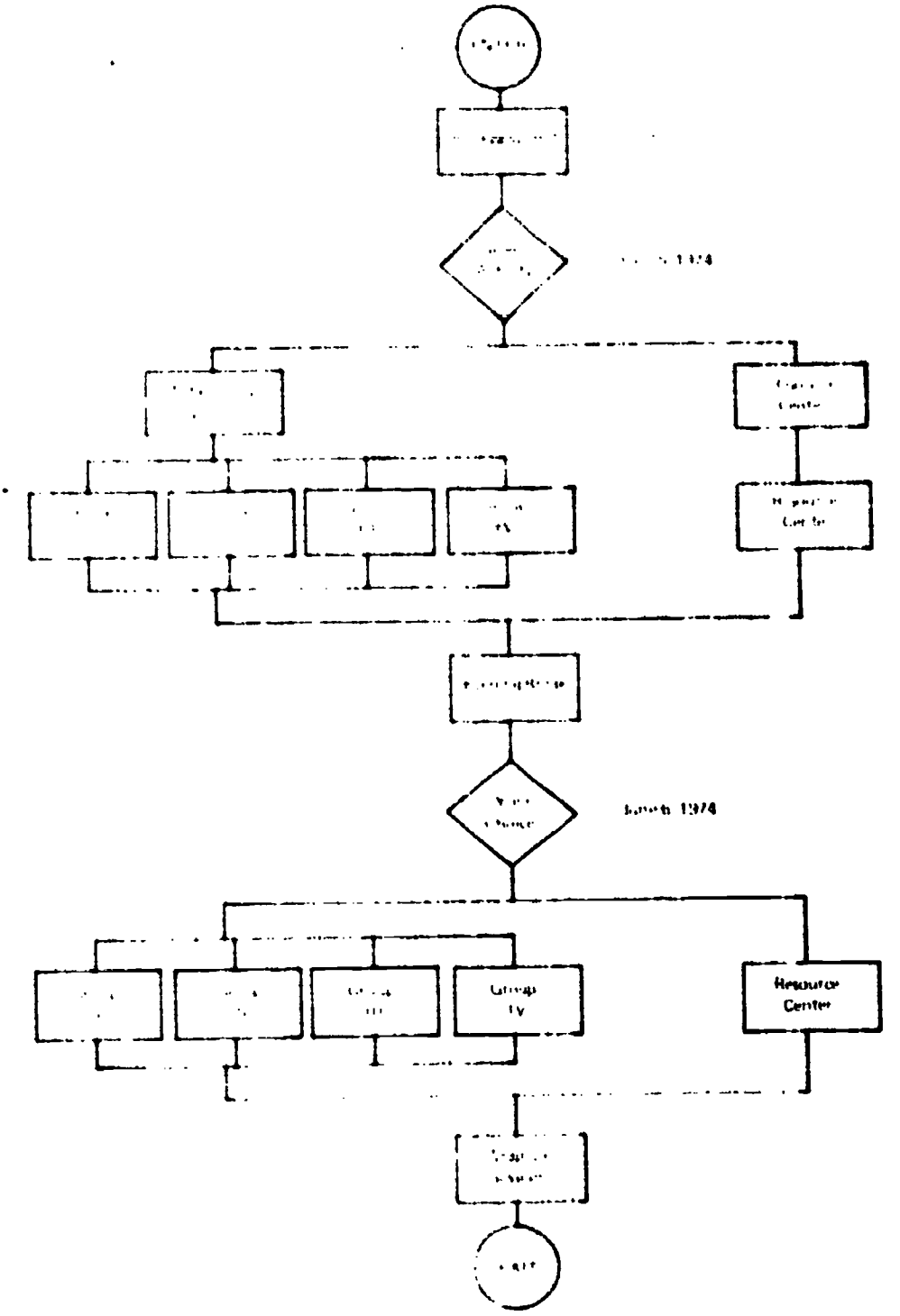
4 Describe the relationships between time and achievement in competency based and traditional programs.

5. Describe the utilization of objectives in competency-based and traditional programs.

6. Describe the relative importance of entrance and exit requirements in traditional and competency-based programs.

Adaption of TTP-001.01 (SDS)

COMPETENCY-BASED MINI-WORKSHOP FLOW CHART



WORKSHOP OBJECTIVES

OBJECTIVES

At the end of the workshop, you will be able to:

1. identify characteristics of Competency-Based Education
2. define and specify competencies for an educational program
3. discuss the factors related to the planning and implementing of a Competency Based Program

PHASE 1
IDENTIFYING CHARACTERISTICS OF COMPETENCY-BASED EDUCATION

INTRODUCTION

CBE is "new." However, the essential elements of CBE are not. Many of the essential/implied and related elements in the conceptual CBE model should be found in any sound educational program.

This activity is designed to assist you in comparing basic elements of your academic program with the elements of Competency Based Education.

DIRECTIONS

The activity consists of four related parts. As you complete one part proceed immediately to the next part. Be thorough—but do not spend too much time on any one part.

PART I

Below in column A are essential elements of a CBE program. Each workshop participant should examine the essential elements listed, and in column B list the essential elements of his/her academic program.

A. Essential Elements of CBE Programs . . .	B. Essential Elements of Your Academic Program
1. Competencies to be demonstrated are role-derived, specified in behavioral terms and made public.	1. _____
2. Assessment criteria are competency-based, specify mastery levels and made public.	2. _____

Essential Elements of CBE Programs.	Essential Elements of Your Academic Program
3. Assessment requires performance as prime evidence, takes student knowledge into account.	3. _____
4. Student's progress rate depends on demonstrated competency.	4. _____
5. Instructional program facilitates development and evaluation of specific competencies.	5. _____

PLEASE PROCEED TO PART II

Part II

Below in column A are the implied and related elements of a CBE program. Workshop participants should examine the implied and related elements listed, and in column B, list the implied and related elements of his/her academic program.

(A) Implied Elements of CBE Programs. . .	(B) Implied Elements of Your Academic Program
1. Individualization	1. _____
2. Feedback	2. _____
3. Systemic Programming	3. _____
4. Exit Requirement Emphasis	4. _____
5. Modularization	5. _____
6. Student and Program Accountability	6. _____

(A) Related Desirable Elements of CBE Programs.		(B) Related Elements of Your Academic Program
1.	Field Setting	1.
2	Broad Base for Decision Making	2.
3	Protocol and Training Materials	3.
4	Student Participation in Decision Making	4.
5.	Research Oriented and Regenerative	5.
6	Career Continuous	6.
7.	Role Integration	7.

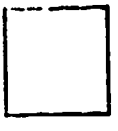
PLEASE PROCEED TO PART III

Part III

Compare column A against column B in parts I and II. How much of your academic program is similar to or different from a CBE program? Please check one:

Moderately Similar

Very Little Similarity



Totally Different

PLEASE PROCEED TO PART IV

Part II

Select three of the elements of a CBE program and note the specific ways each of the elements can help or hinder education at the predominantly black college. Be prepared to share your conclusions with the group.

Essential Related or Implied Characteristics	Help	Hinder
1.	☐	☐
2.	☐	☐
3.	☐	☐

Explain: _____

A COMPETENCY-BASED EDUCATION WORKSHOP

Instructional Module Format*

I. Objective (state behaviorally what it is that you want your students to learn in a given area.)

_____

_____

_____

II. Pre-requisite (is there any special skill, understanding and behavior which a learner should possess before, in your judgement, he can successfully attempt to achieve the desired learning objective listed above? If so, please state specifically what it is; if none, state so).

_____

_____

_____

III. Pre-assessment (is there a way you can determine if your students already possess the desired learning? If so, please state here specifically; if none, list none).

_____

_____

_____

IV. Learning Tasks and Activities (state what learning tasks or activities you would like your students to pursue in order to reach the objective. These activities may include those which are going to be directed by the teacher and/or those to be pursued by individual and small groups of students independently or semi-independently).

*Adapted from a module used at Norfolk State College, Norfolk, Virginia.

A. Class instruction/small group activities

B. Field trips/demonstrations/games

C. Dramatization/role playing/independent activities

D. Any other

V. Resource Materials (state specifically what resource materials you will need for teaching your students to achieve the learning objective for this instructional module).

Books and workbooks

A-V materials (films, film strips, tapes, etc.)

Teacher-made materials (charts, graphs, games, flash cards, etc.)

VI Post-assessment (describe what techniques you will use to determine if the students have achieved as a result of the learning activities, the desired learning objective; if there are tests etc. Develop a sample).

PHASE 2
IDENTIFYING COMPETENCIES

1. What is a competency?

   "Competence" has been defined as "adequacy for the task." (Houston/Howsam)

   'Competent' has been used to designate the level of ability—the level of competency—which a graduate of a CBE program is expected to have demonstrated; that level is a minimum acceptable standard which program designers set in the belief that performance at that level is a demonstration of potential effectiveness. (Weber/Houston)

Competencies as discussed in Competency-Based Education are not confined to the School or Division of Teacher Education. Following are examples of competencies from the Schools of Arts and Sciences and Liberal Arts:

Afro-American Studies: Analyzes contemporary social and economic issues regarding the Afro-American in the United States today.

Psychology: Describes the growth and development patterns of youth before age seven.

2. There are many approaches that can be employed in specifying competencies:

   a. Program/Course Translation approach
   b. Task Analysis approach
   c. Needs of the intended audience (Example: School Learners)
   d. Needs Assessment approach
   e. Theoretical approach
   f. Cluster approach

3. Select an approach from the list above and write three competencies you and your institutional colleagues expect a person to have before graduating. Write them below and discuss with the total group.

4. Now that you and your colleagues have identified three competencies that individuals should have before graduating, write three competencies that you feel are essential to <u>your own</u> specific discipline. (i.e. psychology, science, education)

5. Select the series of instructional strategies which are most applicable to the development of the competencies you listed above. (i.e. lecture, media presentation, field centered activities)

6. Select an instructional system that would best facilitate the development of the strategies you have listed above.

Module ☐

What is a module?
Describe its elements.
Discuss the advantages and disadvantages of the module.

Other ☐

What it is?
Describe its elements.
Discuss the advantages and disadvantages of this system.

7. Do you feel there are certain competencies that graduates from predominantly black colleges should have that would be different for a black or other minority graduating from a predominantly white college? If so, identify these competencies and explain.

Competencies	Explanations

PHASE 3
PLANNING AND IMPLEMENTING A CBE PROGRAM

Scenario

State College is a multi-purpose institution in terms of the diversity of its program of studies and the diverse ability levels of its students. It is a southern college located in an urban area. The majority of students who attend the college are black.

State College is a four-year-degree-granting-institution with graduate degrees at the master's level being offered in Elementary Education, Early Childhood Education and Social Work. The total educational program is organized into ten divisions, one of which includes the Division of Teacher Education.

Teacher Education. This division trains approximately one-third of the total number of graduates of the college. The students are provided with theory and practice necessary to help them become "proficient" elementary or secondary school teachers.

The Division of Education includes six departments:

Early Childhood Education
Elementary Education
Secondary Education

Health and Physical Education
Audio-Visual Educational Television
Educational Disabilities

Each department is headed by a Departmental Chairperson and the total division is headed by a Division Chairperson who is a recent addition to the faculty, recommended highly by the Dean of the College's Academic Affairs for his/her competence in effecting change.

Instructional Program. Though most graduates of the Division of Education have been certified and highly recommended in some area schools, there is general dissatisfaction with the teacher education program and its relevance to the social, economic, educational and cultural aspects of the community. The educational program is noted for its competent instruction in four or five curricular areas, i.e. Reading, Mathematics Education and Physical Education. The students are exposed to proficient lecturers and adequate multi-media. The program is designed around separate subject areas, usually characterized by a series of three credit-hour courses with autonomous instructors who focus on their own competence and interest. These curricular areas are based on independent goals and objectives. There are innovative practices such as micro-teaching, interaction analysis, a clinical approach to supervision, independent study opportunities, and inner-city tutoring programs. The majority of the academic program is campus-centered.

Though these innovative practices and traditional elements are yielding positive results, they never fit together in a way which gives maximum payoff to the students or the community. Thus, the Division Chairperson and the Elementary Education Department Chairperson decided to look for ways to put the pieces together into a program design based on careful planning, the immediate and relevant needs of the student teachers and a diverse school population. They decided that some of their basic assumptions about teacher education, previously based on tradition, needed re-thinking in relationship to teachers' roles and what competencies they wanted their students to master. The conception of the role of the teacher was a pivotal factor and would possibly serve as a basis for future faculty development and training.

After observing several Teacher Education programs and many models of CBE, they decided that implementing and developing a CBE program will involve broad efforts to restructure the total academic program effectively.

It is evident that State College is involved in a stage of educational reform. The success of this reform effort will depend upon the interrelationship of those elements essential for planning and implementing an educational program that meets the needs of a multicultural society.

DIRECTIONS

Following are five activities which have been designed to aid you in planning and implementing a Competency-Based Education Program. Work in triads and select a person to record your responses in the appropriate spaces.

I. GOALS AND OBJECTIVES

If State College intends to revise curricular goals and objectives to provide more relevance to the total community, then from what sources should the goals and objectives be derived?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

II. CURRICULUM AND INSTRUCTION

As you have observed from reading the Scenario, State College must undergo changes in many areas in order to develop a CBE program. Pretend you are participating in this change. Identify those elements that are already in existence at State College and are essential

to a CBE program. For those essential elements that are not a part of the existing program, please identify and list.

Existing Essential Elements	Essential Elements Needed
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Use the same procedure as above to identify the related and implied elements of a CBE program.

Existing Related and Implied Elements	Related and Implied Elements Needed
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Specifically describe the types, modes and sequences of instruction that State College needs to provide for its students in order that instruction is more consistent with the characteristics of CBE, i.e. software, hardware.

1.
2.

3.
4.

III. FACULTY

What are some of the new faculty roles which will evolve at State College as they institute a Competency-Based Program?

1.
2.
3.
4.

What training and development should be provided for the teacher education faculty? Other faculty?

1.
2.

IV. ADMINISTRATION

What administrative procedures should be implemented in order to facilitate the movement to CBE at State? Explain.

1. Registration _____
2. Course Requirement _____
3. Grading _____
4. Assessment _____
5. Other _____

WORKSHOP EVALUATION

As a result of the workshop which you have just completed, how would you rate yourself in relationship to your understanding of the following concepts.

	Low					High
1. Characteristics of Competency-Based Education	0	1	2	3	4	5
2. Defining and specifying competencies	0	1	2	3	4	5
3. Factors related to planning and implementing a Competency-Based Program	0	1	2	3	4	5

	Low					High
5. How successful do you feel the workshop has been in relation to your own personal and professional growth?	0	1	2	3	4	5

POST-ASSESSMENT ON COMPETENCY-BASED EDUCATION

1. In a competency-based program which of the following is (are) held constant.
   a. Time.
   b. Instructional activities.
   c. Achievement.
   d. All of the above
   e. None of the above.

2. Which of the following may vary with each student in a competency-based program?
   a. The time it takes to achieve mastery.
   b. The number of activities undertaken to achieve mastery.
   c. The number of programs.
   d. All of the above.
   e. None of the above.

3. In developing a competency-based program, the following would be considered an essential task.
   a. Obtain objectives and state them clearly to students before the pretest.
   b. Obtain objectives and do not give them to the students.
   c. Obtain objectives and give them to students after the instructional activities.
   d. All of the above.
   e. None of the above.

4. For evaluation in a competency-based program, we might do which of the following:
   a. Test the student in reference to the published instructional and expressive objectives.
   b. Since students do not know what they have to learn--eliminate tests.

c. Use the tests to separate the sheep from the wolves. Only the fittest will survive.
d. All of the above.
e. None of the above.

5. An important concept in the building of a competency-based program is:
   a. To hold achievement constant and vary the time.
   b. To make our objectives explicit to the students.
   c. To see that students receive adequate entry skills in order to successfully tackle the program.
   d. All of the above.
   e. None of the above.

6. List in correct sequential order the six characteristics of a module:
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____

7. If a student does not pass the posttest in a competency-based program we would:
   a. Drop him from the course.
   b. Provide alternate routes of instruction.
   c. Allow him to proceed to the next module.
   d. All of the above.
   e. None of the above.

8. In a competency-based program, ability to learn may be defined by
   a. The amount of time it takes a student to learn.
   b. The score on an intelligence test.
   c. The grade he received in previous courses.
   d. All of the above.
   e. None of the above.

9. Competency-based programs place heavy emphasis on:
   a. Entrance requirements.
   b. Grading.
   c. Keeping time constant for each student.
   d. All of the above.
   e. None of the above.

10. A student has not learned the basic math skills of a junior level modern mathematics course. As a devotee of competency-based education, you would:
   a. Send him back to the sophomore level.
   b. Go on to the next unit.
   c. Give him more time.
   d. All of the above.
   e. None of the above.

11. In performance based education, modularization does which of the following:
   a. Increases possibilities for self-pacing, individualization, personalization, independent study.
   b. Permits alternative means of instruction.
   c. Permits accurate targeting on the development of specific competencies.
   d. All of the above.
   e. None of the above.

12. A systemic performance-based education program depends on feedback for:
   a. Correction of error and improvement of efficiency.
   b. A system of checks and balances for program planning.
   c. Aiding a college or university in the utilization of techniques for improving teacher education programs.
   d. All of the above.
   e. None of the above.

13. A teaching competency is:
    a. A statement which describes a performance essential to effective teaching.
    b. A set of related observable behaviors which provide the criteria for judging the extent to which competent teaching is being demonstrated.
    c. A set of knowledges and skills which is essential for a student to possess in his preparation for becoming a teacher.
    d. All of the above.
    e. None of the above.

14. It is the very beginning of the school year, and in your first session with your upper grade reading students, you do the following:
    1. Emphasize the exact date of the mid-term, final and small quizzes, including the kinds of questions likely to appear on each examination, and
    2. Discuss the titles of books you intend to explore, including names of authors, lists of main characters, and major themes. Your action suggests that you are going to conduct your class in
        a. a traditional manner
        b. a competency-based manner

15. If at the beginning of the school year in the above example you emphasize the explicit instructional objectives of the course, it may be suggested that you are going to conduct your class in:
    a. a traditional manner
    b. a competency-based manner

16. All students in your class do well on a test after completing a unit of work in the area of social studies. After plotting the scores in a normal curve you have only 2 failures, 4 receive D's, 23 C's, 6 B's and the remaining 6 receive A's. Your actions concerning grades indicates that you tend to rely on:
    a. a traditional program
    b. a competency-based program

17. You are a fifth grade teacher and a new student by the name of Willie is placed in your room. From the outset you detect that Willie's performance in reading is extremely low.

