ABSTRACT
        Oakton Community College (Illinois) opened in 1970
with the proviso to have five or six groupings of professionals
directly concerned with the learning process. To meet stated goals,
two basic departures from the usual academic practice were (1) to
hire a minimum of line administrators, and (2) to abandon subject
area departments and organization. Faculty and students were
organized into "college groups" for administrative purposes. Within
the cluster arrangement each faculty member in the group has
responsibility for each student assigned to that group. Opportunity
exists for individual clusters to evolve their own identity and
uniqueness. An Administrative Council comprised of Deans of
Faculties, Student Personnel and Business Affairs advises the
President. The college groups under the leadership of the Council
constitute the core of the college. The cluster system permits each
student to choose the way he learns as well as what courses he takes.
Non-punitive grading is achieved by relinquishing "E" and "F" grades
and allowing students to complete courses on their own time table. To
allow for more courses and flexible scheduling, a quarter system is
planned for 1972-73 school calendar. Planned methods of measuring
success include follow-up studies, faculty surveys, student test
scores and cost analysis data. (MN)

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The College Group Concept at Oakton Community College:

Ends and Means

a Report to
the Board of Trustees

Richard L. Jordan
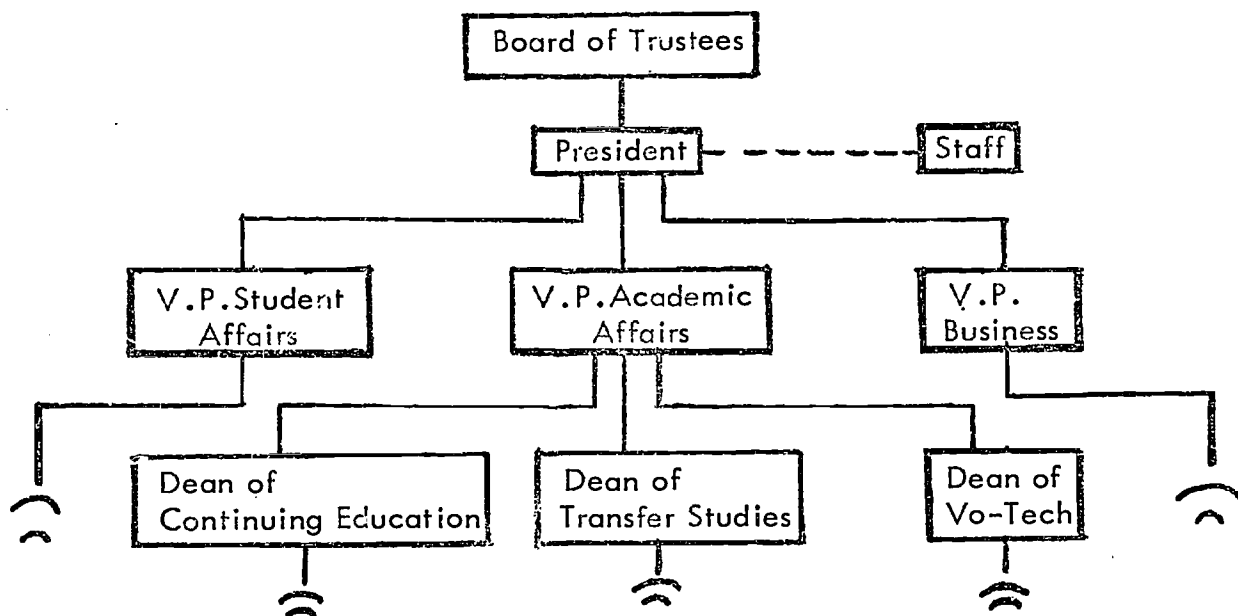Dean of Faculties
August 3, 1971

Part I

Introduction

The community college has been with us long enough and there are sufficient historical and critical studies in existence to obviate the usual history. It cannot be said too often, however, that the modern comprehensive community college exists in order that <u>more</u> people can get a post-secondary education at a low cost and within commuting distance of their homes. The public community colleges, unlike their sister institutions, the four-year colleges and universities, are controlled locally and do not have restrictive admissions policies. Basically, they offer four kinds of programs:

1. Preparatory or developmental studies, designed to provide the student who has insufficient background, or who has been out of school for some time, the knowledge, skills, and confidence to undertake regular college-level academic programs.

