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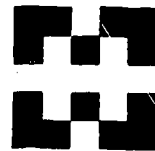
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## ABSTRACT

This handbook for the 1976-77 Faculty Development Program at William Rainey Harper College (WRHC) is a continuation of the effort to assist the faculty in examining their own professional attitudes toward instruction and their relationships with their students. The major objectives of the 1976-77 program are to investigate the topic of "New Learners: New Clientele" specifically as it relates to the WRHC district. Among the programs and activities described are: (1) special funding for faculty development through research, experimentation, travel, sabbatical leaves, instructional development, and continued education; (2) a series of guest speaker presentations; and (3) the New Faculty Development Program and New Faculty Mentor Program. An overview and background material on New Learners: New Clientele comprises approximately one-half of this document. Discussed are: "new students", methods of instruction, characteristics of an open university, the implications of stages of adult development for higher education, problems in implementing open learning programs, and an overview of instructional strategies. (Author/JDS)

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# William Rainey Harper College



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## Faculty Development Program 1976/77

***New Learner:  
New Clientele***

NEW LEARNER: NEW CLIENTELE

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Prepared by:

Office of Vice President,  
Academic Affairs  
William Rainey Harper College  
Palatine, Illinois - 1976

FACULTY DEVELOPMENT '76-'77NEW LEARNER: NEW CLIENTELEI. INTRODUCTION

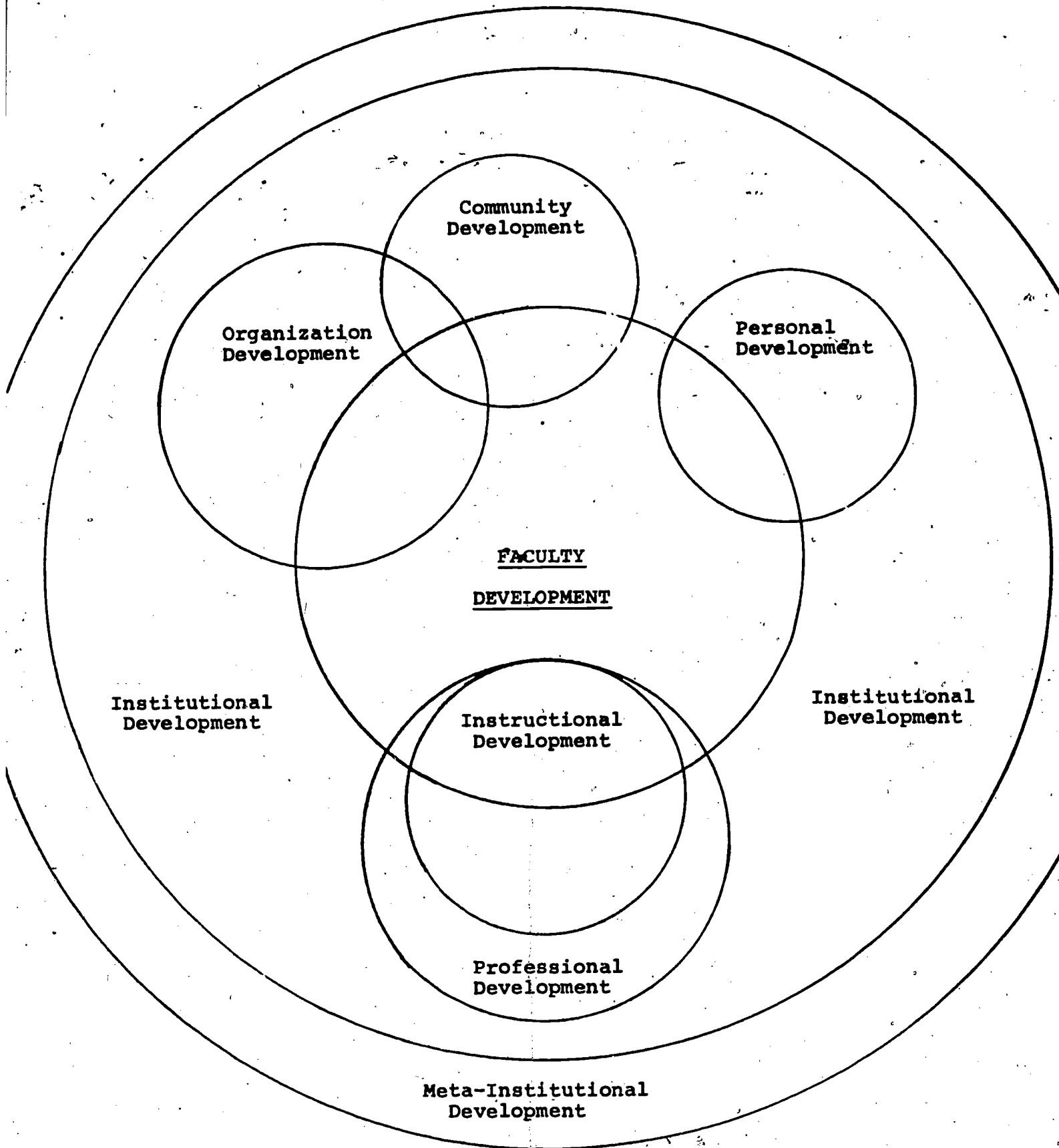
There are perhaps as many definitions of faculty development as there are proponents. This "handbook" of the 1976-1977 program for Harper College is a continuation of the attempt to assist the faculty in reexamining their own professional attitudes toward instruction and toward their relationships with their students. It has been suggested that for significant change to take place in faculty development, attention must be given to attitude, process, and structure. As noted in the following diagram and table on the topic, such consideration has been given national attention by the Association for Innovation in Higher Education at the 31st National Conference - AAHE, March 1976, Chicago. Hopefully, this program will begin to focus attention on these components to result in improvement of the institution's educational effort.