You confer with Willie's parents and enlist their cooperation in helping him to either catch-up or adjust to his failures. This action is indicative of a:

a. traditional program
b. competency-based program

18. You diagnose Willie's reading performance. On the basis of these findings, you transfer him to a lower grade level. This action suggests that you are most likely a proponent of a:

a. traditional program
b. competency-based program

19. You have just completed a unit on teaching arithmetic. A posttest on the unit indicates Dave received a near perfect score. Thomas flunked the test - in fact, he demonstrated almost no competence in the unit on arithmetic. Paul passed the test but with a decidedly mediocre grade that indicated a lack of mastery in the unit.

You flunk Thomas and give Dave and Paul work on independent projects. This action is suggestive of a devotee of a:

a. traditional program
b. competency-based program

20. In the above example you take a different "track" and give Thomas and Paul more time to study arithmetic and provide Dave enrichment materials and activities. This action suggests that you tend to follow the dictums of a:

a. traditional program
b. competency-based program

21. In your program you place heavy emphasis on entrance requirements instead of exit requirements. Your action suggests that you intend to follow a:
    a. traditional program model
    b. competency-based program model

PART III
SEMINAR SESSIONS ON CURRICULUM CHANGE AND IMPROVEMENT

RESEARCH CENTERS: A MECHANISM FOR STRENGTHENING ACADEMIC PROGRAMS

Lawrence E. Gary

I. *Introduction*

As we move further into the latter part of this century, it is becoming increasingly clear that the white power structure is using a variety of sophisticated methods or mechanisms for destroying black institutions, especially black educational institutions. During the fifties and sixties, we experienced overnight an almost complete disappearance of black private primary and secondary schools. Through the processes of consolidation and desegregation of public schools, many black schools which used to serve important functions in black communities have been destroyed. Many of the buildings of these black schools are empty; some serve as warehouses for school resources, and others are used for office space. Black school principals with Master degrees are teaching in grade school; many black teachers have been fired or demoted. Black teachers, once a very powerful and significant role model for black children, have been systematically undercut and denigrated in many communities. These developments have had a very negative impact on the overall development of black communities especially in the South.

During the latter part of the sixties and early part of the seventies, it seems that Blacks were beginning to make some inroads into general economy, especially at the white collar and professional levels. Many of the Blacks who moved into key positions in government and industry received their undergraduate degrees from predominantly black colleges and universities. As Blacks put pressures on white colleges to admit more black students, these institutions responded with a variety of academic

and formal programs which in many instances isolated these students from the mainstream of the academic experiences at these colleges and universities. At the same time, black students started graduating in increasing numbers from these institutions, the government, both at state and federal levels, and in a few cases, pressure groups (white and black) have put pressures on black schools to admit more white students and to hire additional white faculty. Now, as a people, we are in a dilemma. Black students are having difficulties graduating from white schools and black schools are having trouble attracting better black students and faculty members. In other words, black colleges, both private and public, are in a serious struggle for survival.

As black colleges restructure their programs and redefine their goals and purposes, it is important for us to begin to develop some specific institutional means to protect these institutions from self-destruction. It is within this context that I hope to make a contribution to this workshop. Hopefully, through this seminar and dialogue, we will be able to share in meaningful ways specific approaches to increasing the capabilities of our black colleges and to develop an innovative learning environment for Blacks and other students.

The specific objectives of this paper are: (1) to discuss the rationale and justification for research centers at black universities and colleges; (2) to describe the efforts of a behavioral science research institute at Howard University; and (3) to suggest some specific mechanisms that small colleges (both two and four years) can develop with the view toward strengthening their academic programs at the undergraduate level.

Since my topic is so broad, it is necessary for me to define my scope. First, I am addressing my comments specifically to ways of improving the educational output or service of <u>black</u> colleges and universities; secondly, I am primarily interested in reaching black faculty, administrators, and students; thirdly, I have decided to focus on <u>behavioral science research centers</u>. It should be noted that I am <u>not</u> suggesting that natural science (or physical science) research centers are not important; I am not

suggesting that we should ignore white students and faculty in predominantly black colleges and universities. What I am suggesting is that we cannot cover all relevant issues in one presentation. I have decided to be selective and focus on the above stated groups and institutions.

II. *The Need for Research and Research Centers*

A. *Social Problems and the City*

To a large extent, urban problems are directly related to the concentration of Blacks in cities.[1] As many of you know, Blacks will form important majorities in at least fifty large cities by 1980. Already Blacks form majorities in Washington, D.C.; Newark, New Jersey; Gary, Indiana; Atlanta, Georgia; and Richmond, Virginia. In fact, there are at least twenty-six cities which have a black population of one hundred thousand or more.[2] Although black people make up twelve percent of the total population, fifty-eight percent of Blacks in this country live in central cities. However, the proportion of Whites living in central cities is only twenty-eight percent. In these communities, one can observe a multiplicity of problems such as inadequate health, meaningless education, malnutrition, crime and violence, bad housing and drug abuse. The urban black community has been forced to develop a variety of mechanisms for coping with these problems and many social programs have been designed to deal specifically with these issues. However, there continues to be many social problems in black communities.

Often we ignore the fact that in many urban communities, one can find black colleges and universities. For example, in Washington, D.C., there is Howard University, Federal City College and D.C. Teachers College. In Baltimore, Maryland, metropolitan area, there are Morgan State, Bowie State, and Coppin State Colleges. Fisk University, Tennessee State University and Meharry Medical College are located in

Nashville, Tennessee. Finally, Atlanta, Georgia has five black colleges and one university. The basic question is: what roles are these institutions playing in dealing with problems which plague urban black communities?

B. *Redefining the Role of Black Colleges*

We are still struggling with the definition of a Black University and its relationship to the black liberation movement. In fact, there have been articles and studies on the role and function of the black university and college.[3] Both white and black writers have been concerned with this issue. In general, black writers have attempted to deal with this question from the perspective of the developmental needs of the black community. Unfortunately, many of the proposals advanced by these writers have been unrealistic in the sense that they cannot be implemented given the political realities in both white and black communities. Moreover, few proposals have dealt with the importance of research, especially social research as an integral part of the function and operations of black colleges.

If the black college is to survive in the academic struggle for relevance, it must relate to the concerns and needs of the black community; it must look for new models for apportioning the proper mixture of research, education, and service functions of the university. James E. Cheek, President of Howard University, is aware of the challenge facing urban universities and colleges. He stated,[4]

> Society must depend upon its institutions not only to provide the ingredients for social stability, but also the direction for social change. Educational institutions, and particularly institutions of higher learning in our society, inescapably become the meeting ground where the issues of social value and social change come together.

> Precisely because the "urban crisis" and the "racial crisis" interlock, colleges and universities which have historically opened their mission and purpose and directed their resources and efforts with reference to the problems related to care cannot escape their responsibility to address themselves determinedly to the crisis of the cities.
>
> The health of civilized society is dependent upon the health of its cities; a modern technology and industrial society such as ours cannot maintain its strength if its cities decay. The decay of the cities can become the decay of the nation.
>
> This University views keenly its responsibilities as it related to this problem and must now begin the difficult but possible task of preparing itself to develop the new knowledge, the new technology, and to train the social scientists and social technologists to define the problems but also to develop the solutions.

What is implied in the above assertion is the need for black colleges to develop new and innovative programs in research education and services which speak specifically to the emerging needs of the black community.

C. *White Domination of Research on Blacks*

In general, one of the gross neglects of black colleges and universities has been in the area of research.[5] Although they have contributed much in the field of teaching disadvantaged Blacks, there has been a failure of these schools, for the most part, to carry out definitive social research. Notable exceptions include Atlanta University, Fisk and Howard under the guidance of particular individuals such as W.E.B. DuBois, Charles S. Johnson, E. Franklin Frazier, and Monroe Work.

This failure of black colleges has created several problems.[6] First, in the absence of black social scientists conducting meaningful research on problems of the black community, the task has been left in the hands of white researchers and writers. Unfortunately, much of the research by these researchers has tended to focus on pathology or weaknesses rather than the positives or strengths of the black community. In general social science research has had a tremendous impact on social policies and programs. We can see in many instances where concepts such as cultural deprivation, genetic determinism, inadequate mother thesis, learning disabilities, help therapy principle, etc. have served as theoretical foundations for a variety of social programs in the black community such as infant stimulation programs, special education, career education, para- and professional programs. The behavioral science academic white male establishment has colonized the black community with research and demonstration projects and this has been done in conjunction with private and public financial support.

Over the past several years, there has been a significant shift in the political climate in this country relative to the support of social programs designed to broaden opportunities for disadvantaged groups in our society. Leading white intellectuals such as Jenson, Herrnstein, Jencks and Banfield have advanced arguments which question the utility of compensatory programs for helping poor, especially black people, to improve their conditions.[7] While in many ways the governments at both the federal and state levels seem to be giving only lip service to equality of opportunities, they continue to support research on black people, but the research as implied above is being used to justify the government's objective of "benign neglect". Thus, it becomes evident that black social scientists must take a larger responsibility for research problems which impact on black community development. However, as we develop innovative strategies for implementing through research the goals of the self-determination movement, it is crucial that we raise

certain questions concerning the conceptual, ethical, and methodological basis of behavioral science and its applications to the black community.[8]

D. *Importance of Analytical Skills*

Moreover, by not being able to engage in social research at many black colleges, the black educators and students have been deprived of a vital area of academic training. Academicians need the experiences afforded by research to enrich their work in the same sense that students need the opportunity to learn basic research techniques in order to become competent in their respective fields of study. There is a shortage of Blacks trained in research methodology and other analytical tools utilized in the behavioral sciences. Through a functional research program, black students can learn the following analytical tools:[9]

1. demographic analysis;
2. matrix methods such as age-cohort-survival model and goal achievement matrix;
3. linear models--simple linear models (trend lines, line projection or regression lines) and complex linear models (multiple variate analysis)--such as Wisconsin migration model or SEWRPC community model;
4. social indicators;
5. index construction;
6. nonlinear model (multiplicative models, power function models, exponential models, polynominal models (2nd and 3rd orders); asymptotic models;
7. probabilistic models, i.e., discrete random-variable models (example: Poisson model) and continuous random-variable models (gamma, normal);
8. social contextual analysis;
9. legal analysis;
10. systems analysis;

11. organizational analysis;
12. political analysis;
13. optimizing models (both simple and complex techniques such as linear programming, non-linear programming, dynamic programming, and stochastic programming);
14. program analysis;
15. simulation (analog, iconic, and symbolic);
16. gaming (two-person zero sum games, n- person zero sum, nonzero-sum games, and infinite games);
17. information processing;
18. evaluation; and
19. economic analysis.

These so-called analytical techniques must be supplemented with both conceptual (problem formulation and concept formulation) and observational (social survey, participation observation, etc.) tools. Underlying these analytical techniques, one can see the emphasis placed on the quantitative approach. As stated above, there is a shortage of Blacks trained in statistics and methodology. Yet, for Blacks to seriously challenge the current wave of anti-black research, we must be in a position to understand the mathematical language which these researchers are using to control us. Please note that I do not believe that the quantitative approach is necessarily the most objective or useful way to analyze a given problem, but we must know this approach as well as the qualitative. Unfortunately, most social science departments at black colleges have not given proper attention to research design and statistics. To some extent, black professors at these colleges have not emphasized training in these areas because they do not have the competencies to teach in them. Students do not demand training in quantitative analysis because many want an "easy" major or course so that they can graduate. Consequently, too many of our students are graduating from colleges in the social sciences–but most important, they do not have basic quantitative

skills. When these students go to graudate school, many continue to dodge meaningful research and statistical courses. We must stop this process. Research experience in a center can bridge the quantitative gap for many students (as well as faculty members).

E. *Recruitment of Faculty Members*

Black colleges will improve their chances of recruiting top level black professors from white universities if they develop an organizational mechanism for social research. Often the question of research opportunities will be raised when trying to recruit competent faculty members. In some cases, these potential faculty members have research grants and would like to bring them with them to another university or college. This suggests that black schools must have the organizational arrangement for accommodating them.

F. *Coordination of Efforts and Community Services*

As suggested earlier, a few individuals at black colleges have some social research on a variety of areas of black life and culture. For the most part, the tradition of independent scholarships has been carefully guarded and generally the administration at these schools has not managed these activities. Some projects have been short-term and others have continued over several years. Two or more faculty members have joined as co-investigators in some projects, while most have been one-man ventures in which only a few research assistants and technical personnel have been hired (employed). Exclusive reliance on this format has presented several limitations now clearly recognized by some faculty members at these colleges. It has impeded the recruitment and retention of a cadre of technical personnel, since project periods have been both overlapping and discontinous and smaller projects requiring certain types of expertise only on a part-time basis are disadvantaged in the research labor

market. The administrative cost of handling small projects are, of course, disproportionately high for all parties. More serious are the constraints on fully developing the potentials on the role of research for educating or training students and for university services to the community. Many community groups want assistance from black colleges in their attempt to deal effectively with the power structure. Often these groups are forced to seek help from white colleges which do not always have their interest in mind.

There are other issues which condition the research efforts at black colleges. Among these issues are: (1) the need to emphasize interdisciplinary research programs; (2) teaching load and its relationship to research activity; (3) the research training needs of black faculty; (4) problems of coordination of limited resources; and (5) administrative support for research effort. Black colleges can no longer ignore the importance of social research in terms of developing a quality academic experience for their students and providing relevant services to the black community. To accomplish these goals, black colleges must create an institutional means for strengthening behavioral science research activities.

III. *Urban Education and Research: The Howard University Experience*

A. *Introduction*

The Institute for Urban Affairs and Research was inaugurated at Howard University in July 1972 in response to the call for solutions to the growing social, political, and economic development problems of the urban communities. As originally envisioned, the Institute is organized to involve all relevant disciplines and resources of the University in order to provide new leadership in formulating social policy for the urban community.

The Institute grew out of the former Center for Community Studies, established in 1965, to develop social intervention models and programs to relate Howard University to the community. In addition, its objective was to provide an interdisciplinary program of graduate study to equip students with the skills necessary to meet the professional and practical demands of contemporary society.

However, the University recognized the need for a more comprehensive urban affairs program—a structure which would stimulate university-wide participation and coordinate university research and demonstration programs related to urban affairs; hence, the Institute for Urban Affairs and Research was established as a natural extension of the Center for Community Studies. The Institute has exciting possibilities for broadening the scope of involvement by the University in urban affairs.

B. *Objectives*

The specific objectives of the Institute are:

- To develop through research a relevant body of knowledge and theory concerning the behavior of the urban community.
- To design and administer community development programs of a pilot or experimental nature with the purpose of transferring these programs to more established units of the University once they have been developed, tested, and found useful.
- To stimulate, encourage, support, and coordinate research projects and programs in the behavioral sciences.
- To organize, sponsor, and conduct a series of seminars on topics which involve the application of behavioral science knowledge to problems affecting the urban community.

- To publish a series of concept papers.
- To provide professional and technical assistance to community groups and social agencies.
- To develop innovative training models and curricula for practitioners who plan to work with oppressed minority communities.

To achieve these challenging objectives of the Institute, three interrelated program areas have been designed: (1) The Academic Division; (2) The Research Division; and (3) The Services Division.

C. *The Academic Division*

The Academic Division's task is to provide a variety of courses and seminars on the urban condition. This unit works concertedly with other schools and departments of the University in developing academic programs to meet the needs of the urban community. Two non-traditional programs are currently operating within this division—The University Without Walls Program and the Urban Master's Degree Program. The Institute is currently developing an Administration of Justice undergraduate degree program and establishing an area of concentration in the existing Urban Studies Program.

- The University Without Walls Program was established at Howard University in 1971, to serve as an alternative approach to a baccalaureate degree. The program provides quality education to students by incorporating classroom activities with outside learning experiences, without the spatial and temporal restraints of traditional education. Howard University faculty members assist students in their academic development by acting as advisors on a voluntary basis.
- The Urban Studies Master's Degree Program was created in response to the need to make the

University more relevant to the plight of urban communities. A Master of Arts Degree is awarded by the Graduate School. The program emphasizes an interdisciplinary approach to developing functional solutions to the problems of urban communities. Classroom activities include research and seminars on current social issues. The program is designed to endow students with the skills necessary to assume positions of leadership and responsibility in the urban environment.

- The Administration of Justice Program will focus on educating and motivating black people to enter the field of criminal justice and especially to provide research and services which would foster a change in the system through social and political policies. Since it is clear that the criminal justice system touches the daily lives of black people, Howard University has a moral and academic obligation to become involved in criminal justice education in order to address the faults and inequities which permeate the system and debilitate the black community. The Administration of Justice Program now being developed is designed to accomplish this end.

D. *Services Division*

The Services Division is charged with coordinating all urban-oriented services programs of the Howard campus. Currently, two community service programs are in operation: (1) University Year for ACTION and (2) Upward Bound Pre-College Program.

- The University Year for ACTION Program was established at Howard University in September, 1971, as a part of the consortium with Federal City College in Washington, D.C. and Morgan State

College in Baltimore. The program allows college students to earn credit hours toward their prospective degrees by serving as volunteers in disadvantaged communities. The specific objectives of the ACTION Program are: (1) To make University resources available to disadvantaged communities; (2) To teach students through community internships; (3) To help the poor in urban and rural communities move toward solving their problems.

- The Upward Bound Pre-College Program is designed to motivate youths from low-income backgrounds and inadequate secondary preparation to achieve education beyond the high school level. Academic enrichment experiences and career counseling are offered to students during the first nine months of the program year. The second phase consists of a six-week summer program in which students attend classes in the morning and participate in educational, cultural and recreational activities in the afternoons and evenings.

E. *The Research Division*

The Research Division has great potential for developing functional research projects which have both theoretical and practical application. It is quite possible that much of the data for basic research can stem from problem-solving services concerns. Thus, it is conceivable that this division will render greatly needed services to the community and, at the same time, develop a storehouse of knowledge for application to many of the urban ills in the communities.