2. College-parallel or transfer studies, which offer the first two years of a baccalaureate program to the student who intends to take an undergraduate degree.

3. Vocational-Technical or Career programs, which prepare a student for some specific job and enable him to step directly out of college into employment.

4. Continuing Education courses, which enable the non-matriculating student to take individual courses for the purpose of upgrading his skills and keeping abreast of the world in which he lives.

In Illinois, the Public Junior College Act of 1965 specifies that the above listed programs of study be offered before a Class I community college can be considered "comprehensive." In order to organize these programs, and the curricula and courses within them, most Illinois colleges have resorted to the traditional separation of programs into divisions or departments (analogous to the university practice of creating "colleges"). These divisions or departments are located "beneath" the administrative structure shown below.

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  │ Continuing Education │  │ Transfer Studies │  │   Vo-Tech    │
  └─────────────────────┘  └──────────────────┘  └──────────────┘
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Under the three deans of programs would exist divisions (e.g., life science,
business, education, etc.) and/or departments (e.g., chemistry, automotive
technology, etc.) with designated chairmen.

Such organizational plans have existed--and they have worked--for many
years. However, in the past ten years educators and citizens have been in-
creasingly concerned about the failures of education. The nearly constant
student turmoil on college campuses--taking form in activities ranging from
increased student agitation to participate in the working affairs of their schools,
to student strikes which have closed schools and in many instances destroyed
property--has dramatized the problem. In the corridors, classrooms, and offices
of the schools, however, teachers, students, and administrators knew that what
was taught and how it was taught could no longer be taken for granted. The
"youth rebellion" was not entirely related to the Viet Nam War. The children
of television felt that information and knowledge were not reducible to 50-minute
periods three days per week. Neither were subjects as separated, one from the
other, as the college catalogs made them out to be.

Consequently, the colleges, within their established organizational structures,
began to listen to the noises about "relevance." New courses were brought into
the curricula and older ones sometimes disappeared. Classical languages, long
since housed in the basements of the oldest campus buildings, were "out."
Modern language courses were organized around more oral work, and popular
and contemporary writing replaced the older more traditional texts. The question
of who would teach courses such as "The Place of the Woman in the Twentieth
Century," and "Human Potential Seminar," and "Art, Music, and Technology in
a Contemporary Society" caused existing departments to plan curricula together
and brought in more team teaching. In some cases new departments such as
Black Studies were created, and practically the entire curriculum was taught by
these departments.   3

As new courses proliferated (nearly 10,000 at the University of California
as far back as 1963[1]) educators and students became concerned about goals
as well as methods.

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[1] Clark Kerr, The Uses of the University, New York, 1963, pp. 7-8

Thus, especially in community colleges, teachers began defining and publishing
goals or outcomes expected in their courses. Influential books such as Robert F.
Mager's Preparing Instructional Objectives (1962) served as guidebooks in the
rush to provide "behavioral objectives" for college courses. And theorists within
the 2-year college community spelled out in more detail what the college of the
future must be like if the needs of the society were to be met.[2]

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[2] See especially Arthur M. Cohen, Dateline '79: Heretical Concepts
for the Community College, Beverly Hills, California, 1969

Toward the end of the 1960's college faculties became painfully aware of what
boards of trustees and college presidents had known for some time: that there
was a taxpayers' revolt as well as a student revolt. The public, long opposed to
constant tax increases, weary of the economic drain of U.S. dollars into
Southeast Asia, and resentful of American youth for its forceful criticisms and
even outright destruction of educational systems, voted down school tax referenda
in record numbers. School budgets were cut, the market was glutted with teachers,
and President Nixon's demand for "accountability" began to produce results.

Educational innovations, long overdue, were forced to submit to the test of the
dollar. How much did it cost to teach biology by the auto-tutorial method, what
were the results, and how were they measured?