Harper College in the next few years faces challenges unique to the experiences of its recent past. Crucial to the successful growth and development of its education programming is the concept of change. As a result of impending growth, existing and future staff members will need to adjust to new demands being made of them. The major purpose of an ongoing faculty development program is to assist staff members in improving their capabilities for dealing effectively with new and continuing responsibilities.

Confronted with new demands in meeting its comprehensive mission of satisfying the diverse educational needs of a diverse student body, Harper College is seeking alternative ways of regenerating itself to adequately meet the changes and growth taking place in our community and society. The faculty development program, in all its facets, attempts to provide the means for the staff to better meet the needs of the consumer. These needs, as perceived by the student are essential to the personal, social, intellectual, and career requirement of their individual life goals and styles.

NEW LEARNER: NEW CLIENTELE  
THE SPHERES OF FACULTY DEVELOPMENT

2.



# STRATEGIES FOR EFFECTIVE FACULTY DEVELOPMENT

## Developmental Paradigm

	STRUCTURE	PROCESS	ATTITUDE
Individual	<u>Instr. Development:</u> -Consult. & Train. on Course Design, Curric. Reform & Educ. Tech. -Faculty Sabbaticals, Leaves, Exchanges <u>Org. Development:</u> -Evaluation of Fac. -Reward Systems for Faculty	<u>Instr. Development:</u> -Classroom Observation, Diagnosis & Prescript. -Training in Traditional and Nontradit. Instruct. Methods <u>Prof. Development:</u> -Training in General Interpersonal and Small Group Skills -Training in Non-Instruct. Skills Assoc. w/Faculty Roles	<u>Instr. Development:</u> -Promotion of Instr. Methods -Discussions About Teach. <u>Personal Development:</u> -Life-Career Planning/Transitions -Counseling/Pers. Growth/Pers. Support
Group	<u>Instr. Development:</u> -Curricular and Course Design Consultation -Interdiscipl. & Team Teach. <u>Org. Development:</u> -Dep't Reorganiz. -Spatial/Temporal Consultation	<u>Instr. Development:</u> -Discipl./Dep't Instruct. Training Programs -Peer Observation, Diagnosis and Prescription <u>Org. Development:</u> -Group Process Observation, Diagnosis & Prescription -Organiz. "Coaching"	<u>Instr. Development:</u> -Knowledge Utilization -Departmental/Divisional Retreats <u>Org. Development:</u> -Team-Building -Support Group Bldg.
Institutional	<u>Comm. Development:</u> -Communication & Helping Networks <u>Instit. Development:</u> -Establish. of R & D Center <u>Faculty Development:</u> -Program Governance	<u>Comm. Development:</u> -Intergroup Interventions: Mediating, Brokering <u>Instit. Development:</u> -Implementing Develop. Programs <u>Faculty Development:</u> -Program Planning and Implementation	<u>Comm. Development:</u> -Community-Bldg. <u>Instit. Development:</u> -Establish. of Instit. support for Assessment/Goal-Setting Planning Operations <u>Faculty Development:</u> -Generating Prog. Support
	<u>Meta-Development:</u> -Funding -Establish. of Formal Networks/Consortia	<u>Meta. Development:</u> -Defining new "profession" -Continuing Ed. for practitioners	<u>Meta. Development:</u> -Books, Period., Monographs Etc. -Demo. Projects/Coop. Research Projects

Meta-Institutional

FOCUS

T Y P E

<u>LEVEL</u>	<u>Facilitator/ Process</u>	<u>Structural/ Technical</u>	<u>Expert/ Knowledge</u>	<u>R &amp; D/ Demonstration</u>
Personal/ Individual	Diagnosis Counseling Coaching Personal Growth Plans, Contracts Grants	Leaves Two Week Personal Growth Contract New Evaluation System Reading Room Provide Baby-sitters	Conferences Readings Visiting Expert w/Indiv. Teaching Clinic PSI training Exxon Tapes	Send Indiv. to Demo. of PSI "Teaching Fairs"
Interpersonal/ Group	Team workshops Parties Retreats for Depts Support Groups Group Process Training	Lounge Redesign Depts. Classrooms Establish F.D. Teams TV Taping Set up forum, Fac. Seminar	Expert Present. to Group FLICS training	Experimental Inner Colleges Training Teams for Campus Chg. Project
Intergroup/ Organization	Retreats for Total College Community Goal Setting, Problem diagnosis, Planning Chg. Committee Processes Norms, Climate Task Forces Surveys of Fac. Needs, desires	Chg. Class schedules Chg. No. of Courses Chg. Require. Foreign Study, Co-op plans Chg. Job Desc Unionization Redesign Fac. Meetings	Chg. to Com- petency- Base curr. NCHEMS Work load Analysis	Centers for Improve. of Instruction Support for Research FIPSE centers Liberal Arts Chg. Project SCKU Project

## II. SCOPE OF PROGRAM

Since its inception, Harper College has been committed to providing resources for the continued professional development of the teaching faculty. Because of the variety of means available and the unique needs of individuals, several programs and opportunities are operational to assist in the maintenance of an institutional environment conducive to change and innovation. Following is a brief description of specific aspects of the total faculty development program currently utilized at Harper College. Each of these programs contribute in part to the overall goal of improving learning opportunities for the student.

SPED - Special Projects for Educational Development - The purpose of this fund is to provide funds for faculty research or experimentally oriented proposals for internal funding which will benefit the instructional program.

Innovative Travel - The purpose of this fund is to provide funds for faculty to visit institutions which have new or innovative approaches to instruction.