Following are several research projects which have already been undertaken by the Institute:

- A Comparative State Analysis of Social Service Outputs of Public Welfare Agencies–designed to critically analyze the impact of the internal and external processes of state governments on social

services rendered to clients and to gain a more systematic understanding of the political and social forces which determine policy outputs.

- Social Intervention in the Schools: Role of Black Social Workers--designed to examine the specific role of black social workers in the development of educational and supportive services.
- Attitudes and Perceptions of Black Police Officers--designed to analyze the attitudes and perceptions of black police officers in the District of Columbia.
- A Study of Black Police Organizations--designed to examine the role of black police associations throughout the country.

These studies reflect the particular interests of staff members. They are not priorities. Defining an urban research agenda is a challenging task that requires a great deal of subjective judgment. We anticipate conducting research in the following areas: (1) conflict resolution; (2) learning and teaching; (3) social organizations; (4) labor and industrial relations; (5) utilization of scientific knowledge; (6) population planning and control; (7) manpower and development; (8) urban transportation; (9) health care: physical and mental; (10) crime and delinquency; (11) economic and political behavior; (12) social intervention models; (13) the mass media; (14) individual and social values; (15) social change; (16) social policy and the black community.

To help us with selecting relevant topics and issues for research, each year, we will sponsor a research conference or workshop in June. In 1973, the theme of the conference was: "Developing Research Priorities for the Black Community." For five days, seventy scholars and practitioners from 17 colleges and universities, governmental agencies and community agencies participated in the workshop. The proceedings have been published by the Institute.[10] For

1974, the theme of the conference is "Restructuring the Educational Process in Public Schools." Among the topics are the following: (1) The Disjunctive Relationship Between Afro American Culture and Conventional Educational Efforts. (2) Career Education and the Black Community; (3) Special Education and the Black Community; (4) The Role of Black Administrators in the Educational Process; (5) The Pupil Personnel System as It Relates to Black and Minority Children; (6) Organizational Development and the Delivery of Educational Services; (7) Physical Design and the Educational Process; (8) Decision-making in Public Schools; (9) Policy Analysis and Educational Practices; (10) Health Care and the Educational Process; (11) Unionization and Public Education; (12) Law and Education; (13) The Impact of Teachers' Attitudes and Perceptions on Academic Achievement.

A faculty resource file has been developed by the Research Division to identify the research and community interests of Howard University faculty members. The resource file enables the Institute to respond to requests from the community for consultants identified among the various areas of expertise that exist at Howard University. Also, in preparing proposals for submission to private and public agencies, we use this file in developing a capability statement about the University and its resources.

Computer science and survey techniques will be an integral part of the research activities at the Institute. In this connection, it is the responsibility of this division to create an archive of multi-purpose data to serve a variety of research and training needs; to develop computer oriented systems of data management and information retrieval designed to maximize the utility of data; to develop training programs to enable black scholars, students, and community people to increase their skills in using data; to provide professional and technical personnel to further these ends; and to support cooperative efforts in expanding the total set of resources.

Finally, the division will disseminate research findings to the residents of the urban community, the academic community, and practitioners in the field.

Faculty publication of research reports in professional and technical journals often do not reach key audiences concerned with urban problems. The Institute plans to develop a series of reports and special publications designed to broaden the lines of communication between Howard University and the black community, including other black colleges and universities. It is feasible that this division will sell at cost a variety of manuals, teaching documents, and empirical studies which have been produced by the Institute and which are in high demand. Eventually, the Institute will be responsible for publishing a first rate journal which emphasizes policy and program implications of current research projects. As of today, the Institute has published two occasion papers.[11] Two additional papers are planned before June 30, 1974. Also, we have published a newsletter entitled Urban Research Review.[12] The newsletter is designed to serve the needs of Howard University's social science faculty. Specifically, its purpose is to close the communication gap and to create an interchange which nurtures new ideas and perspectives on urban related research among social science faculty and others interested in urban issues. Each edition will include information such as articles on past and ongoing research projects, publications of faculty members, and research resources at the University.

The Research Division of the Institute for Urban Affairs and Research will be coordinated and administered by a research coordinator. This position will be fulltime with the Institute and will be supported with adequate clerical staff. It is assumed that a core permanent research staff will be an integral part of this division. These persons may be full-time or part-time and will include people with a variety of research skills. In some cases, they will hold academic rank in the school of their special interest. Faculty members of the schools and colleges will supervise and coordinate research

practicums for students. These faculty members may utilize the facilities of the Institute for their own research purposes. The research staff will consist of the following job classifications: Research Associate, Research Assistant, and Research Fellow.

Administratively, The director of the Institute reports to the Vice President for Academic Affairs and through him to the President. There are plans for an advisory council. In addition, there is an Institute Council which is composed of all program heads and senior members of the Institute's administrative staff. The management plan is flexible; it will change as the Institute grows and develops.

F. *Benefits to the University Community*

There have been some problems in trying to implement the objectives of the Institute. These problems include: (1) inadequate space; (2) inadequate budget; (3) hostility from established departments and programs; (4) conflicting goals; (5) inadequate planning; (6) recruitment of competent staff; (7) interpersonel tension; (8) joint appointments; and (9) limitation of the top administrators. However, I will not discuss these issues for it is my view that the benefits (and especially potential benefits) outweigh any of the problems. We will discuss only a few of the benefits of this program for the University. The following are some examples:

(1) Faculty Consultation and Teaching—We have been recruiting some very talented people who have been able to provide technical assistance in areas related to research. Junior faculty members have especially been helpful to the University in this regard. Individuals from the social science departments have come to us for assistance on such problems as: funding strategies for their research projects, critiques of research proposals, information about computer problems, and sources of data for projects. In addition, several staff members

have joint appointments. These individuals teach in a few classes. They bring into the department another or different perspective on various issues. However, there have been some objections to joint appointments, especially from senior faculty members who have tenure and power, but have not published extensively in their respective fields or have not assisted in bringing in funds for students by writing research service proposals. Also, there have been objections from the junior ranks, but this is limited primarily to older faculty members without tenure in the junior ranks. By involving these staff members in teaching courses, students are able to get additional information in course content, especially in areas closely related to applied social science and research. Also, some staff members have been able to offer new courses because of their specialized training. Moreover, staff members have been invited to give special lectures in several courses. Topics have included techniques of multivariate analysis, instrument development, trend analysis, criminal justice system, and reports on research projects.

(2) Publicity for the University—Through various techniques, we have been able to project a different image of the University with respect to its capacity to conduct large scale research-demostration service projects. There are (and have always been) very talented professors at Howard, but these talents have not been organized and packaged for presentation to private and public funding agencies. We have done this in the following ways:

a) A faculty resource file—identification of areas of specialization for faculty members. We can make referrals and also call upon them to assist the Institute.

b) Urban Research Review—a newsletter to highlight the research activities of social science faculty members

c) Get letters of support for capability statement. The most recent example was the collaboration among several departments for a capability statement for doing a research proposal on runaway children.

(3) Research Assistantships and Internships for Students—The Institute has been able to hire several students as research assistants. Besides providing these students with the financial means for sustaining themselves, we have also provided an environment so that they can get firsthand experience in conducting research, writing proposals, presenting papers, attending conferences, setting in on-site visits, etc. We have tried to employ students from the various departments such as social work, law, psychology, urban studies, and political science. Most of the research assistants have been graduate and professional students, but undergraduates are eligible. Finally, we have had one student (social work) to do a field assignment with a service project. We hope to expand our activities in this area for the coming school year. The benefits to the University should be obvious from the above described activities.

(4) Dissemination of Knowledge—The Institute has held several activities which provided the opportunity for faculty members to present papers. Our annual research workshop is the primary mechanism for this. As mentioned earlier, we have held two such workshops. Thus, we are providing publication opportunities for faculty members. In addition, we have an occasion paper series where faculty members will be given the opportunity to publish position papers on topics of importance to

black people. We plan to publish four of these each year. These publications will supplement journals and books with respect to communicating to both the general public and academic community the views of our faculty and staff in a variety of substantive areas.

(5) Stimulus for Change- Some of our programs have stimulated change in some of the traditional departments. Through the ACTION program, we have been able to get credits (in some instances) for students who do supervised volunteer work on a full-time basis in community agencies (public and private). Several departments added courses as a result of these programs. We are currently exploring ways of increasing the number of cross-listed courses.

(6) Linkage with the General Public—We have been able to develop a working relationship with several agencies. This has been done through consultation (for fees and no fees), the ACTION program, the Upward Bound Program, and the University Without Walls Program. Local community agencies are invited to participate in all of our programs. However, there is room for improvement in this area. We cannot respond to the demand from agencies and community groups for services.

IV. *Suggested Programs for Smaller Colleges*

A. *Introduction*

The Howard University's research center is somewhat comprehensive, but such a center is not suggested for all black colleges. In other words, all black colleges should engage in social research, but it is not feasible for all these colleges to operate comprehensive research centers. Moreover, there is a role that the office of institutional

development can play in terms of providing research experiences for students. This point will be discussed later in this paper.

B. *Regional Research Centers*

In advocating research and research centers at black colleges, we can identify some suggested guidelines. First, one does not need large sums of money to conduct small scale research projects. In fact, it is only wise to start on small projects which can be developed in more comprehensive research plans. Each college collects a variety of information about students and faculty members. With a little creativity, research projects can be developed based on these data. Several large research/demonstration centers need to be established at selected black colleges and universities. However, these centers should not be competitive; they should be cooperative arrangements among several colleges in a given locality which have strengths in certain substantive areas. I would suggest centers be established in the following localities with a suggested area of specialization:

- Nashville, Tennessee: A behavioral science research center with a focus on health care in urban black communities.
- Atlanta, Georgia–A social science research center specializing in education and the black community.
- Washington, D.C.–A social science research center with the following specializations: survey center, research methodology, human resource development, family and child development.
- Tuskegee, Alabama–Health care research center with focus on the rural experience and agricultural research.
- Baton Rouge, Louisiana–A research center with specialization in Afro-American culture–black humanities.

- Houston, Texas- A center which emphasizes research in housing and urban renewal.

These are just suggestions. Serious consideration should be given to the concept of cooperative research centers at selected black colleges. Through these cooperative efforts, we will be able to build on strengths rather than to compete with each other with limited resources. It can be done. However, there needs to be more refinement of the concept.

C. *Institutional Research*

As suggested earlier, it is possible to use the office of institutional research as a learning laboratory for students in the behavioral sciences. Many black colleges and universities have such an office, but they are not properly utilized. In general, black colleges should not view the office of institutional research from a narrow perspective. Students as well as faculty members should work very closely with this office in conducting small scale research projects. All black schools should have an office of institutional research. By mobilizing all the human and other resources, the institutional research office will be in a better position to identify and conduct projects which will aid in the survival of our colleges and universities. Therefore, social science faculty members at our colleges should start a dialogue with these staff members. They should work out a plan where they can complement each others efforts.

D. *Suggested Research Projects*

We should try to focus our research efforts on important issues facing the black community. One needs only a small grant for some project. Faculty members can contribute to research funds which they administer or they can ask the university administration to establish a small fund. Or, it can be a combination of faculty and administrative support.

In any event, it will be necessary to have some financial resources for projects. It can be done.

Below is a list of selected topics which can be developed into research projects. A large sum of money is not needed for any of these topics. Some suggested topics are:

(1) Education
   a) Teachers' attitudes and student achievement
   b) Teaching techniques and student achievement
   c) Career patterns of graduates of selected schools
   d) Evaluation of in-service training programs for teachers
   e) In-depth study of selected black schools
   f) Role and function of black teachers and principals: segregated system vs integrated system
   g) Tests and measurement: Progress and problems
   h) Case study of decentralization of a school district
   i) Case study of desegregation of a school district
   j) Evaluation of counseling techniques
   k) The family as an educating unit
   l) Interpersonal development and academic achievement
   m) Self-concept/awareness and academic achievement
   n) Afro-American content and achievement
   o) The black church as an educating unit
   p) Political socialization of black children
   q) Size of school (and class) and academic achievement

(2) Conceptual considerations
   a) Critical analysis of the literature on black people: Conceptual, ethical and methodological problems

b) Self-concept development
c) Cognitive development
d) Afro-American culture and life: Definition and issues (dialect-black, pattern of behavior, and family)
e) A model department of economics, political science, history, education, or psychology
f) A model black college
g) A model school of behavioral science
h) Models for studying the Afro-American experience:
    1) socio-economic themes
    2) social-cultural themes
    3) historical themes
    4) political-economic themes

E. *Course Development*

A basic problem at many small black colleges is the proliferation of course offerings. In many cases, these colleges have just copied the course offerings of prestigious white colleges and universities. Black colleges need to develop curriculum based on the reality of their experience, but with proper attention to relevant professional accreditation guidelines.

In many instances, black colleges offer too many courses given the size of the faculty. In some cases, one can find a department offering twenty courses with only three faculty members. One must question this practice. We cannot offer a quality education with this nonsense. Moreover, it is not necessary for each college to have all separate social science departments. A one or two man department is not wise. Finally, it is not necessary for each social science department to offer its own research and statistics courses. Cross-listing of courses is one mechanism for consolidating limited resources at small black colleges. This does not require a grant. It just requires some conceptualization and a

sincere desire to strengthen the educational outputs of our colleges.

Below is a listing of social research courses which could serve all of the social sciences: (four year college)

1) Introduction to Social Research
2) Social Statistics
3) Social Science Theory I & II
4) Social Evaluation
5) Advanced Statistics
6) Seminar in Social Research
7) Field Research in:
    a) Business and economics
    b) Education
    c) Social Science
    d) History
    e) Psychology
    f) Political Science
    g) Sociology

For a two-year college, I would recommend the following:

1) Introduction to Social Research
2) Social Statistics
3) Social Area Study (same as field experience)

Each college has to develop the course description, objective, design and domain for each of these suggested courses. Other issues in connection with course development in this area include: elective vs required, the teacher of these courses, the requirements, sequence of course offerings, and evaluation. Obviously, there is a need for considerable refinement of this proposal. Nonetheless, we have identified an issue which must be discussed and solved if our social science programs are to produce students who are able to compete in the best graduate schools.

V. Conclusion

In this paper, we have attempted to discuss how behavioral science research centers can serve to strengthen academic programs at the undergraduate level. My introductory comments dealt specifically with issues related to the survival of black colleges and universities. It is my view that research and research centers at black colleges can play a role in their struggle for existence in a hostile racist society. Given the social problems facing the black community, white domination of research on Blacks, the importance of analytical skills, the linkages of university resources to needs, and recruitment of faculty, it is imperative that our colleges give more attention to research and, in some cases, mechanisms for institutionalizing research efforts.

A large portion of the paper was spent on describing the Institute for Urban Affairs and Research at Howard University. While this research center has experienced many problems in trying to implement a research program, it has managed to provide some direct benefits to the University community. Among the benefits are: faculty consultation and teaching; publicity for the University relative to highlighting its capabilities; work experience and financial support for students; dissemination of knowledge; stimulus for change; and linkages with community agencies and groups.

Finally, we discussed how the office of institutional research can be used in connection with research classes. We suggested some research topics also. Some consideration was given to the importance of cross-listing research and statistics courses in the social sciences in both the smaller four year colleges and two year colleges. In general, all of the suggestions need to be refined and related specifically to a given college and its experiences.

FOOTNOTES

[1]This section is based on the following: Gary, Lawrence E., "Institutionalizing Social Research at Black Universities and Colleges," in Lawrence E. Gary, editor, Social Research in Black Communities: Priorities and Issues. (Washington, D.C., Institute for Urban Affairs and Research, Howard University, 1974), and Gary, Lawrence E., and Brown, Lee P., "Educating Blacks for the 1970's: The Role of Black Colleges," in Roosevelt Johnson, editor, Black Scholars on Higher Education (Columbus, Ohio: ECCA Publications, Inc., 1974), pp. 371-375.

[2]Bureau of Census, U.S. Department of Commerce. The Social and Economic Status of Negroes in the United States. 1970 BLS Report No. 394 (Washington, D.C.: U.S. Government Printing Office, 1971).

[3]Carnegie Commission on Higher Education. From Isolation to Mainstream. (New York: McGraw-Hill Book Co., 1971), Commission on Higher Education in the South, The Negro and Higher Education in the South. (Atlanta: Southern Regional Education Board, 1967); _____. "The Future of Black Colleges," Daedalus (Summer 1971), (the entire issue); McWorter, Gerald: "The Nature and Needs of the Black University," Negro Digest 17 (March 1968), pp. 4-13; and Turner, Darwin T., "The Black University: A Practical Approach," Negro Digest 17 (March 1968), pp. 14-20.

[4]Quoted in First Annual Report of the Institute for Urban Affairs and Research, 1972-73. (Washington, D.C. IUAR, Howard University, 1973), pp. 1 and 2.

[5]Gary, Lawrence E., Social Research in the Black Community, op. cit.

[6]IBID

[7]Miller, S.M., and Ronnie S. Ratner. "The American Resignation: The New Assault on Equality," Social Policy (May-June 1972), pp. 5-15. For a discussion on studies that question the usefulness of social programs, see Richard Herrnstein, "IQ," Atlantic Monthly (Sept. 1971), pp. 13-64: Arthur Jensen, "How Much Can We Boost IQ and Scholastic Achievement," Harvard Education Review 39 (Winter 1969), pp. 1-123; Edward C. Banfield, The Unheavenly. (Boston: Little Brown & Co., 1968), and Christopher Jencks, et al., Inequality: A Reassessment of the Effects of Family and Schooling in America. (New York: Basic Books, 1972).

[8]Gordon, Thomas. "Notes on White and Black Psychology," Journal of Social Issues, Vol. 29 (1973), pp. 87-96

[9]For a discussion of some of these tools, see Anthony J Catenese, Scientific Methods of Urban Analysis (Urbana Illinois University of Illinois Press, 1972, Alfred N. Page and Warren R Seigfried, (eds) Urban Analysis Readings in Housing and Urban Development, (Glenview, Illinois Scott, Foresman and Company, 1970), James G. March (ed) Handbook of Organization (Chicago Rand McNally and Company, 1965), H.R. Alker, Jr., K.W. Deutsch, and A H Stoetzel (eds) Mathematical Approach to Politics (San Francisco Jossey Bass, Inc Publishers, 1973) Olaf Helmer, Social Technology, (New York: Basic Books, Inc), 1966 Raymond A. Bauer, Social Indicators (Cambridge, Mass. The MIT Press 1966) Ted Robert Gurr, Politimetrics, (Englewood Cliffs, N J.: Prentice Hall, Inc , 1972)

[10]See Lawrence E Gary (ed) Social Research in the Black Community, 1974.