Thus the problem: a surfeit of teachers, a lack of money, a skeptical public, and
a college clientele more militant than ever. To concerned educators it was obvious
that both the instructional ink and the inkwells into which the students dip their
pens must be redesigned. The annual U.S. expenditure on education is $65 billion.
A fall 1970 Gallup poll revealed that 80% of the population clearly desires some
form of accountability for the 20 cents of every tax dollar spent on education.[3]

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[3] Deborah M. Nordh, "Accountability and the Community College,"
Junior College Journal (Vol. 41, March 1971, No. 6, p.3).

This, then, was the situation when Oakton Community College opened in the fall
of 1970.   4

Part II

The College
<u></u>

The founding board of trustees of District #535 clearly recognized the problems.
During the winter of 1970, they authorized President Koehnline to circulate a
recruiting brochure. In part it stated:

> " . . . . there will be 5 or 6 groupings of professionals directly
> concerned with the learning process. Although comparable in
> some respects to traditional departments or broader divisions, these
> groupings will be easily distinguished from more commom adminí-
> strative units."

Older, more established community colleges, organized to meet instructional
needs around groupings of subject matter, were increasingly aware that the tasks of
designing programs for today's needs were more difficult within departmental or
divisional structures. They found also that it was increasingly difficult to integrate
student personnel functions into the academic life of the institution, since
counselors had long been centralized (in most colleges) in a "department" separate
from the rest of the faculty. Decentralized counseling areas, such as advocated
by Richard Richardson and practiced at William Rainey Harper and other colleges,
helped to bring student personnel services to the student and close the gap be-
tween counselors and teaching faculty, but the problem remained.

In addition many community college people were bemoaning the fact that voca-
tional-technical education, one of the clearest areas of delineation between the
2-year and the 4-year college, was relegated to second-class citizenship in
schools which divided teachers into subject-centered groups and designed general
education courses (like freshman English) for the liberal arts major. Even when
colleges attempted to reverse this practice they failed because, for example, the
"English Department" (by virtue of its large number of "required" courses, usually
the largest group of faculty in the school) voted as a block and refused to have
its subjects "watered down" (i.e., individualized) for the vocational student.

The Board and administration at Oakton knew that if the college did not act quickly
to create solutions to such recognized educational problems, it might be too late.
Little was written down between May of 1970 and January of 1971--college
personnel were literally too busy for that--but every teacher hired for the founding
year knew the task. Stated briefly, Oakton's goals are as follows:

General

To offer general as well as specialized studies in
accordance with the laws of Illinois.

To meet the educational needs of those who had
- failed courses or were unable to profit from
earlier instruction.

To enable students to learn for human development
and for fun, as well as for professions and occu-
pations.

To enable all post-high-school members of the com-
munity to obtain the best possible education for
the least possible cost.

Admissions and Student Personnel Services

To accept as students any graduates of accredited
high schools, programs and space permitting.

To accept non-high-school graduates over 18 years
of age if their experience and qualifications
indicate that they are prepared to benefit from
any of the programs or courses of instruction
offered by the college.

To provide counseling services (student development)
as a part of the student's daily stay at the college.
Such services include personal counseling, academic
advisement, testing, and transfer and occupational
information and advice.

Curriculum

To provide programs of study in the several areas designated
by the state:
1. Baccalaureate Oriented
2. Occupation Oriented (Career Programs)
3. Adult Education
4. General Studies (Developmental or Preparatory Courses)
5. General Education ("Core" Courses, which contribute
to the liberal education of each student).

Curriculum (cont.)

To provide transfer students with freshman and sophomore
courses necessary for transfer, but to avoid slavishly
following the same course outlines and approaches used
by the universities.

To offer such occupational programs as are warranted within
our community and desired by our students and potential
students, but not to "compete" unnecessarily with nearby
community colleges in areas where there are already
programs with openings for out-of-district students.

To offer an adult education program which complements and
supplements the existing programs in the district's two
high school systems.

To design courses and programs of study so that students may
enter, leave, and re-enter at their own need (i.e., when
they are ready to profit and at hours during which they
can attend).

To insure that every student knows the objectives and methods
of every course and curriculum and to do everything possible
to insure that the student achieves at least minimal mastery
of courses he takes.

To furnish as much "lab" or practical application as possible
in every course and curriculum offered.