Professional Expense - The primary purpose of the professional expense fund is to provide faculty with funds to join professional organizations and to purchase professional journals and books.

Professional Travel - The purpose of this fund is to provide faculty with funds for the purpose of attending professional meetings.

Sabbatical Leave/Leaves of Absence - The purpose of these types of leaves is to provide the opportunity for creative educational and enrichment experiences which will add to the teaching effectiveness and/or professional stature of the faculty member.

Tuition Reimbursement - The purpose of this fund is to provide faculty with partial payment to enhance professional growth.

Instructional Development Program - The purpose of this program has been to provide faculty with released time and assistance in developing specific course materials.

Faculty Fellowships - A new internally funded program to provide faculty an opportunity to revise and improve their courses and curriculums.

In addition, resources of the Office of Research and Planning, Computer Services, Learning Resources Center, government grants and other agency grants are available to complement these programs. A typical example is the Nursing Capitation Grant.



## II. SCOPE OF PROGRAM (cont'd)

All faculty development programs discussed previously have referred to specific types of activities which contribute to an overall program. A major thrust of the program each year is to design a series of activities for all faculty which will serve as a catalyst for change and growth. These activities consist primarily of seminars, presentors, facilitators, and discussions on preplanned topics of relevance and significance. Recognizing that faculty members new to Harper College require additional kinds of information than a returning faculty, an attempt is made to schedule additional activities for these individuals to assure their optimal acclimation to Harper.

### PROGRAM OBJECTIVES

1. To implement the institutional staff development plan, specifically for faculty.
2. Provide the means for the faculty to better meet the educational needs of our diverse community consumer.
3. To continue the investigation and awareness approach of the faculty development topics for this year - New Learners: New Clientele.
4. Through the academic year, examine and explore the concepts of new learners, community service, community-based education and new faculty roles via the monthly visits and presentations of outside experts.
5. Evaluate the program and recommend an appropriate faculty development plan for 1977-1978.

### III. FACULTY DEVELOPMENT PLAN

The general program '76-'77 academic year will be focused on the New Learner: New Clientele. The plan is to develop an awareness of the overall problems and possibilities in dealing with the new learners. On a monthly basis a series of programs and activities will focus on what is going on elsewhere and what Harper can do in the future in area of implementing programs and redesigning courses and methodologies to meet the challenge of serving the New Learner: New Clientele.

#### A. OVERVIEW OF '76-'77 PROGRAM

In summary form, the overall '76-'77 Faculty Development Program will be as follows:

##### FALL SEMESTER

- AUGUST 17 Faculty Orientation - featuring:
- Dr. Max Raines, Michigan State University -  
"New Learner - New Clientele"
  - Dr. William Keim, Pioneer College -  
"New Techniques to Reach New Learners"
- OCTOBER 7 & 8 Dr. Sidney Brossman, Chancellor's Office  
California Community College System  
"Effectiveness of Community Service Programs"
- OCTOBER 19 Dr. Phipps  
University of Illinois  
(Coordinator's "Workshop")
- NOVEMBER 10 Dr. Arthur Cohen, UCLA -  
ERIC Clearinghouse for Community Colleges  
"New Learners: New Faculty Roles:  
Come Out from Behind the Classroom Door"

##### SPRING SEMESTER

- JANUARY 12 Faculty Orientation - featuring:
- Dr. Ervin Harlacher, President  
Kansas City Metro. C.C.  
Kansas City, Mo.  
"Community Based Instruction"

A. Overview of '76-'77 Program (cont'd)

JANUARY 12 Dr. Robert Leo, Director of Special Services  
Dallas Community College Systems  
Main & Lamar, Dallas, Texas 75202  
"The Colleges Roles for Service"

FEBRUARY 17 Dr. Carl Brahce, Assistant Professor  
Institute of Gerontology  
University of Michigan  
"New Learners - Senior Citizens"

APRIL - MAY Evaluation of Faculty Development  
Program completed by May 1, 1977

JUNE Plan developed and approved for '77-'78  
Faculty Development Program.

TYPICAL SCHEDULE FOR CONSULTANTS

9:00 a.m. Lead Teachers\*

10:00 a.m. A.A. Administrators

11:00 a.m. Coordinators

12:00 Lunch Committees/Councils

1:00-2:00 Faculty Discussion Session

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General Session

2:15 p.m. Coffee

2:30-3:30 p.m. Presentation\*\*

3:30-4:00 Dialog.- Question/Answer Session

Notes: \*The time slots for these groups would  
rotate for each Consultant's visit.

\*\*These 2:00-4:00 sessions are for Harper  
staff able to attend and for surrounding  
community college staff.

## III-B

NEW FACULTY ORIENTATION

It is essential for faculty members who are new to Harper to feel that they are aware of the resources available to them. A series of special activities and programs are being planned this year to facilitate the transition of new faculty members into the Harper faculty.

In addition to the regular faculty orientation meetings, there will be weekly sessions at varying times on selected topics of importance. These are designed to be completed by November. The topics and the sequence in which they will be presented on a weekly basis are as follows:

1. Philosophy - Institutional goals
2. Community and Student Profile - Clientele to be served
3. Learning Laboratory
4. Learning Strategies Practices in Selected Community Colleges
5. Maximizing Student Human Development Potential
6. Instructional Strategies at Harper
7. Instructional Specifications
8. Learning Support Services
9. Instructional Materials Preparation
10. Computer Assisted Instruction
11. Grading and Academic Standards
12. Needs Assessment: Implications for Personal Development

CONCLUSION

The major objectives of the 1976-1977 faculty development program will be to investigate the New Learners: New Clientele specifically as it relates to the Harper College District. As a result of this rationale, it is strongly urged that SPED, Innovative Travel, and Faculty Fellowships requests are related to the objectives of the program for the year.