[11]See Lee P Brown, "Death of Police Community Relations," Occasion Paper, Vol. 1, No. 2, 1973 and Theodis Thompson, "The Politics of Pacification The Case of Consumer Participation in Community Health Organizations, ' Occasion Paper, Vol. 1, No. 2 (1974).

[12]Urban Research Review, Vol 1, No 1, (March-April 1974)

A NEW LOOK AT AN OLD SUBJECT– "READING IN THE CONTENT AREAS"

Ruby W. Martin[1]

For three years there has been a serious examination of the state of affairs of the reading programs in the traditionally black colleges and universities. This concern has been expressed in a number of ways by the Reading Interest Group established by the Southern Regional Education Board's Institute of Higher Education Opportunity; a symposium of black reading specialists at two International Reading Association Conventions; and also by Reading Specialists from the Five and Eight College Consortia who have united in their dedication to upgrade strategies for attacking the reading difficulties of black college and university students.

There is also growing concern among college teachers who realize that reading difficulties negate students' learning of content subject matter.

My efforts a year ago to discern the current critical issues in reading instruction among black teachers and students at the college level revealed a distressing situation.

One of my most relevant findings was the research by Lomax in (1963), who stated that "the most disturbing failure of the Negro colleges is the alarming number of graduates who cannot think clearly, speak properly or work effectively in the fields they are alleged to have mastered."[2]

He further stated that this problem is caused by the effects of inadequate training of some faculty and students on black campuses.[3]

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[1]Ruby Martin, "Current Issues–the Public College", Journal of Reading, Vol. 16, No. 3, December, 1972. pp. 215-219.

[2]Ibid., p. 215.

[3]Louis Lomax. "Young Negroes Aren't Ready," Saturday Evening Post, September 21, 1963, pp. 12-14.

The fact that only one half of the black students who enter college as freshmen graduate, clearly states that they have serious problems in finishing.[4]

During the past ten years, reading specialists from the Consortia schools and those that comprise the SREB Reading Interest Group have made an attempt to deal with reading difficulties by providing compensatory reading programs for college freshmen. These efforts, for the most part, have been channeled through a diagnostic survey of the reading needs of incoming freshmen and placing the students in programs geared toward correcting deficiencies in specific skills. Their findings through evaluation of their students led them to the general consensus that a major percentage of the failures of black students could be traced to a lack of reading comprehension skills.

It is also the strong feelings of these specialists that a course offering in reading which teaches reading as an interrelated language arts component with speaking and writing, and grants full college credit would be a vast improvement over the present structures in many colleges where reading is offered as a skills course for no credit. Presently, reading specialists nor students are satisfied with this arrangement.

The "now" black college student is not interested in reading as a subject, but more in how this "tool"—reading can help him to handle his problem of getting through assignments in six or seven subjects.

This situation dictates that curriculum specialists and reading specialists unite to allow cohesiveness in planning approaches to change the curriculum in such a way that it will benefit the student in light of what he needs and what he wants.

Today there is more acceptance of the point-of-view that "the principle place to provide reading instruction is in the content area classrooms as part of the regular curriculum of each subject. However, research on the communication between reading experts and classroom teachers reveals that it is no more effective than it was eight years ago." [5]

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[4]Elias Blake, Jr., "Future Leadership Roles for Predominantly Black Colleges and Universities in American Higher Education," DAEDALUS, Journal of the American Academy of Arts and Sciences, Vol. 100, No. 3, Summer, 1971, p. 747.

[5]Leonard S. Braam and James E. Walker, "Subject Teachers' Awareness of Reading Skills," Journal of Reading, May 1973, pp. 608-611.

There have been numberous studies on the teaching of reading through content areas. Typical of these studies are the descriptive–action studies by (Hull, 1952; Baker, 1952; Mills, 1957; Fridian, 1958)[6] on the integration of reading and study skills instruction with regular college courses. They reported favorable results primarily on the basis of differences between standardized reading tests and re-test results and subjective evaluation by instructors and students.[7]

One cannot consider the planning stages for evolving reading programs without identifying the role of all faculty in such planning.

"The strong support of administrators should be solicited to provide a medium which will aid the faculty in understanding the philosophical basis and organization of the program. Administrators can also serve as liason persons in order to facilitate efforts of the reading teachers in involving all facets of the college."[8]

Reading teachers should also seek information and assistance from campus development officers for securing grants to defray the costs of program operation.[9]

The role of the content area teacher is to make reading instruction an integral part of their curriculum.

The efforts of reading teachers who work with raising general reading skills are not enough. Structured application of specific skills are needed within classrooms in the various disciplines.

This can best be accomplished through an ideal cooperative reading effort between reading specialist and faculty in the content areas. This could be a "marriage" between them. This type of relationship would assume that content area teachers are competent in their subject areas; and many of the strategies they ordinarily use, when given a change of emphasis, are very appropriate for improving the student's reading achievement within the disciplines. There are other

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[6]Cited in Mary A. Keetz, "The Effect of Incorporating Reading and Study Skills Instruction in a College Academic Course," Diversity in Mature Reading: Theory and Research, Vol. I, 22nd Yearbook of the NATIONAL READING CONFERENCE. THE NATIONAL READING CONFERENCE, INC. 1973, p. 275.

[7]Ibid.

[8]Marton, p. 218

[9]Ibid.

strategies however, that the reading specialist can introduce to them, for even more effective instruction.[10] And certainly the multi-disciplinary backgrounds of reading teachers is an asset in enabling them to communicate with content area teachers.

To accomplish full utilization of this team effort the following are recommended. 1) "a resource center approach in which the reading specialist works with specified content teachers for skill development and application,"[11] 2.) ongoing open-ended inservice reading education program in which the needs of the participants are expressed and dealth with.[12]

During these sessions the on-campus reading specialist and/or visiting Reading consultants could assist content area teachers in identifying skills for teaching reading within the disciplines.

Planning sessions with departmental chairmen and selected faculty from content areas would serve as a vehicle for acceptance of proposed changes in the program.

There is a myriad of teaching strategies and materials which teachers can use to develop reading skills within their disciplines.

Underlying these strategies would be the challenge to make the curriculum more challenging and more relevant to black students.

Much research has been conducted in teaching college students to read content. There are numerous texts on the subject, and all indicate that higher level reading skills is the thrust.

The SQ3R (Survey, Question, Read, Recite, Review) Method works well for teacher and student, but only if the student is relatively free of serious reading difficulties. More serious cases should be handled with the assistance of the reading specialist. Use of the SQ3R emphasizes not only the content of the discipline but also the reading and study processes by which content is learned.

The greatest effort in developing strategies to serve the common needs of teachers of content disciplines and of reading teachers is the

[10] Harold L. Herber, "Reading in Content Areas," Journal of Reading, Vol. 13, No. 8, May, 1970. pp

[11] Institute for Services to Education, Focus on Reading A Report of the Consortia Reading Specialist, Washington, D.C., November 7-9, 1973, pp. 36-37.

[12] Ibid., p. 39-44

International Reading Association Organization of the Consortium of Professional Associations for the Study of Special teacher Improvement Programs (CONPASS), contracted through Washington's EPDA bureau.

An overview of this effort and the following articles may be found in the JOURNAL OF READING, [13] April 1973:

> CONPASS SCIENCE, Learning in several Directions by Judith N. Thelen
>
> CONPASS SOCIAL STUDIES, Suggestions for Improvement by William S. Palme
>
> CONPASS ENGLISH, A Demonstration Project by Anthony V. Manzo

The articles listed above provide a comprehensive spectrum of eclectic approaches for content area teaching at the college and university level.

Moffei [14] also presents a detailed and practical solution for reading analysis in mathematics using the PQ4R (Preview, Question, Read, Reflect, Recite, and Review) in the same edition of the Journal of Reading.

There are also several selected student guide books and study handbooks which I would recommend that you encourage your students to use. They are as follows:

1. Reading for Success in College - A student's guide to Recommended Books for college Background Reading and a Practical Handbook for Developing College Study Skills by Walter Pauk.[15]

[13] Journal of Reading, Vol. 16, No. 7, April 1973, pp. 520-545.

[14] Anthony C. Moffei, Reading Analysis in Mathematics, Journal of Reading, April 1973, pp. 546-549

[15] Walter Pauk, Reading for Success in College, Academia Press, Oshkosh, Wisconsin.

2. How to take Tests by Walter Pauk and Jason Millman.[16]

3. Six-Way Paragraphs by Walter Pauk. [17]

4. How to Study, Fifth Edition by Thomas Staton[18]

5. College Reading Skills by Lettie J. Austin, Alice W. Grant, Chloe Morrison, Joan B. Murrell, and Eleanor W. Traylor[19]

6. Improving Reading in Every Class: Abridged Edition, by Ellen L. Thomas and H. Alan Robinson

This then is a new look at teaching reading through content as a means of upgrading the reading and academic achievement of Black college students. This is a goal which can be achieved only through a full commitment and involvement of the total college or university faculty.

[16]Walter Pauk and Jason Millman, How to Take Tests, McGraw-Hill Book Company, New York, N.Y.

[17]Walter Pauk, Six-Way Paragraphs, Jamestown Publishers, Rhode Island.

[18]Staton, Thomas F. How to Study. Fifth Edition, How to Study, Montgomery, Alabama.

[19]Austin Lettie J. et. al, College Reading Skills, Alfred Knopf, Publishers, New York.

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Pauk, Walter and Jason Millman, How to Take Tests, McGraw-Hill Book Company, New York, N.Y.

Pauk, Walter, Six-Way Paragraphs. Jamestown Publishers. Providence, Rhode Island.

Staton, Thomas F. How to Study. Fifth Edition. How to Study. P.O. Box 6133, Montgomery, Alabama. 36106.

Thomas, Ellen Lamar and H. Alan Robinson. Improving Reading in Every Class. Abridged edition, Allyn and Bacon, Inc., Boston.

INNOVATIVE COMPUTER SERVICES FOR COLLEGES

Jesse C. Lewis

Some of you may have noted the title of this seminar and concluded that it would be concerned with something which you could not possibly make use of at your respective institutions. Let me assure you that this is not the case. First of all, let me briefly introduce you to the Jackson State University National Science Foundation (NSF) Educational Computing Network. For those of you who may doubt that anyone from Mississippi could bring to you anything of value, I offer the success of this network, for which I am project director, as my credentials.

The National Science Foundation, in making a grant to Jackson State University to support an Educational Computing Network, allowed the University to become one of twenty-five such networks (See Figure I). Jackson State will receive $340,400 and participating institutions will receive $101,265. Jackson State and the participating institutions will contribute $822,057 including services and equipment. Thus, the value of the project is $1,263,722.

The activities supported under this grant are part of a Foundation Program to explore the potential of computers in science education and research. The institutions listed below will participate in this project, and other institutions may participate as the program develops and additional participation seems desirable. Grants have been awarded to the following institutions to support their participation in this project; Alcorn State University, Copiah-Lincoln Junior College, East Central Junior College, Hinds Junior College, Millsaps College, Mississippi College, Mississippi Industrial College, Mississippi Valley State University, Rust College, Tougaloo College and Utica Junior College.

Figure 1 shows the location of twenty-five NSF supported networks in the United States.

Figure 2 exhibits an outline of the state of Mississippi and a diagram of the Jackson State University Network.

Figure 3 shows the Jackson State University Network, which is already at the University of Mississippi (UM), Mississippi State University (MSU), and the University of Southern Mississippi (USM). Note the number of institutions being served by the Jackson State University Network.

Figure 4 illustrates the organizational relationship of the participating institutions.

ETHNIC BACKGROUND OF INSTITUTIONS

BLACK	*WHITE*
Alcorn College	Copiah-Lincoln Jr. College
Jackson State University*	East Central Jr. College
Mississippi Industrial College	Hinds Jr. College
Mississippi Valley State University	Millsaps College
Rust College	Mississippi College
Tougaloo College	
Utica Jr. College	

*Lead Institution

The purpose of the network includes providing appropriate equipment with accompanying educational efforts, so as to allow each participating institution to become more aware of the academic implications of computers, with the ultimate goal of profoundly affecting basic curricula. The program will have a markedly positive result provided the colleges in the network find it educationally advantageous to reconstruct curriculum content so as to make it possible for students to use computers at appropriate points in the course.

The proposed network involves fifty-seven faculty members most of whom have commitments of release time from their institutions to insure efficient use and proper operation of the total of sixteen terminals accessing the Jackson State System. The profile of the faculty covers thirteen disciplines.