To de-emphasize learning for a grade and to accent learning
for mastery.

Instruction

To provide the student with choices about how he may learn
the subject matter of any given course.

To promote a constant interchange of ideas among teachers
about teaching modes, methods, and approaches.

To break down the old barriers between subject matters
(i.e., to integrate as many subject areas as are relevant
into specific courses).

Instruction (cont.)

> To devise instruments for measuring the outcomes of
>   particular instructional methods.
>
> To facilitate student participation in the evaluation
>   - of instructional effectiveness.
>
> To create a climate, both physical and psychological,
>   in which both teacher and student feel free to
>   experiment in finding new ways of improving learning.
>
> To engage in a constant evaluation of our own means
>   and ends in the educational process.

In an attempt to achieve these goals we have made two basic departures from
the usual academic practice. We have, at the management level, committed
ourselves to a minimum of line administrators (below the level of president,
two deans and one business manager). By such a choice we hope to keep the
top level officers and policy makers of the college close to the faculty and
students. Second, we have abandoned the subject or discipline as a means of
organizing faculty and students for administrative purposes. Instead, we have
tried to organize our faculty into "college groups" on the basis of their diversity
rather than their similarity. During 1971-72 these college groups number three
and each includes about 30 F.T.E. faculty, people whose single most important
commonality is that they are teachers (more so, literally, than professors)
seeking to cause learning in their students. They will work closely and indi-
vidually with students assigned to their groups in devising instructional methods
most suited to the student's learning mode and his curricular or occupational
aim.

Members of each group participate in each other's planning, help to write
objectives and devise measurement instruments for one another, and participate
in building the budget for the 1973 fiscal year. There is little temptation, as in
a departmental structure, to "feather their own nests." There is increased need
to explain and even defend their goals and means. At the same time each group, in
relation to the college and the community at large, is a college within a college.
We are thus able to "grow larger by growing smaller." [4]

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[4] A phrase used by President Robert E. Burns of The College of the Pacific
in advocating that C.O.P. adopt a cluster college concept of organi-
zation. Jerry G. Gaff, "Making an Intellectual Community," in
Jerry G. Gaff & Associates The Cluster College (San Francisco, 1970).

Part III

The College Groups

Oakton's organization of faculty and students into heterogeneous, but nearly self-contained clusters started as a hypothesis. The premise was the result of the college administration's many years of experience as teachers and administrators in community colleges. We had seen innovation stifled by inter-departmental squabbling, and needed educational changes slowed down and stalemated by faculty and administrative red tape. We were determined to use our combined experience to create an efficient, innovative, fiscally sound college in Illinois Junior College District #535. We were supported in this undertaking by the Board's enthusiasm and its willingness to "wait and see." Chairmen for the initial three clusters were appointed, from our first-year faculty, before the Spring 1971 semester, and faculty were assigned to clusters in January 1971. Since that time planning has been directed toward the 1971-72 academic year.
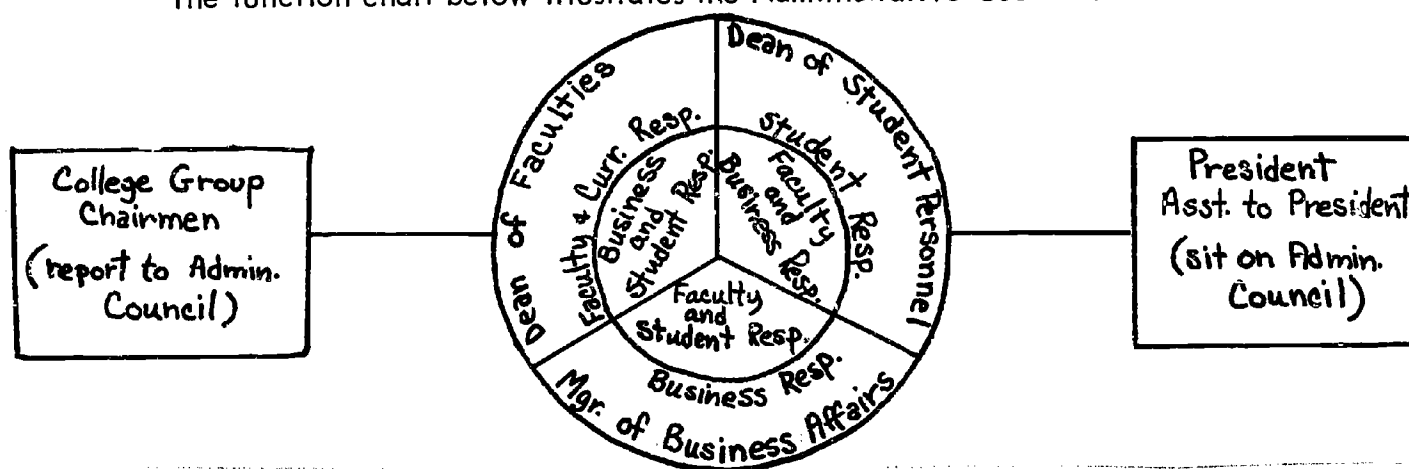
Our fundamental assumption is that community colleges exist to give direction, knowledge, and skills to all students, so as to help them find, refine, and meet their educational goals. We seek to achieve this aim through judicious educational planning and a concern for the tax and tuition dollar.