### III-C FACULTY DEVELOPMENT - NEW FACULTY

In addition to participation in the orientation program held for all faculty, it is important that additional efforts be made with new faculty to assure their smooth transition into Harper. For that reason a series of activities are planned which will assist in this transition.

Faculty Mentor Program - Each new faculty member will be assigned a mentor who will be specifically assigned the task of assuring that the new faculty is introduced to the institution. A special description of the mentor program is on page 10.

Special Orientation Week Meetings A special meeting for new faculty is scheduled during orientation week to clarify some essential matters. The time and topics are included on the orientation week program.

New Faculty Development - Ongoing Program - a series of eleven topics have been selected for presentation on a weekly basis. The details for the scheduling of these events are outlined on the following page. The names following the topics are individuals felt to be appropriate to organize and present the material. This list is not inclusive of all faculty who will be involved in presenting the material.

Prior to the opening of the fall semester, the new faculty will be given a reading list of books and publications which are felt to be appropriate for establishing a background in the community college.

NEW LEARNER: NEW CLIENTELENEW FACULTY DEVELOPMENT PROGRAM

<u>TOPIC</u>	<u>PRESENTER</u>	<u>LOCATION</u>	<u>DATE</u>	<u>TIME</u>
Grading & Academic Standards	D. Williams	D-212	Mon. 10/4	3:00 p.m.
Philosophy-Institutional Goals	J. Birkholz	D-211	Tues. 10/12	3:00 p.m.
SPED, Faculty Fellowship, Curriculum	R. Cormack	D-212	Mon. 10/18	3:00 p.m.
Community & Student Profile	J. Powell; C. Falk	D-210	Fri. 10/22	8:30 a.m.
Learning Support Services	R. Steffens	D-212	Mon. 10/25	3:00 p.m.
Instructional Materials Preparation	A. Dunikoski	D-193	Fri. 10/29	2:30 p.m.
Computer Assisted Instruction	G. Dorner	D-211	Tues. 11/9	3:00 p.m.
Learning Lab. & Tutorial	F. Christensen	D-193	Fri. 11/5	2:30 p.m.
Maximizing Student Human Development Potential	C. Hinton	D-212	Mon. 11/15	3:00 p.m.
Needs Assessment: Implications for Personal Development	F. Christensen/ D. Williams	D-210	Fri. 11/19	8:30 a.m.
Workshops/Seminars, Extension Centers	W. Howard/ C. Falk	D-212	Mon. 11/22	3:00 p.m.

### III-D NEW FACULTY - MENTOR PROGRAM

Division chairpersons have responsibility for assigning an existing faculty member to each new faculty as a mentor. It is conceived that this person will assist the new faculty member throughout the orientation week activities and the entire first semester.

The initial contact should be made prior to the first day of faculty orientation.

The following are suggested activities that could be utilized by the mentor:

- a) Tour of campus - general
- b) Visit with LRC staff and facilities
- c) Review of college catalog, Policy manual
- d) Introduce to faculty in division
- e) Introduce to Business Office for insurance programs, etc.
- f) Assist with parking permit
- g) Discussion on community profile and student profile
- h) Review student handbook
- i) Explanation of master schedule - CAP 610
- j) Campus Services
- k) Bookstore operation
- l) Explanation of grading system
- m) Public Safety

In summary, attempt to establish a rapport that will encourage an ongoing dialogue regarding any concerns that either the mentor or new faculty might have.

A periodic conference with division chairperson, mentor and new faculty might also be of value on occasion throughout the first semester.

It is assumed that the faculty member has been selected for his new position over other applicants because of his strengths and potential. Therefore, it is the responsibility of his colleagues to encourage his development.

#### IV. SOME BACKGROUND ON NEW LEARNERS: NEW CLIENTELE

"The phenomenon of the 'new student in higher education' is of course not unique to the community colleges, although they have been in the forefront in attracting and providing for such students. Furthermore, the concept of the 'new' student has shifted from the middle class high school graduate who was unprepared for college level work to persons with minority racial/ethnic backgrounds, who also needed special help in order to succeed in college. More recently the 'new student' emphasis has been in part-time students who have been out of school for several years, including women re-entering education after marriage and child-rearing, skilled workers needing new career opportunities, senior citizens, and others whose objectives do not fit the traditional transfer and occupational categories."

Dorothy M. Knoell<sup>1</sup>

As K. Patricia Cross<sup>2</sup> has observed, since the 1950's higher education has largely concentrated on an "access" model to bring about equality of educational opportunity. While this model has for the most part been implemented, if the Access Model is to have meaning, it must be supported by a Learning Model to deal with the learning needs of the new clientele. Among the new clientele there are significant individual differences on three dimensions of learning:

learning rate

learning style

motivation/talents for types of learning tasks

The impact of this is that colleges must offer options with respect to pacing, method of instruction, and curricular content. Mastery learning, for example, has special importance for the new learners with poor records of academic performance, since it insists one unit must be mastered before going on to the next (cognitive outcome) and also it demonstrates to these new learners that they too are capable of adequate academic performance and offers an alternative to doing poor work (affective outcome).