APPROXIMATE LOCATION OF 25 NETWORKS ESTABLISHED WITH NSF SUPPORT

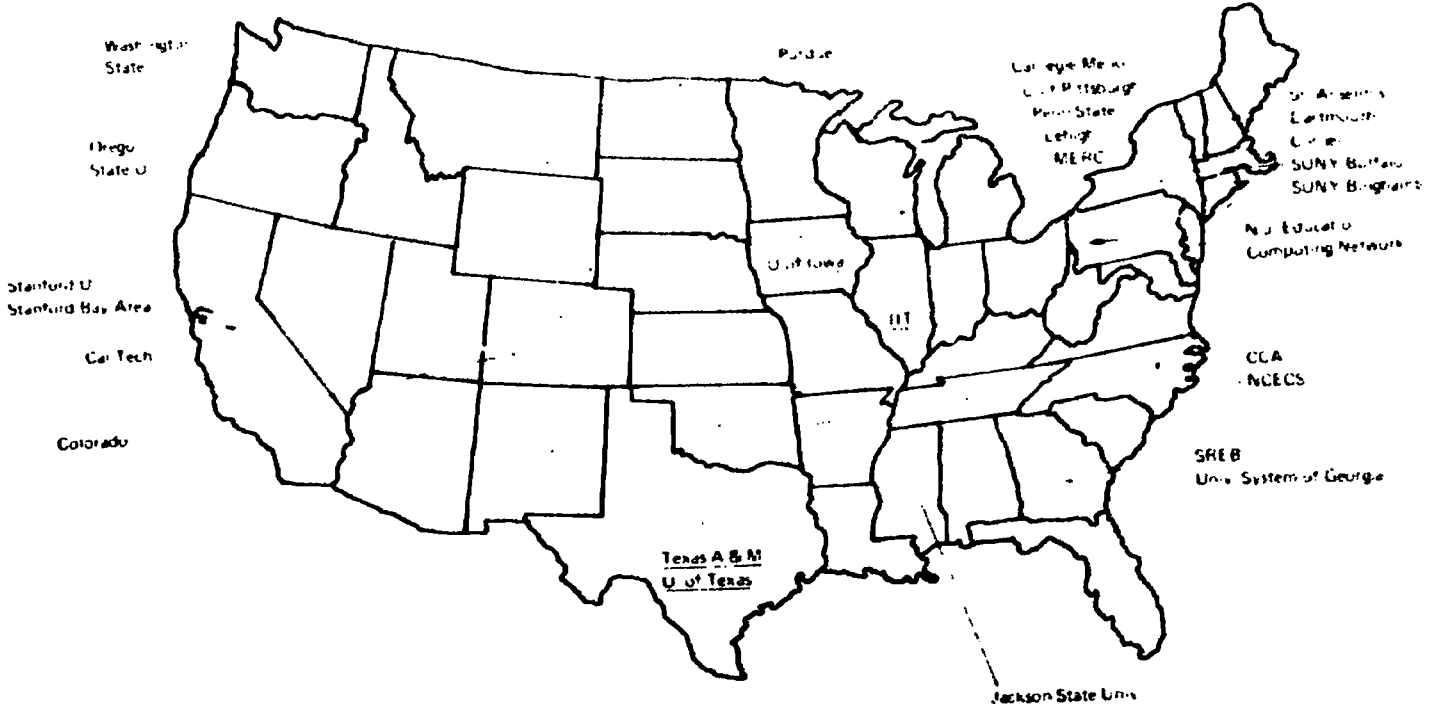


FIGURE 1

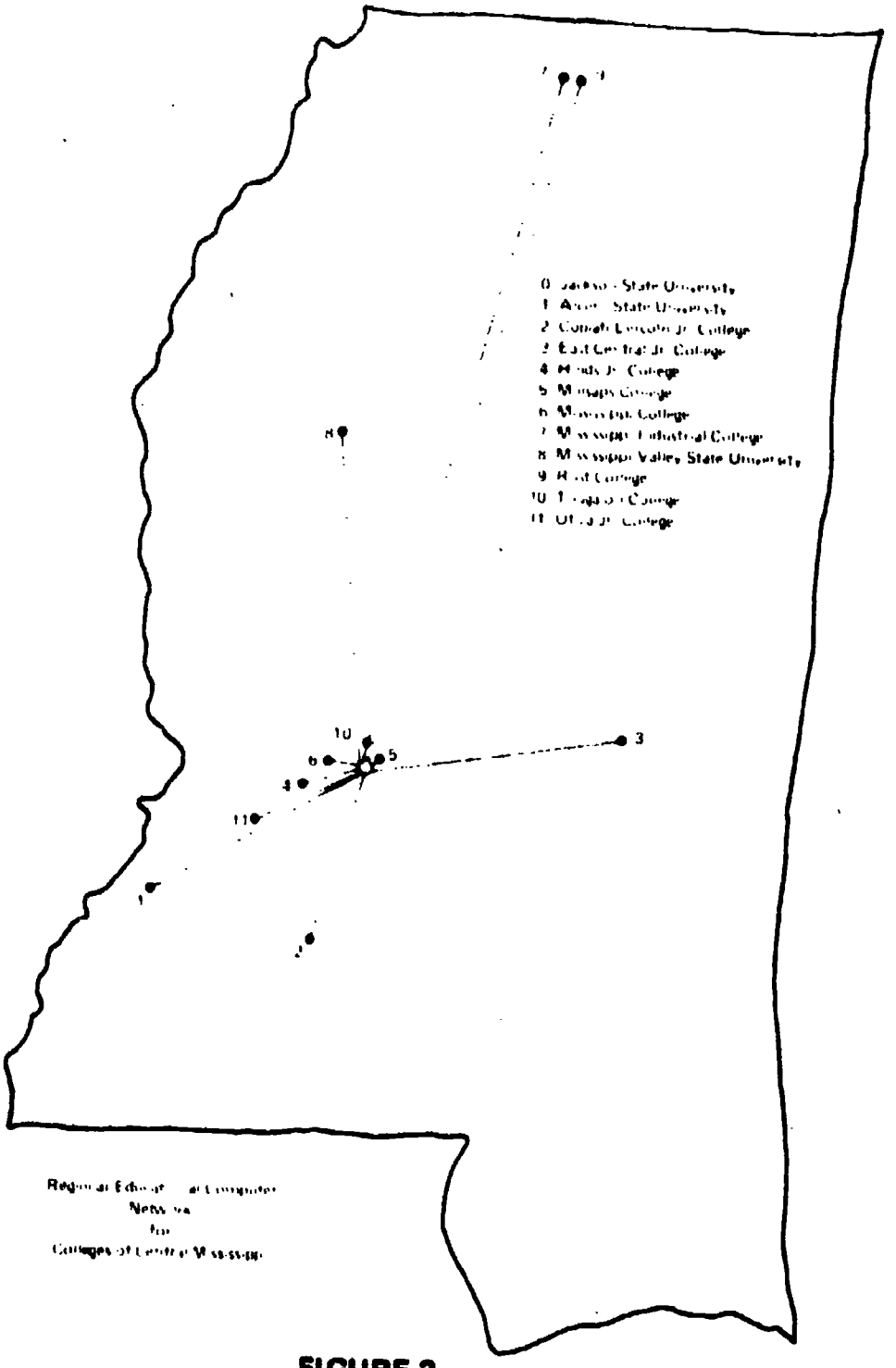
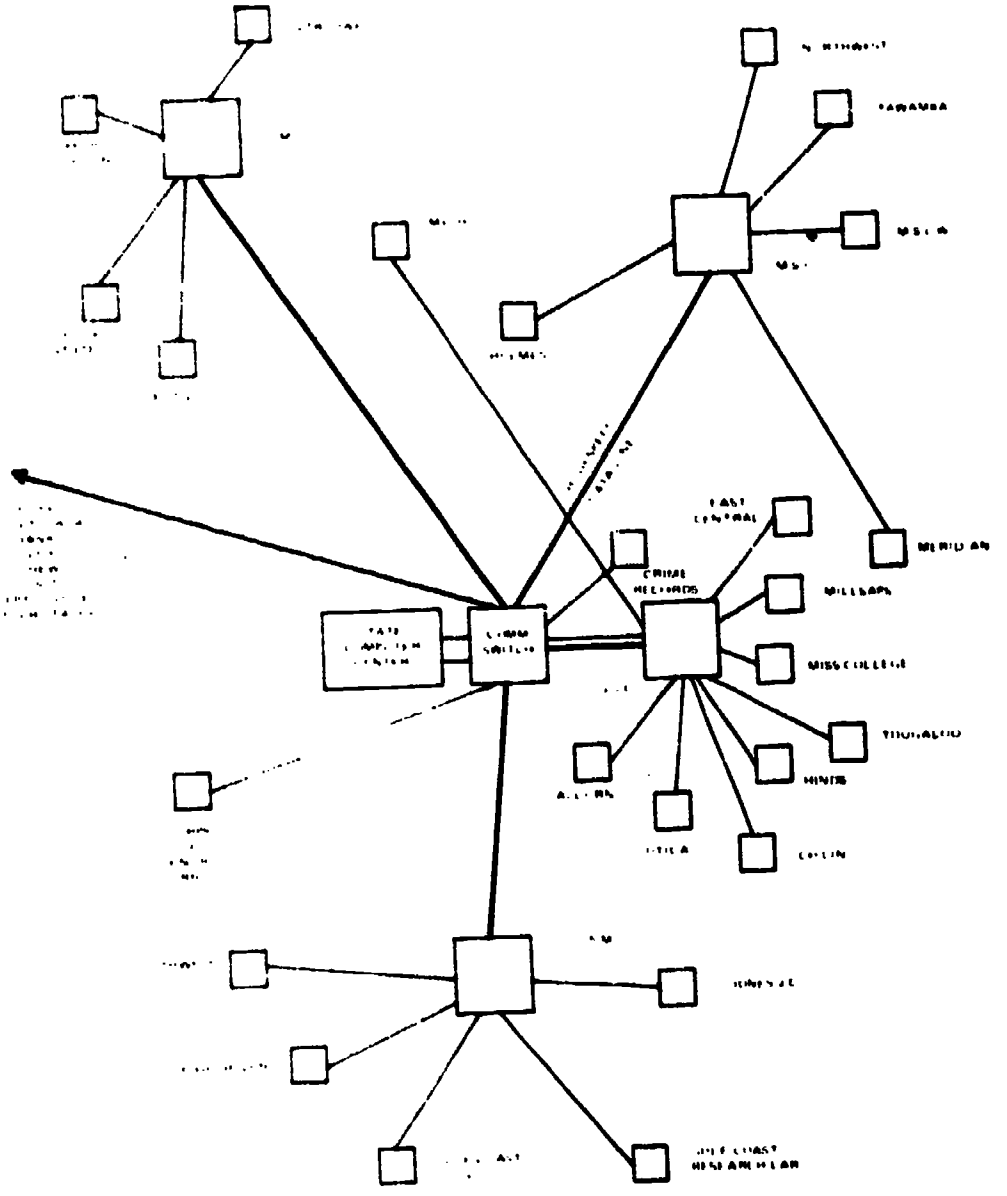


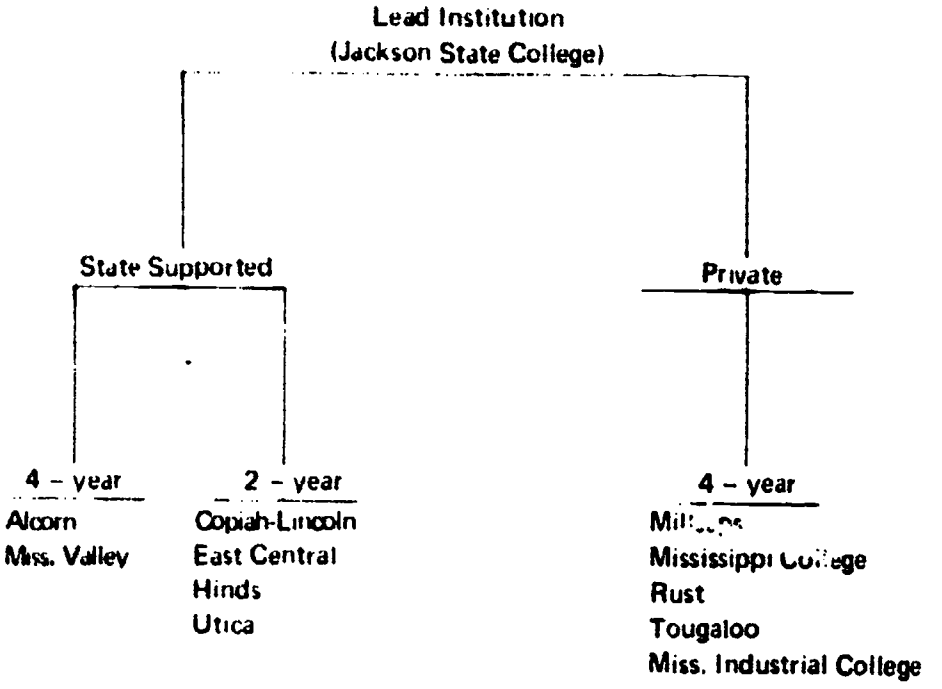
FIGURE 2



MASTER PLAN GROWTH CONCEPT

FIGURE 3

ORGANIZATIONAL RELATIONSHIP OF INSTITUTIONS



The breakdown of participating faculty by discipline association is roughly as follows:

Biology	2
Business & Accounting	7
Chemistry	6
Computing Science & Data Processing	8
History	1
Economics	5
Education	2
Engineering	2
Mathematics	13
Physical Science	2
Physics	3
Psychology	3
Social Sciences	3

NOTE: The above figures include faculty who will be participating but for whom NSF funds are not being requested.

The listings below represent a listing of the present computer hardware; most of the utilization of this equipment is for administrative uses. In the later stages of the Region III, RJE services will be available to the above systems should the institutions desire the service.

INSTITUTION	*EQUIPMENT*
Alcorn State University	IBM 1130 (16K, 2 disc)
Copiah-Lincoln Junior College	IBM 1620 (System 3)
East Central Junior College	IBM 1620 (System 3)
Hinds Junior College	IBM 1620 (System 3)
Millsaps College	IBM 1130 (Model 4)
Mississippi College	IBM 1130
Mississippi Valley State University	360/20 also use 360/40
Rust College	None
Tougaloo College	IBM 1130
Utica Junior College	None
Mississippi Industrial College	None

The terminal used by the participating institutions are the Texas Instrument Silent 700 KSR and ASR Model 733. These models utilize USASC II code, switch selectable speed of 10, 15, and 30 characters per second. The table below shows the number of terminals at each participating institution.

COLLEGE	*NO. OF TERMINALS*
Alcorn State University Lorman, Mississippi	2
Copiah-Lincoln Junior College Wesson, Mississippi	1
East Central Junior College Decatur, Mississippi	1
Hinds Junior College Raymond, Mississippi	2
Millsaps College Jackson, Mississippi	1
Mississippi College Clinton, Mississippi	2
Mississippi Valley State University Itta Bena, Mississippi	2
Rust College Holly Springs, Mississippi	0
Tougaloo College Tougaloo, Mississippi	1
Utica Junior College Utica, Mississippi	1
Jackson State University Jackson, Mississippi	7
TOTAL	20

"If I mention non-users of computers in education, it is obvious what I am going to say -- that most undergraduate students in most colleges never see a computer. And somehow we are therefore, a whole era out of date. It may only be twenty-five years. But the difference between students who have their hands on a computer and those who don't in many, many courses is the difference between the dark ages and modern life. So where does one put the blame?...

I therefore have a proposal to make. I do not know to whom I am making it but that leaves me all the freer to do so. I very strongly suggest that it has been a long time since a college or university has been accredited if it did not have a decent library. I would like to make the case that in the year 1971, a decent computing center for educational purposes is as fundamental for undergraduate instruction as a library."

(John G. Kemeny, President, Dartmouth College)*

You know that computers have already been used greatly in physics and engineering, mathematics, and other sciences. Let us now look at and discuss some non-numerical uses of computers. All of the examples we shall discuss were taken from Random Essays on Mathematics, Education and Computers, by John G. Kemeny:

1. "...control of traffic in a large city, say in Manhattan. There is an endless effort in progress to improve the flow of traffic through this congested island, but while a 10 per cent improvement is made, the number of cars increases 20 percent, and the bottlenecks get worse every year.

   How does the city try to correct the problem? They collect vast amounts of information about traffic conditions and about the causes of bottlenecks. Then they make some adjustments. For example, they make a street one-way, or

*NSF Conference on Computers in the Undergraduate Curricula, Dartmouth College, June 23, 1971

they change the length of time that a light is red, or they prohibit parking on one side of a street, etc. But after a series of changes, they must wait a month or more to evaluate the effect, before they can make further changes.

Basically, their procedure is sound. But why not do it on a high speed computer rather than use us poor drivers as guinea pigs? One can build a model of the traffic pattern of Manhattan in the memory of a high speed computer. This would contain a street map, information on traffic regulations and on lights, the rate of traffic flow, and they type of traffic encountered. It could also contain some probabilities, such as the frequency of taxis pulling out of lanes, the likelihood of a truck blocking the street, or the probability of an accident.

Then the computer could run through a typical day's traffic, including all the problems that arise, in a few minutes. In an hour it could repeat this often enough to spot the major troublespots. Then it could automatically make adjustments. It makes streets one-way, or changes lights, or bars trucks from a given street, all inside its memory. Then it spends another hour testing the new pattern. In six months, it would come up with improvements far better than anything the traffic commissioners could possibly have dreamed up and at a fraction of the cost of the present experimentation."

2. "... from the field of law. There is one task facing lawyers that is essentially routine, time-consuming, and unpleasant: The search for precedents. Therefore, it is an ideal task for a computer. Some very interesting experiments have already been run along these lines.

Suppose that a case involves the liability of a school for an accident occuring on its property after school hours. One can key the machine to search for "liability" and "accident" and "school property" and "after hours", or synonyms of these, occuring all in the same case. A well-designed program

will turn up all conceivably relevant cases, and probably many irrelevant ones. But picking out the relevant ones is a much smaller fraction of the original volume.

Actually, the bottleneck in this case is not in computer programming, but in the input devices. Once all the court cases in New York State are on tapes, the rest is fairly straight forward. But today, we are forced to type these endless volumes onto cards and transfer them to tapes -- a time consuming and very costly procedure. This problem, and many other "information retrieval" problems are waiting for the development of an efficient photoelectric scanner that will transcribe the printed page directly onto magnetic tape. We can expect such a device within the next decade."

3. "... A group at Dartmouth College was interested in whether there is any basis in baseball for the way a manager arranges his batting order. The data here is very simple. We are given a team of nine men (an ex-Brooklyn fan had selected the 1952 National League Champion Dodgers for the purpose). We informed the machine of each players' batting percentage, as well as the frequency with which he gets walks, extra base hits and home runs, and how likely he is to hit into a double-play. We then asked the machine to arrange the batters in a certain order and play through the 154 games of a regular season, computing how many runs the teams score in a typical season. We then tried other batting orders, looking for the best one."

EXISTING PROGRAMS OF THE JACKSON STATE UNIVERSITY NETWORK

MATHEMATICS

MATH/BASIC PACKAGE – Run the (BASIC) program CNT to obtain a list of the modules in this package.

PHYSICS

BD3 (BASIC)–3–Body Motions (Computes (X, Y, Z,) of three bodies under the influence of their mutual gravitational attraction.)
D2F (BASIC)–2 Dimensional Motion (Computes (X, Y,) of a mass in gravitational field with source at (0,0).)

SIMULATION

RDM (IPLI)–A random number generating function for PL/I (Note: The user must declare RDM as an entry and EX as file in his main program)

STATISTICS

STAT/BASIC PACKAGE–Run the (BASIC) program CNS to obtain a list of the modules in this package.

*JESS THIS TIME OF MORNING SHOULD RESULT IN ABOUT $100,000 INCREASE.

ENC NDX

Now as many of you as time will permit may select and run programs from the above list.**

*Test messages sent from Jackson State University to Daytona Beach, Florida to demonstrate message sending capability

**Several participants selected and experimented with programs from the Games and Mind Teasers section of the above list.

GAMES AND MIND TEASERS

BJK(BASIC)--A Blackjack Game (The Computer is the Dealer)
CRP(BASIC)-Shoot Dice with the Computer
MAZ(BASIC)- Construct a Maze of any size up to 25 x 23
RCE(BASIC)-Horse Race Simulation
TIC(BASIC)-The Game of TIC-TAC-TOE

Now we shall use a regular telephone and this portable terminal to call the computer at Jackson State University (approximately 700 miles away).

First, we will have the computer print the contents of its Common Library:

READY EDIT CL(NDX) TEXT
EDIT LIST

NDX-index of programs in the Common Library
This index gives the program name, the language in
which the program is written, and a brief description
***for each program.

** GOOD MORNING DAYTONA. IT IS MIGHTY EARLY HERE.

Programs are listed alphabetically within categories.
The categories appear in alphabetical order.

BUSINESS

Business Analysis/Basic Package - Run the (BASIC) program and to obtain a list of the modules in this package.

CHEMISTRY

ARP (BASIC)- Electrophilic Substitution; Simulated Syntheses.

ECONOMICS

ECO (BASIC—A Model of the U.S. Economy
EHK (BASIC – A Hicksian (IS = LM) Exercise
***JESS HELLO DAYTONA. IT IS TIME FOR RAISES.
EM1 (BASIC)–A Spending Multiplier Exercise
EMA (BASIC)–A Multiplier-Accelerator Exercise

GAMES AND MIND TEASERS

BJK (BASIC)–A Blackjack Game (The Computer is the Dealer)
CRP (BASIC)–Shoot Dice with the Computer
MAZ (BASIC)–Constructs a Maze of any size up to 25 x 23
NIM (BASIC)–The Game of NIM
RCE (BASIC)–Horse Race Simulation
TIC (BASIC)–The Game of TIC-TAC-TOE

The results showed definitely that batting line-ups are important. The difference between the best and worse batting order can average one run per five games -- quite enough, over a year, to make the difference between winning and losing a pennant. In this instance, the best batting order was found to be the one that was actually used in the World Series. Small differences in line-ups, the computer showed, are not nearly as significant as some managers seem to feel. The batting order has to be changed drastically before a statistically significant change in run-making power occurs.

Of course, none of this comes as a surprise to an experienced manager. However, we reached our conclusions via a computing machine -- not a particularly large one, either -- in a day's computation; it takes a manager many years of experience to acquire these bits of baseball lore. Herein lies the advantage of simulation.

In one of the recreated seasons, we kept a careful record of individual performances. Hodges hit 40 home runs; Robinson led with a batting average of .344; Campanella hit three home runs in one game and Furillo had five hits in another. In one game, all nine players hit safely; another was a one-hitter pitcher against the Dodgers. In one fabulous game, the Brooklyns scored 19 runs! In short, it was a quite typical Dodger season.

ERIC

Many of the numbers corresponded very closely to those of the 1952 season. For example, the team batted .260, as compared with .262 in reality and they hit 152 home runs on the machine, while hitting 153 in reality. Other statistics varied more -- as they would from season to season.

It is particularly interesting to note hitting streaks and slumps. Cox had a seventeen-game hitting streak. When this happens in an actual season, commentators describe the batter as being in a "hot streak". Such a streak can be accounted for by statistical fluctuations; other, longer one, such as Joe DiMaggio's famous streak, must have involved some psychological element. It is worth noting in this connection, that the longest hitting slump recorded by our computer was a six game slump by Campanella. Longer slumps, quite common in baseball, probably also involve psychological factors."