Our hypothesis is that we can best achieve that objective by altering the traditional college structure. What we seek to avoid is the fragmentation caused by complicated upper-level administrative offices and compartmentalized "departments" of everything from financial aids to organic chemistry. Within the cluster arrangement each faculty member in the group has responsibility for each student assigned to that group. Increasingly, members of clusters will have responsibilities for building the college budget. And already during 1970-71, faculty have had responsibility for participation in curriculum design--outside as well as inside their own disciplines.

Ultimately, as the college grows, nearly all subjects taught at Oakton will be available within each cluster. The individual clusters will evolve and develop their own specific identity and uniqueness. During 1971-72 these differences will be minimal; there will be far more similarities than differences. But what we will be doing during 1971-72--in addition to counseling the students and offering the courses--is laying the foundation for the future. We seek to place the emphasis on student learning, not on subjects or curricula, and to make every professional at the college responsible for development of the total educational program and for the education of each student. In short, we are building our particular kind of accountability.

Accountability begins and ends within the college with the president. It is he who represents the college to the Board of Trustees and it is he who is the official spokesman for Oakton. His cabinet is called the Administrative Council and it includes, in addition to him and his administrative assistant, the Dean of Faculties, the Dean of Student Personnel, and the Manager of Business Affairs.

All college policies which are to be recommended to the Board of Trustees pass
through this organization. The council operates as a team and members have
overlapping concerns. However, the Dean of Faculties has primary responsibility
for the academic program and its teachers. The Dean of Student Personnel, in
turn, has primary responsibility for the welfare of students at the school. Finally,
the Manager of Business Affairs is the chief financial office of the college and
it is his job to maintain fiscal records, administer the budget, and insure that
sound financial judgment is used in planning and carrying out college programs.
The function chart below illustrates the Administrative Council.

College Group
Chairmen
(report to Admin.
Council)

President
Asst. to President
(sit on Admin.
Council)

The relationship between the president and the Administrative Council is not
different from that of most college presidents and their staffs. A significant dif-
ference, however, lies in the fact that our middle level administrators (i.e., the
College Group Chairmen) report to the Council, not just to the academic dean
or vice president. Many schools have, and any school can simulate an informal
organization chart. Ours would show that in practice group chairmen seek
direction (procedure) from the Administrative Council member whose expertise
or primary area of responsibility fits the problem at hand. But in recommending
policy or requesting policy decisions, it is to the Council that the chairmen report.
This is again because it is our feeling that the three units of the college--
curriculum (and faculty), students, and finance--should be tied more closely
together, not further separated.

The college groups, under the leadership of their three line administrators, constitute
the core of the college. To see how they operate, it is convenient to look closely at
their components: students and faculty.

Students

We have assigned faculty and students into three groups for 1971-72.
This means we will have about 30 F.T.E. teachers per group and about 600
F.T.E. students per group (a ratio of 1:20, slightly below our projected
average class size for 1971-72). Beginning in July, students were assigned
to groups. Assignments were based on the following factors:

Students (cont.)