1 "Changing Enrollment Patterns-Changing Functions"

Dorothy M. Knoell

2 "Beyond Education for All - Toward Education for Each"

K. Patricia Cross



CHARACTERISTICS OF A REGIONAL  
OPEN LEARNING UNIVERSITY

Jack McBride  
 University of Mid-America

1. The open learning system should have as its primary target audience adults who are interested in continuing their education, but who cannot or are reluctant to participate in campus-based programs. A policy of unrestricted admission should be pursued, so that anyone who wishes to learn may do so.
2. A vigorous research program must be undertaken, to foster an understanding of the needs of learners in the region, with a commitment to using that understanding in the planning of learning opportunities to be made available through the system.
3. The system must provide learning opportunities which allow the student flexibility in constructing his own learning sequence, so that courses do not have single entry and exit points, nor single evaluation requirements, for its learners.
4. The system must have the willingness and ability to try to meet the learner where he or she is educationally, by recognizing individual differences in entry levels, and by affording the learner advice and counsel as to how best to use resources available throughout the system to achieve personal and professional goals.
5. The system must reduce constraints on how people can learn by employing various educational media and materials, and personal contact with faculty counselors and with other learners. Thus, persons can learn in ways most comfortable for them.
6. The system must provide learning opportunities which ~~enable the learner to learn at times and places convenient to him, without prohibitive interference with job, family, or other obligations.~~
7. Learning opportunities provided by the system should not be entirely dictated by the requirements of individual disciplines, but should address themselves to subjects or problems that draw upon whatever disciplinary expertise is appropriate.
8. Wherever possible, local and regional resources already in existence should be used by the delivery system, in cooperation with post-secondary institutions, to expand the educational opportunities available to the learner in his own environment.

9. The system should have reasonable costs, both to individuals and to society, so that the individual and societal benefits of learning become available to the target learners at no economic penalty in comparison with the cost of attending traditional campuses.
10. The system should emphasize learning rather than the meeting of arbitrary standards of time, courses, or curricular requirements; and achievement of learning by students should be recognized, however it occurs.
11. In course meriting college credit, the system should provide a level of academic quality no lower than that of a traditional university, so that work accomplished through the open learning system is fully accepted by other institutions.
12. The system should have more openness to self-examination than has heretofore been the case in post-secondary education. This openness includes a commitment to evaluation of learner achievement, to evaluation of effectiveness in meeting institutional and learner objectives, to incorporation of the results of these evaluations into policies and procedures, and to research that will contribute to generalizable knowledge about how the educational franchise can best be extended to all who wish it.

ADULT DEVELOPMENT -  
IMPLICATIONS FOR HIGHER EDUCATION

Arthur Chickering  
Empire State College

A key problem for lifelong learning and the education of adults is to develop conceptual clarity concerning students' motives, learning styles, and the major outcomes of various educational programs and teaching activities. Then learning settings pertinent to particular purposes can be identified or created, activities to foster desired outcomes can be specified, and evidences of progress can be recognized. With a conceptual framework in hand, theories concerning higher education, which posit relationships among institutional settings, teaching activities, and evidences of student progress, can be formulated and systematically examined. And thus the capacities of learners, teachers, and educational institutions may increase, so that lifelong learning and the learning society can move from rhetoric to reality.

### STAGES OF DEVELOPMENT<sup>1</sup>

Stage	Impulse Control, Character Development	Interpersonal Style	Conscious Preoccupations	Cognitive Style
Presocial		Autistic	Self vs. non-self	
Symbiotic		Symbiotic		
Impulsive	Impulsive, fear of retaliation	Receiving, dependent, exploitive	Bodily feelings, especially sexual and aggressive	Stereotypy, conceptual confusion
Self-protective	Fear of being caught, externalizing blame, opportunistic	Wary, manipulative, exploitive	Self-protection wishes, things, advantage, control	
Conformist	Conformity to external rules, shame, guilt for breaking rules	Belonging, helping, superficial niceness	Appearance, social acceptability, banal feelings, behavior	Conceptual simplicity, stereotypes, cliches
Conscientious	Self-evaluated standards, self- criticism, guilt for consequences	Intensive, responsible, mutual, concern for communications	Differentiated feelings, motives for behavior, self respect, achievements, traits, expression	Conceptual complexity, idea of patterning
Autonomous.	Add: Coping with conflicting inner needs, toleration	Add: Respect for autonomy	Vividly conveyed feelings, integration of physiological and psychological, psychological causation of behavior, development, role conception, self-fulfillment, self in social context	Increased conceptual complexity, complex patterns, toleration for ambiguity, broad scope, objectivity
Integrated	Add: Reconciling inner conflicts, renunciation of unattainable	Add: Cherishing of individuality	Add: Identity	

Note - "Add" means in addition to the description applying to the previous level.

<sup>1</sup>From Loevinger, J., Wessler, and Redmore, C. *Measuring ego development*. San Francisco, Calif.: Jossey-Bass, Inc., 1970.