SUMMARY

The use of computers in instruction may not seem like a real possibility for some of the colleges represented at this conference. The seminar was designed to show that this is not the case.

The seminar began with a review of the Jackson State University Educational Computing Network which is funded by the National Science Foundation. The purpose of the Network is to provide appropriate equipment, with an accompanying massive educational effort, so as to allow each of the eleven participating colleges to become more aware of the academic implications of computers. The ultimate goal is to profoundly affect basic curricula. The program should have a markedly positive result provided the colleges in the Network find it necessary to reconstruct course content so as to include the use of computers at appropriate points in their courses.

This seminar included a participatory demonstration. A regular telephone and a portable computer terminal were used to contact the Jackson State University computer. The computer was asked (given a command) to list the content of its Common Library. The operation of the terminal was explained, and several participants were allowed to experiment with the terminal.

The long-range advantages of computers, that facilitate increased learning freedom in the classroom, will probably continue to increase during the next few years. This will be an outgrowth of the continuing trend in higher education toward self-paced and competency-based educational programs. Traditionally, students are generally expected to attend scheduled classes, take notes, complete short-term and long-term papers, projects, and take some form of examination. The use of computers in the learning process will, hopefully, provide alternative approaches to the learning process that will enable each student to progress at a rate commensurate with his or her own abilities and interests. Consequently, colleges and universities will find it necessary to establish software and hardware systems to meet these comprehensive student needs.

MULTICULTURAL EDUCATION: PROBLEMS PROSPECTS AND PROMISES FOR BLACK COLLEGES

Clifford V. Johnson

The hue and cry surrounding multicultural education might be considered just another tempest in the educational teapot. In this case, all we need to do is familiarize ourselves with the appropriate euphemisms, analyze the funding guidelines, submit our requests and await the flurry of dollars. If, however, we interpret what we hear as the timely call for revolution in one of society's most fundamental and staunchly conservative institutions, then a more meaningful scenario is implied. The temporal and superficial sign language of the first instance flowers in the latter with rich symbolic meaning of special importance to those who labor in the vineyards of the predominantly black colleges.

I myself am such a laborer and have over the years developed a severe case of optimism whose distinct symptom is an idealistic belief in the future of these black colleges in multicultural education. Let me first quote the definition of multicultural education that I endorse. It appeared under the title "No One Model American" and was officially adopted in 1972 by the American Association of Colleges for Teacher Education.

> Multicultural education is education which values cultural pluralism. Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that schools should merely tolerate cultural pluralism. Instead, multicultural education affirms that schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation and extension of cultural alternatives. Multicultural education recognizes cultural diversity as a fact of life in American society, and it affirms that this cultural diversity is a valuable resource that should be preserved and extended. It affirms that major educational institutions should strive to preserve and enhance cultural pluralism.[1]

In anticipation of the spectre of confusion that the term "cultural pluralism" would surely raise, the statement's intention is further amplified:

> Cultural pluralism is more than a temporary accomodation to placate racial and ethnic minorities. It is a concept that aims toward a heightened sense of being and wholeness of the entire society based on the unique strengths of each of its parts.

After quickly dispensing with the "melting pot" model of American society in favor of a richly diversified national cultural makeup, the authors suggest how the educational process at every level should respond:

> If cultural pluralism is so basic a quality of our culture, it must become an integral part of the educational process at every level. Education for cultural pluralism includes four major thrusts: (1) the teaching of values which support cultural diversity and individual uniqueness; (2) the encouragement of the qualitative expansion of existing ethnic cultures and their incorporation into the mainstream of American socioeconomic and political life; (3) the support of explorations in alternative and emerging life styles; and (4) the encouragement of multiculturalism, multilingualism, and multidialectism. While schools must insure that all students are assisted in developing their skills to function effectively in society, such a commitment should not imply or permit the denigration of cultural differences.

I submit that the black college campus is probably some of the most fertile ground in America for the implementation of a multiculturally oriented curriculum. Moreover, I am confident that, in doing so, the humanities is where the action must be; otherwise we can say a collective prayer and write their obituaries as they join Latin and other obsolescences of the technological age.

As to why black colleges, I'll come to that later; a hint is that by their very nature, whether rightly or wrongly, they have kept alive and kicking a dream of a multicultural society. Why the humanities, on the other hand, demands some preliminary explanations and a definition of terms.

The very language of the AACTE statement, I contend, puts us squarely on track. Words like "pluralism," "wholeness," "values" urge us on, but the key word is culture. I interpret culture to be a comprehensive term for the experiences of a people expressed formally or informally, from day to day, in the form of ritual, ceremony, folklore, mythology, religious belief and observance, in arts and crafts, and even in everyday speech and unconscious body language. Culture, without exception, implies a tacit hierarchy of group values, based upon an assumption about the relationship between God-Man-Nature. In other words, culture is, for those to whom it applies, both reason for existence and the means by which that existence is perpetuated.

The humanities consider the creative and imaginative works of man and are thus concerned with culture in the broadest sense. Each artifact, be it a work of music, a painting, a building, a literary work, or one in wood, stone, concrete or glass, reflects a cultural allegiance and the values of its creator (and, incidentally, one's attitude about human freedom). It is precisely here that our problems grow with lusty abandon. Humanist G. Jon Roush, in an issue of Daedalus, devoted entirely to "The Future of the Humanities," sees the humanist as primarily a teacher and subsequently caught up in the problems of education in general.

> The objective of a humanistic education is competence in the judgment of human creations, with that judgment informed by an awareness of pertinent historical contexts. It is, however, becoming increasingly difficult to achieve that objective for two reasons. First, the problem of obsolescence is impinging on the humanities in some special ways and conventional humanistic pedagogy is not designed to meet the problem. Second, it is likely that our man-made

> environment is the most significant human creation of all time, in that it has the most immediate effect on men's lives and souls, and yet the traditional humanistic education provides little guidance for anyone who would evaluate that complex, changing environment.[2]

The crisis in the humanities signals the curtain down on elitism and the successful imposition of monocultural oppression. It would be irresponsible to say that the entire traditional content of the humanities is unworthy of study. The problem as I see it had to do with selections, deletions, orderings, and commentaries which supported this elite, self-conscious class in its illusions of superiority. Nearly all educational institutions, regardless of the cultural background of their constituency, clearly reflected this unfortunate bias.

Failing to give serious examination to the pluralistic richness of the whole, the humanities took a back seat to practicality. With science and technology in the driver's seat, and fueled by Madison Avenue propaganda, we headed in all directions at once. This resulted in a state of myriad fragmentation and ultimate conflict: youth against and better than age, teenagers became hostile bums, old people a burden, present against past, blacks versus browns versus reds, city beats country, plastic outlasts and replaces wood, on and on goes the shattered litany of progress. And in all of this, who realized that the tragic import was that the locus of control was shifting slowly from ourselves?

Problems

No bulldozing rhetoric will do the job. In the same proportion that words satisfy us we must exercise vigilance with regard to talk of multicultural education. Abstraction is a hallmark of the academic world, which is perhaps as it should be. The life of the mind is as important as that of the spirit and body. But the pitfall is in dissociating thought from action, processes which require a relationship as integral as breath and life.

A key problem to be resolved pertains to what I call "reflex compartmentality." An instance of this reflex happened in the last decade. The shrill demands and active muscle-flexing by students jarred

us from our lethargic and ritualistic observance of time-honored educational customs. We may not have fully comprehended the substance of their complaint, but we presently witness the impact of its transforming energy rippling through every corner of society, if not the planet.

"Reflex compartmentality" caused us to mis-read the hulabaloo as a mere insistence that new rooms be added to the old homestead. Creation of a space for black, ethnic and women's studies in the monocultural club solved the problem on paper, but education, a perfect reflection of the society, remains, in actuality, a house divided against itself. The unresolved conflict endures. How, one may ask, can unity be fostered while simultaneously preserving and fostering cultural diversity? In closing the door on the matter we may have shut out the regenerative energies most needed.

In order to concentrate the energy needed to achieve direct results, isolationist thinking was imperative during the "activist" phase of the students' push for more black identity. But the next phase of responsibility is upon us: students now look to us for guidance as they seek answers to such questions as, "Who am I?" and "Why am I here?" Answers of the "black and beautiful" variety strike as sour a note as the "white and right" pronouncement of old. The questions are phrased in planetary terms, and we cannot pre-package the answers in the language of syllabi.

I see the need for college administrators and their faculties to come together with students and look long and hard at where we sit, in relationship to a society in the throes of significant change (part of the solution, or part of the problem?). Faculty seminars in which articulate students, community representatives, and businessmen share thoughts could be a first step. Administrators, too, would share their special perspective and enter into dialogue with the others. The ultimate aim of this activity is to elucidate, as clearly as possible, from as many viewpoints as practical, the imperatives facing all educators today. Multicultural education, not as a given, but as a problem area, must be high on all educational agendas. It will require considerable effort to convert the sweet talk into meaningful terms. Philosophical stumbling blocks abound in the AACTE definition. Such concepts as "being," or "wholeness" are not simple notions, and do we all really agree that those "unique strengths of each of the parts" actually exist?

Bernier and Davis, writing in the Journal of Teacher Education, issue a stern warning, which I consider a good transition to the prospects for implementation of multicultural education in black colleges.

> Multicultural education cannot be grafted onto existing programs. It requires change in the value assumptions and the perceptual worlds of educators, and changes in institutional structures as well....It will require more than mere tinkering....to utilize that reality creatively in a multicultural educational system.
>
> Part of the restructuring task will involve remaining alert to what multicultural education does not mean, for it is a complex term and one which could be perverted into yet another dominant cultural oppression. First, it does not refer to mere cultural maintenance, mere transfusions to keep cultures statically surviving in their present form. Second, it is not a reactionary attempt to support a nostalgic, past-oriented ethnic pluralism. Multicultural education is future-oriented and views culture as vital, changing patterns growing out of a core of norms and assumptions in constant contact with changing realities.
>
> Finally, multicultural education does not seek to trap individuals in cultural enclaves. A genuinely multicultural environment reflects the diversity of American life, not one or a few cultural perspectives, whether dominant or minority. If properly implemented, multicultural education not only can assist individuals in understanding and developing their cultural heritage and/or affinity, but also can provide the community with understandings and empathy needed to transcend cultural and ideological boundaries and assist one another in the struggle to improve their lives.[3]

Prospects

The model humanities curriculum I shall describe varies only slightly from one recently implemented in a number of black colleges.[4]

For purposes of this presentation, no specific works are mentioned. Each institution has its own distinct mission and personality and should therefore determine content as it best suits those characteristics.

Introduction to the Humanities
(A multicultural curriculum model)

Broad objectives: To assist students to creatively and imaginatively explore their identity as individuals who are distinct from and simultaneously one with a social order and time-continuum. This will be accomplished by actively involving them in: (1) subjective and objective encounters with the broadest possible variety of the pertinent musical, dramatic, literary and plastic arts; (2) practical studio workshops and life situations in which they will be free to explore and evaluate creative channels in themselves and in others.

General Activities and Themes

I. Sense perception exercises
Classroom explorations – objects, artifacts, plastic materials, music, sound effects, personal space, and perceptions of symmetry and asymmetry.

Outside exploration – neighborhoods, buildings, accents, dialects, parks institutions, communications media.

II. Mythology and Folklore
Dramatic improvisations, oral interpretation, field study, and library research into the traditional significance and uses of mythology and folklore.

A. The cultural and Religious Hero-god
B. Examination of ritual and symbol in traditional societies

III. Humane Traditions – Religion and the "occult"

A. Mystery Schools in Africa, Asia, and Pre-Columbian America, and formal mass religious movements
B. Humane values in contemporary institutions

IV. Culminating Activity
Presentation of individual and group projects in a communal celebration (Rite of Passage)

Multicultural implications of the model curriculum:

Current educational practice assumes a homogeneous mainstream into which youngsters should be led. On this journey, our young voyagers are likely to encounter, however, only the most scattered influences of minority cultures. Tests based on mythical norms--which are actually not good mythology because they pretend to be scientific are the ultimate indicator of intelligence and determine whether or not the youngster is on a course leading to success in life; and the fate of those who fail is best described in this quote also from Bernier and Davis.

> Students who for one reason or another fail to meet the standard -- whether because of different interests, different abilities, or different cultural values -- are labeled deficient, in ability and/or motivation, and the school sets out to compensate for the deficiency.
>
> Compensatory education is a negative and rigid philosophy, defining students in terms of their deficiencies -- their deviations from the white, middle-class norm -- in skills, attitudes, and behavior. Positive cultural experiences which may in fact be richer and more diverse than that model are at best ignored, at worst labeled inferior.[5]

I submit that education for life in a multicultural society should first cultivate in the individual a minimal and enlightened self-awareness, if not egocentrism. Until now, by only offering youngsters fragmentary descriptions of that which actually exists in the world as unity, school curricula have promulgated the same kind of distortion in the perception of self. Students have paid a costly price for this but, as we see, not quite so costly as when they refused to buy it. The

curriculum model I have described strives to create a controlled environment in which the students may understand how their separate experiences create, in the final analysis, a self that is both unity and continuum. Without acknowledging the presence of this plurality in the self and its interactions with society, no student can really accept the interaction of a pluralistic society with the self. And in my experience, definitions of self that are externally prescribed are usually more about slavery than liberation.

This course would include content material, custom-tailored to suit the students for whom it is intended and the precise locale of the college. As an introductory course, it would seek to establish a broad and deeply rooted basis for further learning. Close examination of the fabric of such a course should reveal threads of what we presently recognize as English, social science, philosophy, health science, art and music appreciation, even economics; but here, fundamental to this concept, is the notion of interrelatedness of human concerns. The isolated study of separate aspects can only be justified in terms of their relationship to and utility for the ultimate educational task, which is humanization.

To implement this kind of course is obviously no mean task. It requires many hands, heads, and hearts. It calls upon faculty to think carefully through the issues, uncover unorthodox skills and talents, and come together in an unprecedented way. It is a challenge of consolidation rather than multiplication. Hearts must be in it for the effort to succeed. If I've learned anything about education, it's that teaching is truly a labor of love, and love is about union.

Beyond this introductory course students would diversify their programs according to their major and minor interests. Indeed, during the freshman year, students, who know precisely what they are about, should find their total program enhanced through the inclusion of this model course. To the degree that it is possible, upper level courses should be reviewed carefully for exciting and fruitful marriage prospects among them. But such unions should respect, above all, humane concerns as a common interest. Such course innovations would be problem-centered and encourage full utilization of the human material resources of the community. Problems would accordingly shift, depending upon changing student interests.

The examples I will list are from the Interdisciplinary Program of the Thirteen College Curriculum Program.[6] They are admittedly identifiable topics, but their significance in light of previous comments should be immediately apparent.

The five problems are:

1. Man and His Environment
2. Urban Problems
3. Culture and Human Values
4. World Politics and Socioeconomic Systems
5. Psychic Phenomena in Human Experience

Listed under each problem are suggested discipline combinations and topics.

I. Man and His Environment

desired disciplines

a) computer science
b) biology
c) chemistry
d) engineering/technology/geology
e) social/political science

suggested topics

1. cultural and physical ecology
2. energy crises–depletion of natural resources
3. pollution (water, air, land, noise)
4. nutrition–food supply and delivery
5. mechanization–impact of material and economic aspect of life
6. birth control and population
7. population control (management)
8. prolongation of life
   a) conquering disease
   b) protection from the elements
9. expanded environment (outer space)
10. future implications

II. Urban Problems

desired disciplines:

a) political science
b) sociology
c) mathematics
d) urbanology

suggested topics:

1. transportation
2. law enforcement
3. architecture
4. urban planning
5. health services
6. educational systems
7. financial base
8. socio-political units of urban areas
9. relationship of suburbanism to urban decay
10. city vs. county government
11. federal responsibility
12. housing
13. recreation
14. future implications of all problems/topics

III. Cultural and Human Values

desired disciplines:

a) art
b) humanities
c) philosophy
d) anthropology
e) music
f) science-biology

suggested topics

1. impact of technology on value change
2. relationship of philosophy of life to cultural systems
3. bioethics
4. technology and music survival
5. impact of technology on culture
6. how culture and human values are displayed in music, art, drama, and literature
7. impact of women's movement on treatment of the sexes

IV. World Politics and Socioeconomic Systems

desired disciplines:

a) political science
b) business
c) sociology
d) economics
e) world history

suggested topics:

1. impact of multi-national companies
2. organized system of money exchange
3. trade arrangements
4. military aide
5. concept of global conflicts
6. developed vs. underdeveloped countries
7. cultural aspects of political ends

V. Psychic Phenomenon in Human Experience

desired disciplines:

a) psychology
b) science
c) philosophy and religion
d) humanities

suggested topics

1. boundary of objectivity
2. process of thought
3. phenomenon beyond physical considerations
4. conscious vs. unconscious
5. Gestaltism
6. occultism
7. transcendentalism
8. extra sensory perception
9. physic energy
10. future implications

Promises:

I, nor anyone else, can make rosy pronouncements about what the total outcome of this kind of liberating education would be. We know for sure that its implications transcend superficial bureaucratic talk; it is the moral and truly educational aspects of our institutional missions that we seek to enhance. In the process of self-examination, we are likely to find a wealth of skills for teaching the so-called uneducable, and an infinite capacity to persist and adjust.

CAP, in particular, and ISE in general can identify persons who, through working with black colleges over the years, have become highly qualified to initiate the short and long term workshops which will assist faculty and administrators to clarify objectives, discover inherent potential in themselves, and frame pertinent alternatives in which these will be of maximum use. Any program for the enhancement of the identity of those around us requires for sure a new methodology.

The procedures outlined in this paper would provide a sound beginning for broad institutional revision. General education requirements are presently a source of great irritation to administrators. As courses become more student-oriented, the way would open for alternative degree offerings. Self-instructional packets, modules, varying time frameworks for a given course, all these innovations derive from a more diversified approach to distinct individual personalities. Multicultural education, in this context, also dictates that we must respect

pluralism of age groups, socio economic conditions and life styles within the community. We can no longer view only the young as educable or teachers as knowledgable. Art festivals and other community based activities are certain to create a new impetus in the local area, while cooperative endeavors such as student and faculty exchanges between schools and daring new educational conceptions fit naturally into the scheme of things, and black colleges would blossom in a new burst of intellectual life so necessary to their survival.