1. High school rank and G.P.A.
2. A.C.T. scores
3. Curriculum choice
4. Age
5. Sex
6. Whether returning or new student.

All of the factors except #3 above were used to achieve heterogeneity;
that is, a balance of age, sex, high and low achievers, etc. Curriculum
choice was a factor because in instances where we have small programs
with, say, one or two teachers (e.g., Child Care, Mechanical Technology),
all students in that curriculum were put in the same cluster. Part-time students
taking only one course were put into whatever cluster their teacher was
assigned to.

It should be added that this placement was done before the student was
programmed for the Fall semester by a Student Development faculty member.
At the time of programming the counselor explained the scheme, and any
student desiring a different group assignment was given his choice.

Remember, once again, that facilitating learning and individualizing
instruction are primary goals at Oakton. Within the cluster system a
student has the opportunity to choose the way he learns as well as what
he takes. Academic advisement is performed by the student development
faculty member in the student's group. This service is available to the
student throughout the year, not just at registration times. But when a
student registers for a class, say Communications 101, he is able to pick
a section in which a particular approach to that course is followed.

Each cluster publishes a Directory of Courses and Sections. Samples of
this Directory are included in Table I. The advantage to the student here is
that he is given detailed information within his cluster about the various
approaches to sections of courses. (He also has access to the Directory for
other clusters and may choose to enroll in a section outside his cluster).
The general objectives of any course (stated in the catalog) are the same
for all sections of that course, but students take courses for different reasons
and they learn material in different ways. We seek, within the clusters, to
provide as many options as possible. Furthermore, if the general goals are
the same for all sections of a single course, then the student can change
sections during the semester if he finds that a particular approach is not
working for him.

Students (cont.)

During our first year we abandoned the "E" or "F" grade. Students either pass a course ("A-D"), withdraw, or continue working on it with what we call an "X" grade (i.e., has not yet completed the course). This grading system removes the purely punitive "F" grade from our books. More important is what the "X" grade system says to the student. It indicates that the burden is on him to complete courses successfully, but it also indicates that we recognize that learning does not take place only between September and January, January and June. If the student takes a course for an entire semester and does not complete all of the requirements, he automatically receives an "X" grade. Then his counselor and his teacher work with him to finish the course. The emphasis is positive, not negative.

This kind of grading system has two additional advantages. It encourages the student to do some experimenting or exploring with methods of learning which are appealing, but which he has never tried. Since there is relative ease in shifting sections within a cluster and since we indicate (through the "X" grade) that there is nothing sacred about the eighteen-week semester, the student is reinforced in his desire to explore. Secondly, non-punitive grading sets up a framework of curriculum design for changing the semester system itself.

By 1972-73, we hope to adopt a school calendar which fits within the quarter system. Obviously there is nothing innovative about the quarter system itself. However, three units of twelve weeks each (rather than two of eighteen) will enable us to offer sections and courses of optional duration. Thus some courses will run three, some six, and some twelve weeks. A student who attempted a course in a three-week section and found he could not finish it in that time would take an "X" and finish it in six or the full twelve-week segment.[5]

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[5] Audrey Menefee has an informative article on a 3:6:12 school year pattern at Mt. Vernon Junior College in a recent Junior College Journal. See "Liberating the Academic Calendar," Junior College Journal, XLI, no. 6 (March 1971) pp. 66-70.

Students (cont.)

Another advantage of the cluster system for the student is what we call the
Student Progress Report. Within the clusters each teacher will have a record
of his own students' concurrent courses and teachers. Teachers are en-
couraged to keep an anecdotal record of student progress and to share this
record with other teachers. We do not give mid-term grades, but instead
six-week narrative progress reports are issued. Students who are having
trouble are then identified and reasons are isolated. For example, if one
student is taking five courses and is having trouble in two of them at the
six-week juncture, all of his teachers--as well as the student himself--
know this. Coordinated through the Student Development faculty (two
in each cluster), conferences can be held to discuss reasons and means of
removing the difficulty. The teachers in sections where the student is doing
well can be invaluable in locating reasons for poor performance in the other
courses.