Figure 4

### ADULT DEVELOPMENT- IMPLICATIONS FOR HIGHER EDUCATION

Arthur Chickering  
Empire State College

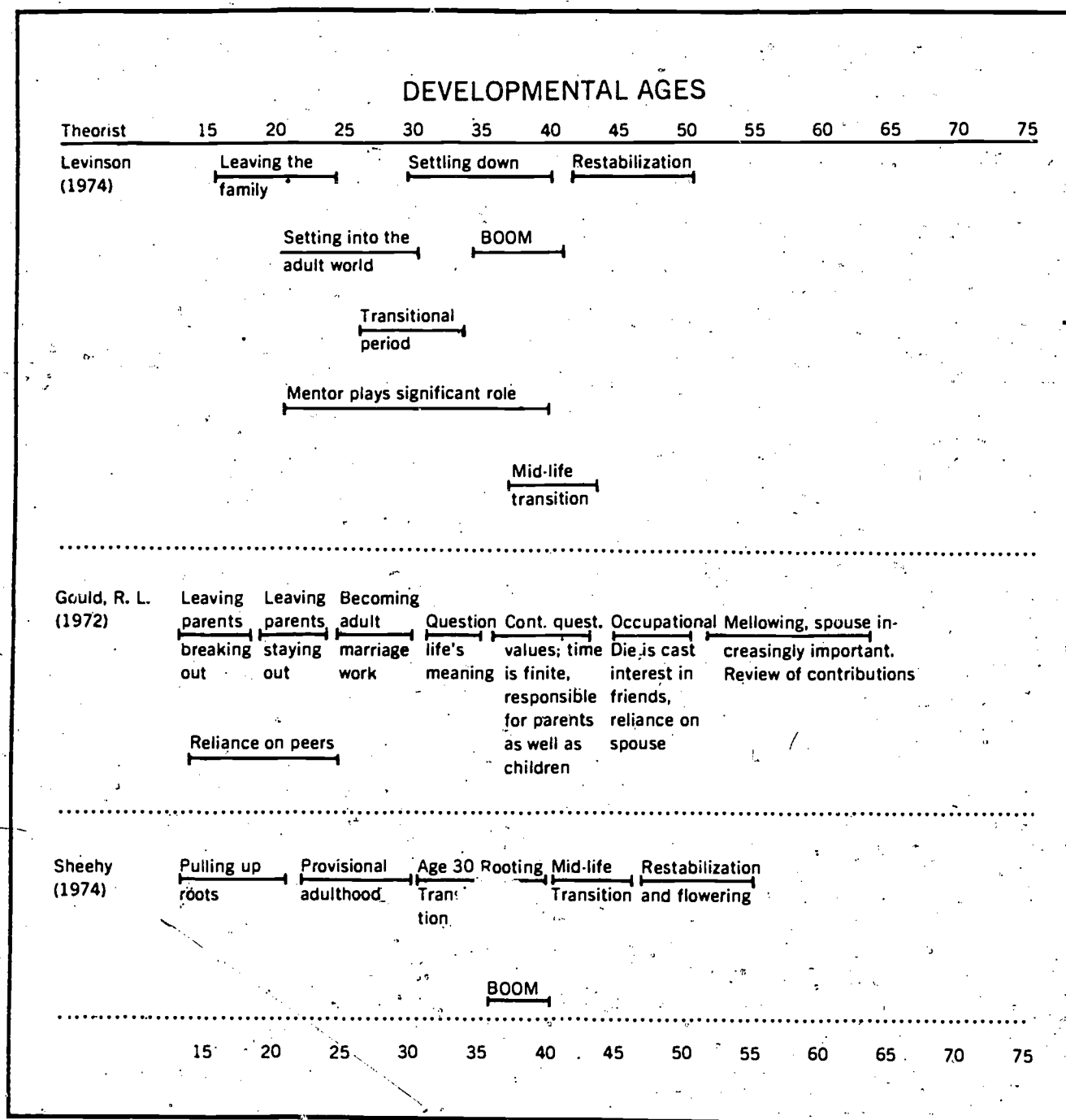


Figure 1

**ADULT DEVELOPMENT—  
IMPLICATIONS FOR HIGHER EDUCATION**

Arthur Chickering  
Empire State College

## STAGES OF MORAL AND ETHICAL DEVELOPMENT

**Kohlberg**

**Perry**

### Preconventional Level:

Cultural rules of good and bad, right or wrong interpreted in terms of hedonistic consequences and power of authority.

#### Stage 0. Egocentric Judgement.

Judgments made on basis of what I like and want. No conception of rules or obligation independent of my wishes.

#### Position 1. Basic Quality.

World seen in polar terms of we-right-good vs. they-wrong-bad.

#### Stage 1. Punishment and Obedience.

Physical consequences determine goodness or badness of action, regardless of human meaning or value of the consequences. Avoiding punishment and unquestioned deference to power values in their own right.

#### Position 2. Multiplicity Prelegitimate.

Diverse opinions perceived but others are confused or wrong.

#### Stage 2. Instrumental Relativist.

Human relations viewed in marketplace terms. Reciprocity, fairness, and sharing present, but only with clear trades for self-satisfaction. "You scratch my back. I'll scratch yours."

### Conventional Level:

Maintaining family, group, and national expectations as value in its own right regardless of consequences. Conformity, loyalty and active support of the social order dominate.

#### Stage 3. Good-boy, Nice-girl.

Good behavior is what pleases others, and is approved by them. Behavior frequently judged by intention. "Meaning well" becomes important for the first time.

#### Position 3. Multiplicity Subordinate.

Diversity and uncertainty accepted as legitimate, but temporary in areas where authority just hasn't found the answers yet.

#### Position 4. Multiplicity Correlate or Relativism Subordinate.

Legitimate uncertainty seen as extensive. Pluralism, with "everyone has a right to his own opinion," and relativistic reasoning dominate, or in relation to authority, become "what they want."

#### Stage 4. Law and Order.

Right behavior is doing one's duty, respecting authority, maintaining the social order for its own sake.

### Postconventional, Autonomous, Principled Level:

Individual tries to define moral values and principles which are valid and applicable apart from the authority of the individual or group holding them and apart from the individual's own identification with those groups or persons.

#### Stage 5. Social Contract Legalistic.

Right action defined by general standards which have been critically examined and agreed to. Clear awareness of the relativism of personal value and corresponding emphasis on procedures for reaching consensus.

#### Position 5. Relativism Correlate. Competing, or Diffuse.

All knowledge is relativistic and contextual.

#### Position 6. Commitment Foreseen.

Need for orientation in a relativistic world through personal commitment perceived.

#### Stage 6. Universal Ethical Principle.

Right defined by conscience in accord with self-chosen ethical principal that appeals to logical comprehensiveness, universality, and consistency: justice, reciprocity, and equality of human rights, respect for human dignity.

#### Position 7. Initial Commitment.

First commitment or affirmations are made.