The work of Langston Hughes is for me the most exquisite expression of the ideas I have tried to convey in this paper. Because Langston succeeded artistically in conveying the paradox of the unity in diversity I will close with a poem of his which contains all the wisdom we need to guide us.

Dream of Freedom
by
Langston Hughes

There is a dream in the land
With its back against the wall,
By muddled names and strange
Sometimes the dream is called.

There are those who claim
This dream for theirs alone–
A sin for which, we know
They must atone.

Unless snared in common
Like sunlight and like air,
The dream will die for lack
Of substance anywhere.

The dream knows no frontier or tongue,
The dream no class or race.
The dream cannot be kept secure
In any one locked place.

This dream today embattled,
With its back against the wall–
To save the dream for one
It must be saved for all.

FOOTNOTES

[1]Journal of Teacher Education, Volume XXIV, No. 4 (Winter 1973), pp. 264-65. The Multicultural Statement, "No One Model American," a product of the Commission on Multicultural Education, was adopted officially in November 1972 by the AACTE Board of Directors as a guide for addressing the issue of multicultural education.

[2]Roush, G. Jon, "What Will Become of the Past," Daedalus, Volume 98, No. 3 (Summer 1969), p. 641. This issue of Daedalus is entirely devoted to "The Future of the Humanities" and is of special value to anyone who wants a comprehensive view of the present crisis.

[3]Bernier, Normand R. and Davis, Richard H. "Synergy: A Model for Implementing Multicultural Education," Journal of Teacher Education, op. cit., p. 269.

[4]The Thirteen College Consortium program Humanities course known as Man and His Creative Awareness. Descriptions of activities developed by program teachers may be found in abundance in Humanities Catalog I: Starting Points for Teaching and Learning, edited by Johnson, C., et al (1973), published by Institute for Services to Education, Inc., Washington, D.C.

[5]Bernier, N.R. and Davis, R.H. Ibid., p. 268.

[6]The development of an interdisciplinary studies program is a direct outgrowth of the Thirteen College Curriculum Program concept and involves the same schools. The ID program is in its second year. Inquiries should be addressed to Institute for Services to Education, Washington, D.C., c/o ID Program Associate.

PART IV

CURRICULUM DOCUMENT PREPARATION

SUMMARY OF THE DOCUMENTS PREPARED AT THE 1974 DAYTONA BEACH WORKSHOP BY TWENTY INDIVIDUAL COLLEGE TEAMS

During the 1974 Daytona Beach Workshop, a segment of the time was devoted to the preparation of curriculum documents. These documents reflect the deep thoughts and ideas of the curriculum teams who represented the consortial colleges. Within the scheduled seminar sessions, each of the college teams shared its documents with other team members that were assigned to a particular group session.

The purposes of these curriculum documents were:

To compile some of the basic ideas and thoughts that were generated at the various departmental and general faculty meetings of the consortial colleges, prior to the conference.

To develop an awareness in the participants in order to assess the diverse needs for curriculum innovations and improvements in colleges and universities with a black heritage.

To create an environment conducive to a scholarly interaction which will stimulate and enhance the participants in their efforts to initiate changes and improvements in curriculum at their individual institutions.

The "CAP" staff hopes that the ideas, represented in these documents, will arouse and motivate the entire college community to review and re-evaluate their entire curriculum at their respective institutions. It is the utmost desire of CAP that the curriculum teams will continue to assess the curriculum in order to meet the diverse needs of its clientele. Further, the summaries of these documents might be useful to other colleges and universities that are now members of this particular consortium.

The names of these colleges have been omitted deliberately and letters (alphabets) have been substituted as labels. Following are the curriculum document abstracts which represent twenty of the twenty-five colleges and universities in the 1973 - 1974 consortium.

COLLEGE AA

Title of Document: Curriculum Reform at College AA

Summary of Document: We recognize, as our primary concern, a student body trapped in a shell of disadvantageous treatments by an educational and social system, and we accept as our responsibility the need to lead students from the reality level of their entrapment to the point of free competitive operation in the economic mainstream of society. To do this, College AA must break with encumbering tradition no matter how supportive and comforting it may be. The program (curriculum) must be pragmatic the results readily measurable, the errors quickly remediable and the attainments augmentable.

To this end, we have proceeded to develop a program at College AA which seeks to implement our overall aim in specific ways.

Recognizing the "reality-level" of our students upon entering, our "open door" policy provides for freshmen to enroll in 15 student credit hours of communication skills during the first semester. Further, that an additional 15 hours of communication skills will be experienced during the three subsequent years at the college. The remainder of our career-oriented program covers fifty hours of main sources which provide the foundation for the students' chosen career option, and an additional thirty-five hours of supportive courses, those which will assist in rounding out the student capabilities in his chosen career.

Ten hours of what we call "application" gives the student an opportunity to spend some time "in the field" getting experience in the operations and problems connected with his career.

At the end of the period of the student's preparation period, the student is required to plan and write a "paper" in which he is required to incorporate what he has learned. This paper is then read and evaluated by a group of instructors in terms of its content, organization, and the student's level of ability to communicate.

COLLEGE BB

Title of Document: A Proposed Program in General Education

Summary of Document A task force on General Education was appointed to study the general education program in order to concretize a plan of action which will enhance the total program at College BB. As a result of deliberations, in numerous sessions held during a Post Year Faculty Staff Workshop, the following proposed program evolved.

That the current general education core approach be retained, with innovations in course organization and requirements being made as deemed necessary, and that freshmen and transfer students be allowed a choice of advanced standing on the basis of the quality of entrance credentials or on the basis of Advanced Placement tests of the College Entrance Examination Board, the CLEP, or departmental instruments of evaluation of fitness for advanced standing.

That instead of allotting twelve required general education hours in the Humanities on the sophomore level among specific courses as is at present, we allow students to choose twelve hours from among a list of courses to be prepared by the Humanities Division faculty. Students would be required to distribute these twelve hours among three areas within the Division as determined by the Division faculty.

Sample

Area I: Religion and Philosophy (3 hours)

Courses: Introduction to Philosophy and Religion (1 semester)
Philosophy of Religion
World Religions
Introduction to the Old Testament
Introduction to the New Testament
Contemporary Problems in Philosophy and Religion

Area II Humanities (6 hours)

Courses: Man and His Creative Awareness
Afro-American Arts and Cultural Heritage

Area III: Literature and the Arts (3 hours)

Courses: Introduction to the Visual Arts
American-Afro-American Art
Creative Writing
Journalism
Contemporary Poetry
Contemporary Fiction
Modern Drama
Afro-American Literature
Survey of English Literature (either semester)
Survey of American Literature (either semester)
Speech and Forensics (Public Speaking)
Afro-French Literature in Translation
Music Appreciation

It was also noted that the three areas would remain as defined but that individual courses might be added or deleted as circumstances require.

Other recommendations included:

- That six additional hours in the social sciences be allotted in the general education program and that the specific courses to be allowed as meeting this requirement be determined by the Social Sciences Division faculty.

It was noted that the group was interested in providing some flexibility in requirements while at the same time meeting the need for basic instruction which so many of our students have. It was pointed out that the retention of the core was not to be interpreted as a sign of rigidity since each core area has some flexibility built in to cope with different levels of student potential and, to some extent, with different student interests. The mathematics core consist of courses at different levels; the social

science core may consist either of Man in Society or World Civilization, the science core may consist of biology or chemistry or general science; and the communications core allows for sectioning at different levels with the use of different materials in different sections.

That the creation of courses that cut across all divisional lines be considered for elective requirements in general education.

That the study of approaches to the general education curricula be continued.

That more departments consider requiring their students to take a course in advanced composition. It was also suggested in this connection that the entire faculty should be reminded that communication skills are everybody's business and that it is necessary to reinforce the development of good communication skills by insisting upon them in all classes.

That a follow-up evaluation of a student's writing ability be made at the close of the sophomore year by the administration of a writing sample examination to all students and that arrangements be made to provide further instruction as necessary to those students found to be deficient at that point.

That students who can be expected to have the most difficulty in meeting academic standards, especially those in the "Special Studies" Program, be allowed to take courses in which they can experience some success early in their college careers and postpone required courses which may be more difficult until a bit later.

SUMMARY OF RECOMMENDATIONS FOR HOURS IN GENERAL EDUCATION AND THEIR DISTRIBUTION

It is recommended that the general education requirement be 46 hours to be distributed as follows:

four hours to be allotted to four semesters of Physical Education, as is not how the case;

twenty four hours to be allotted to core courses as at present with any innovations in course organization and requirements deemed necessary. These 24 hours to be divided as follows: 6 in the communications core, 6 in the social science core, 6 in the mathematics core, and 6 in the science core;

twelve hours to be allotted to courses in the Humanities Division within the three specified areas: 3 hours in Religion and Philosophy, 3 hours in Literature and the Arts, 6 hours in Humanities;

six hours to be allotted to additional courses in the social sciences, to be determined by the Social Science Division faculty.

COLLEGE CC

Title of Document: The Development of a Program in Communication Arts

Summary of Document: The focus of this report is on the procedures associated with the development of a viable program in Communication Arts that will help prepare students to take advantage of new opportunities for employment in the field of communications. A cross-section of faculty and students representing the five major areas of the program collaborated to assess needs, identify major objectives and develop a proposal that would provide an interdisciplinary program in the liberal/communication arts.

The cooperating team developed a proposal which encompasses the following major areas: 1) the provision of courses in language, speech and drama, literature, composition and mass media; in an interdisciplinary approach, 2) the impact on the attitudes, understandings and knowledge of students in order to prepare them for careers in radio, television, journalism and other related industries, 3) the consideration of course work that extends beyond the theoretical approach and includes practical application which involves hands – on experi-

ences during designated semesters of internship, 4) the offering of approximately 30 hours of elective courses to students from among the five major areas included in the program.

The team of students and faculty realize the need for resource personnel that will continually intereact among themselves and with others in order to determine the strengths and weaknesses of the program on a continuous basis.

COLLEGE DD

Title of Document: Curriculum Revision: A Plan for Implementation

Summary of Document: In 1972, College DD, in collaboration with consultants from TACTICS, drew up an academic master plan which purported to meet the challenges and opportunities which faced College.

The tone of the document was set by statements made by the President of the College wherein he indicated that the direction, in which the institution was to move, would be dictated by a revamped mission of the College which would better serve the population of the predominantly Black inner-city community where it is located.

The College, at this time, is presently in a period of transitition in moving from a primarily teacher education institution to one which offers a broad range of liberal arts and science offerings which embody some of the newer innovations and techniques which caused a revaluation in teacher education throughout the nation.

The mission of the College, as envisioned by the President, was as follows:

> To develop curriculums and interdisciplinary programs in the areas of Science, Mathematics, English, Art, Music, Philosophy, etc.
>
> To re examine the general education courses presently required for all baccalaureate degree-seeking students.
>
> To strengthen compensatory programs to provide for a new

- student constituency in consideration of the open admissions policy of the school.

- To increase the involvement of the College in the growth and development of the inner-city community.

The report indicated that the College needed to closely examine the potential and validity of several academic programs which would enable the school to achieve its mission. These areas were:

1. Teacher Education
2. Urban Education
3. Criminal Justice
4. Management Science
5. Continuing Education
6. Urban Affairs
7. Technology-assisted Education
8. Natural Science
9. Health-related Administrative Services

COLLEGE EE

Title of Document: A Proposal for a Basic Skills Program

Summary of Document: Even though College EE has a Freshman Program that was designed to meet the special needs of disadvantaged students, it has been found by the performance of students in the freshman year that this program is inadequate in terms of effectively dealing with student deficiencies in reading, writing, mathematics and

conceptual thinking. Accordingly, this committee has sought to develop a supportive Basic Skills Program to meet the needs of students entering the school whose basic skills master does not enable them to do college level work. The program will also seek to identify students in upper level courses whose basic skills are inadequate to do the quality of work desired and offer a means by which these skills can be improved on an individual basis. Thus, it is intended that the Basic Skills Program will be developed and set up to support and to serve the Freshman Program, the general education program, and the major curricula programs of the College.

An essential component of the program will be a counseling system that will focus on identifying basic skills deficiencies by testing and evaluation; and on providing frequent, highly personalized academic counseling to help students to develop the study skills and attitudes necessary for them, as individuals, to work successfully on the college level. Hopefully, this program will help to increase students' confidence in themselves and motivate them to evaluate their own needs with the aid of advisors.

The program's structure will emphasize flexible, highly individualized instruction in laboratory skills, in reading skills, in writing skills, and in fundamental mathematics skills. Students will be admitted to the laboratories on the basis of placement testing and evaluation or by faculty referral. A form of competency based instruction is recommended to allow voluntary entrance and exit to the laboratories as well as mandatory placement.

College EE is committed to serving the needs of its students. it is becoming increasingly evident in this early state of the school's curriculum development that the care of these needs must begin in the beginning with a strong Basic Skills Program based on identification and improvement of deficiencies of students as individuals.

COLLEGE FF

Title of Document: Curriculum Reform at College FF

Summary of Document: On March 21, 1974, a statement of Purposes of the College was agreed upon. This statement was the result of input from the College's FF Community, alumni, students, faculty, administrators, and Trustee members. The Philosophy, expressed the purpose, permeates all the academic objectives and is weighed rigorously in all

aspects pertaining to the College's programs. As a result of the development of College Mission statement, all disciplines are undergoing academic evaluation to equate the degree to which the College objectives are coterminous with all academic programs and to determine how germane current course cognitive materials are to the most recent trends and future needs.

The College has established firmer ties with neighboring institutions in an effort to provide greater cognitive options for our students without increasing the faculty.

The College continues to subscribe to the belief that any institution of higher learning which includes relevant academic programs and cogitative and affective programs which meet the needs of students will continue to overcome- and remain viable.

The college has enjoyed the relationship it has developed with the Cooperative Academic Planning Organization and wishes to express its thanks.

COLLEGE GG

Title of Document: Curriculum Development and Design

Summary of Document: The rationale for determining the direction of curriculum change and improvement at College GG was developed through a careful study of the mission of the college, its goals and objectives, and the educational experiences provided to attain them. As a result of this and other studies, the following state statement of purpose was derived:

"The purpose of College GG shall be provide adequate opportunity, in the context of the Judeo-Christian ethic, and within the limits of its published programs, for the maximum development of all its students."

Communication and discussion among the various populations of the college and the community, and input from various professional organizations suggested the development of the following goals and objectives toward which to work in implementing curriculum change and improvement:

1. To convert the present Teacher Education Program from a traditional model to a competency-based model.

2. To streamline the requirements in General Education.

3. To provide for facility of transfer from the Eight College Curriculum to the Regular Curriculum.

4. To strengthen present major offerings and add new programs.

To facilitate the attainment of these goals, a list of thirteen strategies was devised, along with a schedule or time table for meeting each. Among the goals attained during the past year were the following: 1) Commitment of the administrative officials to the Competency-Based effort, 2) involvement of the total faculty in Workshop and Special Commitee assignment, 3) involvement of public school personnel, outside consultants, and community personnel in the Competency-Based effort, 4) the development of competencies for teachers and for those preparing for other occupations across disciplines, 5) design and implementation of a numbering system for modules prepared by various teachers across disciplines, 6) preparation of a professional bulletin containing titles of holdings on Competency-Based materials for professionals, 7) reorganization and revitalization of the Learning Skills Center and the Curriculum Laboratory, 8) conversion of six courses to "competency-based" formats, 9) use of tele-lecture as instructional base, 10) provision for credit for remedial courses, 11) addition of Survey Course in Special Education, 12) initiating Student-Self Enrichment Program, 13) addition of independent courses and topical seminars, 14) addition of Pre-Professional Health Courses, 15) change from Behavioral Science major to Sociology major, and 16) development of modules in Business and Social Science, Education, and General Science.

Under the leadership of the Dean of Academic Affairs, it is our intent to continue to pursue our goals to greater fruition during the coming year.

COLLEGE HH

Title of Document: Curriculum Revision: A Plan for Implementation

Summary of Document: College HH is committed to the implementation of its philosophy and objectives, being cognizant of our changing society, the educational needs of the students we serve, and future academic projections. Toward this end, three innovative programs are proposed for further development and implementation -- Communication Arts, Ethnic Heritage Studies, and Music-Business Administration.

The Communication Arts program, under the auspices of the Department of English, will initiated during the academic year, 1974-75. At the end of five years, it will become an autonomous major program. Fourteen new courses will be added to nineteen courses already offered by the department. These offerings span four major areas: communications, journalism, speech, and drama. Five courses are required of the major: Speech 131 and 132, Journalism 231, Drama 232, and Communications 430. To complete a major, the student may elect 24 credit hours from any of the four areas. The student may also elect to take related courses in other departments.

The Ethnic Heritage Studies Program proposes the development of a series of interdisciplinary, multi-media educational modules. These modules would be used to supplement curricula of colleges and secondary schools within the disciplines of history, economics, art, music, sociology, and language arts. The projected modules will emphasize the differing and unique contributions of Afro-Americans, American Indians (Cherokees), Greek Americans and Arab-Americans.

The Music-Business Administration Program propoes an innovative course of study culminating in the A.B. degree, with a combined major in Music-Business Administration. This program will be designed for the student who wishes to pursue a career in the area of music business, encompassing management, sales, and other aspects of the business facets of music production. The program will not emphasize the teaching aspect of music. However, the student will gain some expertise in the operation of a studio.

COLLEGE II

Title of Document: Restructuring the Basic Skills Curriculum to Enhance the Potentials Among Educationally Diverse Youth

Summary of Document: In keeping with College II fundamental philosophy that of being ever sensitive to the potentials and needs among educationally diverse youth, the team has restructured their program to offer two compensatory basic skills courses which will aim to eradicate the academic deficiencies which have hindered students from achieving the regular minimum objectives of course offerings.

The project objectives are: (A) To prescribe intensive compensatory learning experiences in the areas of mathematics and communications. These prescriptions are based on results of diagnostic tests and student input of his background experiences and special talent competencies. (B) To improve the freshman orientation program which would include more involvement of the mathematics and communication skills instructors, peer tutors, counselors and more community physical and human resources. (C) To use methods of inquiry and team teaching and media technology. (D) To encourage positive attitudes and values thereby enhancing positive self-concept. (E) To plan cooperatively in-service training for peer tutors, instructors, counselors and administrators. (F) To develop and institute on-going evaluation and feedback procedures and instruments which aim to appraise the total composition of the program—students, instructors, administrators, college and community resources.