All of these ideas and practices are means of identifying the student's
goals and learning modes. By implementing these means within individual
college groups we should be able to get close to our goal of facilitating
learning and individualizing instruction. Because of the diversity of people
within the clusters, the student himself, not subject matter, is the point of
focus.

Faculty

Our 1970-71 faculty numbered twenty-five.   During 1971-72 we will
triple that number. In the Fall 1971 semester, Oakton offers fourteen
programs of study and multiple sections of one hundred and twenty-four
courses in thirty-one subject areas. This is still small, but such rapid
growth carries with it the danger of becoming large without planning. We
have been fortunate, however, to expand during a year when so many
teachers are available. Thus our faculty are carefully selected. Each
person hired for 1971-72 was, whenever possible, interviewed by all of
the college group chairmen, members of the faculty within the teaching
specialty of the candidate, and at least one member of the Administrative
Council.

We particularly looked for certain qualities in new faculty (qualities we
felt we had in our returning faculty).

1. Willingness and ability to present subject matter to all kinds of students.

Faculty (cont.)

2. Willingness to spell out goals and measures for course achievement and
   accept responsibility for achieving those goals.

3. Energy level and tolerance. The desire to participate in building a new
   school and the patience necessary to see it through.

4. Acceptance of the concept that the teacher exists to aid the student in
   the learning process, not to "teach at" the student.

5. A desire to explore new and varied ways of approaching subject matter.

We feel we have hired faculty who fit our specifications. Once hired,
faculty were placed in groups so as to "spread" subject specialties among
the three groups (see Table II). More important, however, they were placed
within clusters for their "approaches" to teaching. Thus, each group has
teachers, regardless of teaching specialty, who have skills in testing.
Likewise, each group has two student development faculty, and members
with special interests and skills in teaching via auto-tutorial and laboratory-
centered methods.

As we grow and add more faculty we will continue to identify teacher
strengths in "methods" and place these teachers accordingly.

At present and during 1971-72 faculty within the clusters will meet periodically
with their chairmen. These meetings will focus constantly on curriculum
development and on teaching approach. Thus the Data Processing faculty member,
in talking to his colleagues, is "teaching" them about data processing. He is
not speaking, as in a department, to other E.D.P. teachers; he is talking
to biology, child care, and history teachers. They, in turn, are able to
ask him significant pedagogical questions that might well be taken for granted
by other Data Processing instructors. This practice of constantly explaining and
even defending one's subject matter and instructional techniques is, we feel,
desirable and best accomplished in a structure like ours.

The individual teacher is not only accountable to his students, but also to his
peers within the cluster. Formally, he is accountable to his College Group
Chairman, who evaluates his performance and supervises his work. The group
chairman is subsequently accountable to the Administrative Council.

To date the cluster concept of organization has been pretty much confined to the
four-year, resident college. Cypress Junior College in California is experimenting
with such a plan, and recently the College of DuPage in Illinois has reorganized
into college clusters.[6]

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[6] See Rodney Berg, "Trends in Program Development," Proceedings of
the Illinois Conference on Higher Education (I.C.H.E., 1970) pp. 26-32.

Our plan can be called a pilot or an experiment or an innovation. In any case, we
will devise methods of measuring our successes. Follow-up studies on graduates
and drop-outs, faculty surveys, student test scores, and grades subsequently earned
at four-year colleges will be used. We also intend to develop cost surveys and
studies, for it is necessary that, while working toward maximum individualized
instruction, we also try to minimize cost.

The College Group Plan is still a hypothesis, ready to become operational this Fall.
There is no way of guaranteeing its success. However, we are enthusiastic about the
plan and we feel that the necessary thought and planning have preceded implementa-
tion. Our commitment is to work hard at achieving the goals stated herein through
this new structure. The Board can expect periodic reports on the College Group
Structure during the coming academic year.

RLJ:cs
7-30-71

TABLE I

Course Sheets
(Taken from Oakton Community College
Directory of Courses and Sections, Fall 1971)

The following course samples represent actual choices students have when registering for the Fall semester:

Communications 103, Effective Speech

COM 103-03   9:00-10:15   T Th   McHughes (I)   3:3:0   Rm 233

This section is designed for those students who will go immediately from study at Oakton to take their places in business and community life. In Speech for Living they will learn how to speak effectively as they participate in business and community affairs. Class assignments will include field trips to hear and evaluate speakers in the community. Tape recordings and records will be used as teaching aids. Students will present speeches which would be of practical value for community living, such as: employment interview techniques, and demonstration, persuasion, and after-dinner speeches.