#### Position 8. Orientation in Implications of Commitments.

Implications of commitment are experienced. Subjective and stylistic issues explored.

#### Position 9. Developing Commitments.

Identity affirmed among multiple responsibilities. Commitment perceived as ongoing, unfolding activity through which life style is expressed.

**Figure 6**

**ADULT DEVELOPMENT-  
IMPLICATIONS FOR HIGHER EDUCATION**

## Career Counseling and New Learning Options

### for Adults: A Necessary Connection

Vivian M. Guilfooy  
Education Development Center

#### Common needs of Adult Learners:

1. They need a better understanding of their own abilities, interests, values, and goals. Raising questions about who I am, what's out there for me, and how do I get there can produce great uncertainty and anxiety for adults - particularly adults 30-60, who may feel that this is their last chance to make a change. For those considering non-traditional options, there is a need to assess past experiences in definitive ways and to confront directly whether they are able and willing to work independently.
2. Adults need information about career trends, opportunities, and requirements. Despite their experiences, adults often have a very narrow perspective on what is available in the world of work. They must investigate more carefully the range of career fields available to them, explore more carefully what people actually do on the job, and gain a clearer picture of the competencies and credentials required to enter, perform effectively, and advance on the job.
3. Another critical need is information about education and skill training opportunities. Adults need to identify all possible learning options which may help them reach their goals. They must learn how to evaluate and make choices among these options, and draw on many different kinds of human and material resources to construct learning and experience packages.
4. A related area of need is information about services in career-related problem areas. In the process of figuring out career goals and educational requirements, an adult should be prepared to identify the potential constraints which could prevent participation in education or getting a job, such as financial aid, discrimination, need for child care, testing, personal counseling. Then he or she needs to locate and use supportive services already available in the community.
5. An adult needs help in developing and implementing career plans-i.e., putting together all the information and coming up with both long-range plans and immediate first steps. At this point, one might assume that the adult is on his or her way. In reality, the adult must engage continuously in the process of assessing and reassessing needs, identifying goals, and finding the most appropriate strategy to reach those goals.

Discriminating Between Open Learning,  
Open University, and Nontraditional Learning

William G. Harley  
Nat'l Ass'n of Educational Broadcasters

There are at least four areas in which open learning system techniques will need to be developed. Ultimately these will bear some relation to each other. For now, they represent the basic settings in which the initial developments should take place. They will be operationally distinct, but together they will provide enough variation to be certain that the various questions surrounding the open learning system development are examined in most of the likely contexts.

1. Investment in a new institution

Projects currently underway that are essentially campus-free could be considered; large-scale regional programs could be considered. The principal characteristic is that the new institution should embody all of the functional characteristics of open learning that were described previously.

2. Investment in opening up a current institution of higher education.

An institution that has demonstrated its desire to transform its current program of instruction into an open learning system should be identified. No single building or single campus operation should be considered; this should be an opportunity to develop traditional extension education into an open learning system.

3. Investment in activating an open learning system in a work-study program.

Numerous possibilities exist here for cooperative programs with manufacturers and industrial groups, state and local governments, and special employment efforts to train and hire the unemployed. It is suggested that this be a major undertaking, involving substantial corporate efforts combined with developmental assistance from the national agency.

4. Investment in activating the open learning system in an area of continuing professional education.

A National Agency for Open Learning should be developed and seek one or more areas of continuing professional education and training (e.g., medicine, chemistry, education, insurance) for the purpose of implementing the characteristics in a setting where the goals and incentives of continuing professional education will play an important role.



OPEN LEARNING:  
CURRICULA, COURSES, AND CREDIBILITY

William B. Bondeson  
University of Mid-America

Problems in Implementing an Open Learning Program:

1. The number of faculty members who do not understand, nor even appreciate, the necessity for such programs is enormous and by far the dominant majority on almost any campus.
2. The belief that campuses and classrooms are essential components, and possibly the only components, in an educational system is very widespread.
3. Open learning programs are viewed as directly competitive with campus-based programs.
4. They are also viewed as competitive with already established "nontraditional programs," such as Extension, Adult and Continuing Education, and similar programs.
5. Multi-media course packages must be approved by existing academic groups, and they are usually subject to the "not developed here" syndrome.
6. Any program which has no established admission standards must indeed be suspect.
7. Because of the personal and/or technological character of such programs, they are usually viewed as extraordinarily expensive, and therefore in direct competition for shrinking budget funds.
8. Faculty are often reluctant to play the new role of the mentor, the educational manager, and the open learning counselor. Such an activity is something for which none of us were prepared. (And, I might add, none of us were prepared to administer such programs either.)
9. As with any new program, and particularly so in difficult times, there is an inordinately large burden of proof upon those who would establish such programs. Thus, the research and evaluation side of these programs must be stressed, and this does little to lower the costs.
10. A reward and evaluation system must be developed for those faculty and administrators who play the new educational roles mentioned above.

11. Faculty morale is always a problem in such programs. How can the faculty in an open learning system carry out their new educational roles while at the same time maintaining contact with their more disciplinary-based colleagues?
12. The financial problems are considerable. If existing financial support is based largely upon student credit hours produced or on some other head count kind of formula, then it becomes necessary to find ways of supporting and charging for other educational services not related to the production of credit. Thus, a great deal of imagination will be needed to convince all kinds of funding sources that the entire range of learning services must be supported and that these programs should not have to be entirely self-supporting.

## V. BACKGROUND OVERVIEW ON INSTRUCTIONAL STRATEGIES

The knowledge that learning occurs under a variety of conditions for each learner has prompted many of the leading community colleges of the United States to attempt to provide several approaches to instruction. These approaches include an opportunity for self-development in "regular" class experiences wherein a teacher "talks to" and discusses with a group of students (15-35); individualizing instruction wherein a student can develop with individual tutoring, or direction; independent study; large lecture-discussion classes; educational television; laboratory sessions; coop experiences; plus other modifications of one or more of these approaches.