COLLEGE JJ

Title of Document: Curriculum Revision: A Plan for Implementation

Summary of Document: College JJ implemented a new calendar and curriculum in September, 1969, following the institutional self-study in 1966-68. The 10-4-10-10 calendar was designed to offer intensive concentration on four full courses in each ten-week term, with the four-week interim devoted to imaginative non-traditional modes of study. The curriculum offered core courses, interdisciplinary or multidisciplinary in nature, for freshmen in communications, humanities,

social science, and natural sciences and mathematics, with other core courses at the sophomore, junior, and senior levels. This new curriculum was perceived as being compatible with the purpose of the College: to provide both the broad and general education that may be lacking in the pre-college preparation of many students and preparation toward vocational goals for those students; to provide the traditional educational content that any college graduate is supposed to have; and to give special attention to the study of the black heritage and the heritage of other American minorities.

Studies of the curriculum in 1971-72 and from 1972 to the present reveal less than satisfactory progress toward the achievement of the goals envisioned in 1969. The CAP team, working with the Committees on Curriculum and Academic Policies, recommended in December, 1973:

1) That the Interim Term, having failed to achieve its objectives, should be discontinued, effective September, 1974.

2) That each student should be provided the option to participate in a cooperative education experience.

3) That an intensive study of the total curriculum should be conducted, utilizing available consultative assistance.

The Faculty approved all these recommendations

Subsequently, four task forces of faculty and student members were appointed, as sub-committees of the curriculum committee, to study degree requirements, general requirements, the mathematics program, and the English program. CAP team members served on each task force. The class schedule is being restructured to provide for better utilization of space and time.

The CAP office has provided consultative help and other assistance in all of the foregoing projects. The work of the task forces will continue through the summer with recommendations likely to be presented to the faculty at the annual September conference.

It is evident that a principal thrust of future curricula at College JJ will be to produce students who have salable skills but who give primacy to human and spiritual, rather than material, values.

COLLEGE KK

Title of Document: Curriculum Reform at College KK

Summary of Document: Since its inception, college KK has undergone several identity roles and name changes. The College is now identified as a Community College effective October 1, 1973. The Community College is now attaining its full potentials in meeting the educational needs and in providing the leadership and services demanded by the community.

As evidence that the College is fulfilling its mission and supporting its open door policy, the enrollment has increased 248 percent since 1968 with veterans constituting 52 percent of the enrollment. Concurrent with the increased enrollment, students are changing from university parallel transfer programs to the two-year career programs. From the change in enrollment patterns and through a study by the EPDA Team, six areas of academic needs have surfaced.

I. ASSESSMENT AND EVALUATION OF EXISTING CURRICULA

College KK which currently embraces both the traditional junior college and the technical institute provides unlimited possibilities for an increase in programs and services.

In order to meet this challenge, and assessment and evaluation of existing curricula have been deemed a primary objective. This assessment should be broad enough to uncover and determine both the needs and demands of the students and the community-at-large. The College will then address itself generally to whatever surfaces and specifically seek to meet the areas identified with great concern.

Efforts to take a closer look at the strengths and weaknesses of the faculty are in progress. With the aid and assistance of a staff from the Institute of Higher Education, Research and Services Staff, an instrument is being developed to assess the strengths and weaknesses of the

faculty. It is to be administered at the beginning of the Fall term of the ensuing scholastic year.

The results of this study should be of vital concern to the planners and developers of future programs. Such programs should tend to reflect the efforts of the institution to meet the needs and demands emerging from all aspects of the community and to initiate efforts to systematically budget its resources to meet the challenges.

In working toward this extensive and thorough assessment, College KK looks forward to establishing a precedent for future evaluations of the institution, its programs, and its services.

II. ARTICULATION OF CURRICULUM

Recent trends in program selection indicate an increasing number of students with an interest in career programs. Additionally, there are students whose primary concern has been to acquire skill training with a secondary goal of obtaining an associate degree. Others have obtained the degree status and then expressed the desire for an immediate career.

The problem which has emerged and which is being explored is the transferability of course credits from the technical division to the academic division. The interchanging of courses and course credit is being appraised. Such action should be reflected in the development of new programs and through the bilateral arrangement with the Regional Technical Institute.

III. DEVELOPMENTAL PROGRAM

To help students with limited educational experiences, the college has studied and given consideration to a program entitled "Opportunity for Personalized Training." Upon full implementation of the program, the freshman class will be divided into several mini-colleges, each organized according to the common goals of about 100 students. Each mini-college will have a planning and operational team of three subject-matter instructors plus a study skills specialists and counselor. In addition, a reading specialist will be available for assistance in developing reading skills.

The mini-college program will be designed to emphasize interdisciplinary learning experiences where possible. Individualized

assistance as well as small group interaction will be incorporated into the mini-college program after readiness levels are determined of the students composing a mini-college. Through close planning of the instructional team with the counselor, students will be referred to the skills specialists as the need arises.

II. EXPANSION OF CAREER PROGRAMS

The need for an expansion in the area of career program has been brought to the attention of the institution. Indication of this need has been expressed very strongly in the increased trend in the population of career programs over the transfer programs.

As it is currently operated, the student has only two options: either to take advantage of a career program or plan to transfer to a senior institution. There is the need to offer the student additional option in making career choices, i.e., to make available an option to obtain a certificate, a diploma, or an AA degree. The need exists also to esablish procedures whereby the student may transfer from one option to the other without loss of credit yet meeting the requirements of a different standard.

III. INTERDISCIPLINARY HUMANITIES PROGRAM

The students at College KK come to us with various backgrounds of educational attainments and limited aesthetic experiences. Considering the current trend in program selection, any of the students will graduate from the institution entering the world of work without an understanding of people and the life situations which will confront them.

From a survey of the institutional course offerings, many offerings, many curricula require courses within the humanities framework and which are taken separately without any relationship to one another.

As a result of a recent self-study, many of the program requirements limit the possibilities of completion within a specified time limit. A Freshman Humanities Course should be able to provide the opportunities of humanizing the curriculum and it should possibly assist in eliminating the proliferation of course offerings.

VI DEVELOPMENT OF INNOVATIVE METHODS

In a large measure, College KK serves the academically deprived though not exclusively. Because of this, every effort must be made to use a wide variety of methods of teaching. Significant progress has been made in this regard. For example, several audio-tutorial learning situations have been established in some of the divisions across the campus. For efficiency and more effectiveness, there is the need now to coordinate these into a central, more comprehensive learning center to serve the entire school population. However, these facilities must be added to if a more significant portion of the student body is to be served.

Operating as an adjunt to the Learning Resources Center and providing for the institution of the non-punitive grading system and more self-paced learning, there whould be a testing center. This center should provide the opportunity for instructors to have students present themselves for testing on various learning modules whenever the student desires.

Implementation of the Total Program

Implementation of the total program awaits administrative and faculty approval. In the meantime, two ad hoc developments are imparting upon the institution. The first is an assessment and evaluation of the Nursing Education Program and subsequent modification of its curriculum. Secondly, a study is being made to identify career programs which would utilize resources on both academic and technical campuses.

COLLEGE LL

Title of Document: The Creation of an Instructional Development Center

Summary of Document: The College LL Cooperative Academic Planning Team, in order to accomplish the objectives of meeting the needs of disadvantaged students and at the same time adequately cope with the rapid advances in curricular innovation, proposes the creation

of an Instructional Development Center which will assist faculty in developing curriculum projects for implementation.

The project will establish a frame of reference as it presents a working definition of "individualization," the major for curricular projects. It describes the basic elements needed for successful program - relevancy, goals and objectives, use of available resources and financial support - followed by a discussion of the elements essential if significant academic innovation is to occur – organization, budgeting, and communications. The third phase of the project will be a step-by-step description of the process for academic design which includes generating and selecting projects, identifying objectives, and structuring the specific instructional sequence that will be followed. A step-by-step discussion of how components can be designed, implemented, and revised is developed along with strategies for keeping objectives in perspective, selecting media, and phasing out a project. The fifth phase is the evaluation component followed by a means to determine the worth of a project and of a development effort; the questions that must be asked; the interrelationships of goal analysis, cost effectiveness analysis, and accountability.

COLLEGE MM

Title of Document: A Proposal for the Revision of the General Education Program at College MM

Summary of Document: College MM plans two innovations in General Education which will hopefully result in improved academic skills development and a wider scope and depth of knowledge about the human condition and how to function positively in it. These innovations are the establishment of a Developmental Skills Center and the organization of interdisciplinary courses. The Developmental Skills Center will place, under one umbrella, all the existing, isolated services which the institution presently offers, will integrate and expand them, and will individualize their thrusts to the unique educational needs of students with inadequate background in English, reading and mathematics. Interdisciplinary study at the freshman level will combine English, reading, mathematics and physical science in one course while

the sophomore study will focus on the humanities (art, literature, music, philosophy and religion).

Currently, both proposals are in varying stages of development, both having administrative and faculty approval, and both are in the hands of faculty committees. A pre-document is being drafted from surveys of similar programs at other institutions. Visitations to institutions where programs are demonstratively successful and the assistance of consultants are envisioned. Following a resubmission to faculty and confirmation of the completed document, refinement procedures will be applied where necessary.

Assessment and evaluation techniques as well as appropriate teaching strategies will be under constant study until implementation – tentatively set for September, 1974.

COLLEGE NN

Title of Document: An Analysis of the General Education Program

Summary of Document: The results of College NN's recent self-study and a subsequent role, goal, and scope study revealed, among other things, a need for improvements in academic programming, management, and projection. At the same time, these studies raised questions with regard to implementation in accordance with the college's mission which is in part: "College NN is . . . committed to sound education which leads to personal development, vocational competence, and social responsibility. . . (p.7, 1970-71 Catalogue Supplement." This curriculum document is an effort to meet the needs revealed by the studies mentioned above. It centers attention on the revision of the General education Program; but it also gives suggestions for a Freshman Studies Program, requirements for majors, interdisciplinary studies, and individualized programs of study as means of supporting or enhancing this general program.

The objectives are: (1) to provide a series of integrated experiences which allow for variation in educational backgrounds of the students we serve; and (2) to prepare students for new thrusts in areas that are career and community oriented in nature, while retaining those liberal arts program elements that have been successful in the past. The general education program as proposed is now in the hands of the faculty for

study. The Freshman Studies Program will be implemented in August, 1974, along with the individualized programs of study which the faculty unanimously approved.

COLLEGE OO

Title of Document: Curriculum Revision: A Plan for Implementation

Summary of Document: The Cooperative Academic Planning Committee has taken the responsibility for developing and supervising the implementation of three projects at College OO. These projects and a brief descripiton of each follows:

Improvement of Communicative Skills

Since less than thirty percent of the students at College OO presently meet the Language Skills Examination now required by the Board of Regents and because charges of communicative deficiencies have been made by the several divisions, the English and Special Studies Departments have expressed a belief that a revision of the remedial and freshman English sequence is needed. College OO has submitted a proposal to ISE which is designed to provide for the development of techniques centered around individualized instruction and the concept of Teaching-English-as-a-Second-Language.

Competency-Based Teacher Education

As a requirement for future certification the State Department of Education has mandated that teacher education graduates will be expected to demonstrate compentency in several areas, including communicative skills. Therefore, there is an immediate need for the Division of Teacher Education to implement CBTE in its program as well as to realize the benefits of any improvements in communicative skills.

This approach as designed by engineering faculty at West Virginia University has been investigated as a possible vehicle in assisting to implement the above two projects. It is felt that this approach will establish a pattern which will serve learners not only while in college, but well after they have left school.

A workshop to introduce selected faculty to these three projects will be held during the summer. These persons will assist the CAP team and invited consultants to introduce the projects to the entire faculty in September. All three projects will emphasize the systems approach in curriculum design, individualization of instruction, and an increased use of educational technoigoy.

COLLEGE PP

Title of Document: Curriculum Reform at College PP

Summary of Document: Two Study Commissions, one on Academic and the other on Student Development, were established by College PP's Board of Regents, essentially to assess how the University could effectively channel its resources toward the achievement of its goals as a "special purpose" institution for urban programming. A final report by the commissions is due for completion and submission to the Board of Regents by June 30, 1974.

College PP Cooperative Academic Planning (CAP) team, the membership of which also holds membership on one or the other curriculum-related study commissions, is, however, supportive of the following perspectives held by the Commissions:

First, in order to shorten the time gap between research findings and their application in curriculum planning and to provide a means by which College PP can be assured that its academic curriculum development across schools, colleges and departments is consistent with its philosophy and goals, the University ought to consider the establishment of a University-Wide Academic Planning and Development unit.

Second, accomplishment of the objectives of the University might also be approached by perceiving the operations of the University in terms of its conceptual framework for curriculum planning and as an input process-output model.

Third, College PP must become, from within, more experimentally research oriented if it is to meet more successfully the challenges it finds in urban communities.

Fourth, the concept of a "special purpose: institution must be operationally defined in order that curriculum programs may be developed systematically."

COLLEGE QQ

Title of Document: Curriculum revisions at College QQ

Summary of Document: College QQ is, and plans to continue as, a comprehensive college offering liberal arts, science and professional programs at both the baccalaureate and master's levels. The primary commitment at the college is on the function of instruction. The teaching expertise focuses on the challenge of providing educational experiences for students on all ranges of the continum from foundation level work for the less academically aggressive students to the highly academically talented students who come to the campus with considerable skills and knowledge gained in challenging preparatory climates.

This document is concerned with curricular change. The future goal of our college should be to convert our traditional programs – which have consistently emphasized teacher training, preparation for the ministry, law, and medicine, all for employment purposes – to curricula in other areas. Black colleges must accept the fact that blacks are going to graduate and function in any job that they are equipped to handle. Black colleges must focus on career awareness and career education with proper preparation to handle these new fields.

College QQ has begun to take a critical look at combining or integrating new curricular patterns in such disciplines as business and music, and the like.

The design of College QQ academic organization is constructed to orderly address itself to the contemporary need of our society; however, a definite and positive approach is frequently hindered by State productivity regulations, which must be relaxed if the new design is to be realized.

COLLEGE RR

Title of Document: A Model for Developing and Enhancing Communication Skills

Summary of Document: This project will bring together a cluster of 25 students and four faculty members: A project director, one freshman English teacher, one colloquim teacher, and one teacher of a lower-level class that is a part of a departmental major. The purpose of this cluster is to aid students in improving their language abilities by developing cooperative and supportive relationships, transdisciplinary teaching/learning techniques, and instructional modules and/or other materials which will facilitate the learning and utilization of communication skills. The teaching team will design information gathering instruments and collect data which can be used to determine the effectiveness and generalizability of the model. Should significant differences be found between the experimental and control groups, the model can be offered to the educational community of College RR as a supplemental teaching/learning arrangement.

During June, the project team will develop a unified approach to working with a bloc of students who will, in the first semester 1974-75, enroll in a common core of three classes: Education 200, an introductory course for prospective teachers; English 101, a freshman composition class; and General Studies 130-16, an introductory science class. As a part of their summer responsibilities, the faculty members who are involved in the project will identify competencies to be mastered and develop techniques and materials to achieve some degree of mastery of these competencies.

Specifically, during this period the faculty members will concern themselves with:

1. developing a calendar for the project;

2. identifying competencies to be developed; these competencies to be in two categories; general communications competencies to be achieved by the whole cluster, and specific discipline related competencies to be achieved within each of the three classes;

3. identifying types of measurements to be taken;

4. locating or developing instruments to take these measurements;

5. determining the degree of mastery of these competencies which students should achieve;

6. discussing techniques which might be used to help students to achieve this mastery;

7. developing specific materials to be used in the fall classes;

8. developing a syllabus for each of the three courses; these syllabi to be individualistic, yet integrative of the total experience;

9. considering and developing a common grading procedure;

10. devising a method of scheduling students for the bloc of courses;

11. devising a method of identifying and collecting data from the control group;

12. planning for regular meetings during the fall to review progress, and, if necessary, to revise materials and/or procedures.

The project director will be responsible for organizing the summer work, for calling regular meeting of the involved faculty during the fall, for collecting and analyzing the data, and for writing the final report.

The CAP team will be involved with all phases of the project: planning, implementation, and evaluation. Final reports on the project will be made to the Educational Policies Committee of College and ultimately to the entire faculty.

COLLEGE SS

Title of Document: Revision of the General Education Program

Summary of Document: The Curriculum Project for College SS seeks to make relevant changes in the General Education program by:

1. restudying the purposes of the college in light of the demands of modern society;

2. structuring student demands, interests and needs into the format of the General Education program;

3. identifying and describing promising approaches to instituting change from a traditionally oriented program to a multi-faceted program in General Education;

4. considering the community and college resources and facilities for implementation of this program;

5. evaluate alumni feed-back; faculty comments and input from employers;

6. providing for a continuing evaluation scheme or technique.

COLLEGE TT

Title of Document: Implementation of Innovative Programs on an Institutional Basis

Summary of Document: The curriculum document prepared by the College TT CAP Team describes fifteen new degree programs

which have been proposed as additions to the present offerings of the institution.

These new programs are: Applied Science, Chemistry, Computer and Information Science, Criminal Justice, French, Health Education, Medical Technology, Microbiology, Music Therapy, Physical Therapy, Psychology, Recreation, Social Welfare, Special Education, and Urban Affairs.

Three of the above programs (Applied Science, Medical Technology and Urban Affairs) have been developed to the point where they have been approved by the Board of Governors of the University System and will be implemented with the beginning of the 1974-75 school term.

Four of the programs (Computer and Information Science, Psychology, Social Welfare and Special Education) have been developed to the point where they are being currently considered by the Board of Governors for implementation.

In the development of the above mentioned programs, the institution has received assistance from community agencies and neighboring institutions of higher education. It has also used COSIP-D funds in developing the programs in biology, chemistry, political science, psychology and sociology.

The institution is working also with the fifteen other institutions in the University System in the planning of a workshop to be held during the current summer which will address itself to the development of a cooperative model for Competency-Based Teacher Education.