In providing a variety of instructional modes, it has become apparent that every teacher is not like every other teacher in that every teacher may not feel comfortable in all modes of instruction or has not developed the capabilities to insure the most effective direction for the learning process.

Consideration of visual, audio, computer, printed materials, etc., aids to enhance the teaching-learning process has been made and varied applications have arisen. These applications vary from a complete audio-visual instructional mode to teacher presentations enhanced by these materials or tools.

Other factors that have become realities in higher education today include the need to efficiently and effectively utilize physical, financial and human resources and to produce educational experience opportunities for students at lowest possible cost.

Criticism of all modes of instruction has been made since the inception of each. Also, particular concern has been expressed about the possible side effects of larger class size, faculty load, student achievement, student self

direction, independent study, etc., which may result from specific modes of instruction. With the expression of these criticisms and concerns, many renowned researchers such as Davis, Edling, Feldman, Lewin, Mager, McKeachie and many others have reviewed and evaluated many theories related to these modified or "new" approaches to instruction and student development.

Generally, research findings indicate that there is no apparent overall specific optimum approach to instruction, class size, teacher span of control or similar factors. For example, traditionally, small classes have been regarded as providing a superior learning environment. However, research on the impact of class size on learning has failed to reveal a significant relationship between class size and student achievement.

W. J. McKeachie and his associates in psychology at the University of Michigan have conducted research on teaching effectiveness for many years. Their recent review of the results of such research by themselves and others since the 1920's has been summarized as follows:

1. When scores on class quizzes and examinations were used as the index of learning, neither large classes nor small classes were found to be clearly superior to the other.
2. When retention of knowledge for one to two years was the measure of learning, the small class was found slightly superior.
3. When problem-solving or changes in attitude were the index of learning, the small class was found to be superior.

Among other long-time students of higher education, Alvin Eurich has concluded that "class size seems to be a relatively minor factor in educational efficiency, measured in terms of student achievement," and Lewis Mayhew has commented that "the blunt fact is that class size has very little relationship to student achievement."

The late Beardsley Ruml proposed doing away with medium-sized classes and concentrating on large lectures and small seminars. More recently, Bowen and Douglass have examined Ruml's proposal and several other proposals for changes in modes of instruction and have developed their own "eclectic plan," which would include " (1) a few large lecture courses common to all or most students; (2) courses calling for programmed independent study either with or without learning stations and mechanical systems as in the Kieffer plan; (3) courses with emphasis on tutorials; and (4) 'conventional classes'." In their judgement "good education calls for a mixture of various methods so that students can have varied experiences as they pursue their college careers and so that professors can teach in the manner that suits their talents and taste."

The Bressler Report recommended a carefully planned mixture of undergraduate class sizes at Princeton, ranging from one student in senior tutorials to 170 in freshman "exploration" lectures.

For a variety of reasons, independent study is receiving increased emphasis in programs for academic reform and in experimental colleges. Independent study courses encourage flexibility and variety and can be tailored to the student's individual interests. They also facilitate the dropping of course offerings that are attracting too few students. There is a strong case for a policy under which classes where fewer than a stipulated minimum number of students registered in a given term will be dropped - either for that term or permanently, depending on the history of registration in the course. The California Coordinating Council on Higher Education recently conducted a survey of policies regarding class size in public institutions of higher education in other states and found that only 20 out of the 46 respondent institutions had a written policy. The majority of universities with written

policies set lower minima for graduate than for undergraduate classes, while six universities also set lower minima for upper-division than for lower-division classes. The range of minimum class sizes varied widely - from a minimum of two to a minimum of eight for graduate courses, and from a minimum of ten to a minimum of twenty for lower-division courses.

Perhaps the most exhaustive study of class size has been reviewed by McKeachie in Improving Teaching Effectiveness in which the literature was reviewed on college teaching from 1924 to 1970. The major implication of the findings of McKeachie's study was that there should be a variety of teaching methods used within a college and teachers should develop a repertoire of skills.

## V-A. HARPER COLLEGE PHILOSOPHY OF INSTRUCTION

Harper College has adopted the philosophy to provide as many educational opportunities for as many students as possible within available physical, human and financial resources of the college. This philosophy has resulted in a parallel to the Bowen and Douglass "eclectic plan" cited above. This has resulted in a mixture of instructional modes which include:

<u>Instructional Modes</u>	<u>Representative Courses</u>
Lecture-Discussion (Teacher Oriented)	Business Offerings Social Science Offerings Geology Music Appreciation Art Appreciation
Lecture-Discussion (Student Oriented)	Biology 103 UNIVERSITY OF CALIF. LOS ANGELES
Printed Material and/or Programmed Learning	Psychology 101 Learning Laboratory NOV 12 1976
Independent Study	Psychology 101 Psychology 102 History 113 Sociology 102 Learning Laboratory CLEARINGHOUSE FOR JUNIOR COLLEGES
Simulation and Problem Solving	Interactive Computer Terminals Physics Architecture Selected Math Courses Selected Business Courses
Traditional Classes	English Literature Mathematics Others

Each of the above mentioned modes of instruction is being supported by a well qualified teaching faculty, Learning Resource Center services, computer, student services, business office, administrative and other services to make all as effective and efficient as possible. Basic results of these efforts, staff and services are being reflected in personal feedback from present and former students, follow-up studies, etc.

NOTE: Also see "Instructional Strategies" slide/tape program for overview of various Harper College instructional modes. May be scheduled through LRC Circulation, Ext. 551.