Communications 103, Effective Speech

COM 103-09   10:30-11:45   T Th   McHughes (I)   3:3:0   Rm 202

In this section the student will become acquainted with different types of speeches and their purposes. He will learn various methods of speech preparation as well as basic rules for effective public speaking. Special emphasis will be placed upon valuable persuasive techniques. In addition to the study of verbal communications, the student will engage in class projects and experiments in non-verbal communication. Students will also have the opportunity to engage in independent outside study of the speech-communication process.

Communications 103, Effective Speech

COM 103-15   2:30- 3:20   M W F   McHughes (I)   .   3:3:0   Rm 202

This section is designed for those students who will go immediately from study at Oakton to take their places in business and community life. In Speech for Living they will learn how to speak effectively as they participate in business and community affairs. Class assignments will include field trips to hear and evaluate speakers in the community. Tape recordings and records will be used as teaching aids. Students will present speeches which would be of practical value for community living, such as: employment interview techniques, and demonstration, persuasion, and after-dinner speeches.

TABLE I (cont.)

Natural Science 101, Introduction to Life Science

NSC 101-07   10:30-11:20   M W F   McMenamin (I)   4:3:3   Rm 138

This section is intended for people in the Liberal Arts Curriculum who are not planning
on careers in science or engineering. No previous exposure to biological science is
necessary. The introduction to the course deals with the origin of life and certain
basic biological material, but the major content and concepts will relate to man: The
biology of man, the cycle of man, man's evolution and future. The course aims to
further understanding of those phases of biology having direct impact upon human
existence, to get across principles rather than specifics, to emphasize the method
of science and to examine techniques used in solving certain problems.

Successful completion of this course will find the student better equipped to reason
out his own course of action in facing decisions relating to population problems, pol-
lution, radiation, and other environmental problems threatening human existence.

Natural Science 101, Introduction to Life Science

NSC 101-09   10:30-11:45   T Th   Carney (II)   4:3:3   Rm 138

This section is basically an organismal approach to biology. No prior exposure to
biology is necessary. It will include some of the basic physiological adaptations
of plants and animals, including man. Basic anatomy, embryology and genetics will
be included. The emphasis will be on the organism's maintenance control systems
and environmental adaptation. Laboratory exercises will include basic cell processes,
dissection comparisons of frog and rat, and frog and chick embryology.

Political Science 101, American Government

PSC 101-09   10:30-11:45   T Th   Bers (I)   3:3:0   Rm 139

This section will be a lecture-discussion with some tapes and auto-tutorial work
covering the formal and informal institutions and processes of the contemporary
American political system. In addition, some field work assignments: for example,
interviewing public officials, will be required. There will probably be two or
three exams and the field work project. Textbook and additional readings will be
assigned.

(2)

TABLE I (cont.)

Political Science 101, American Government

PSC 101-11   12:30- 1:20   M W F   Bers (I)   3:3:0   Rm 138

The section will utilize newspapers and news magazines as basic material to help
students understand and analyze the formal and informal institutions and processes
of the American political system. Because the section focus will depend on what's
happening now (i.e., what's in the news today), material covered will of necessity
be at the mercy of current events. This means there may be a good deal of skipping
around and whole parts of the section may not be "put together" until the end of the
semester. The teaching method used will be lecture-discussion with a heavy emphasis
placed on student participation. Students will be expected to keep up with the
course and do assigned reading as it is assigned, as this is the only way by which
student participation can be an integral part of the course.

Political Science 101, American Government

PSC 101-17   2:20- 3:45   M W F   Bers (I)   3:3:0   Rm 233

This section will be a lecture-discussion with some tests and auto-tutorial work
covering the formal and informal institutions and processes of the contemporary
American political system. Textbook and additional readings will be assigned.
There will probably be two exams, and a short paper, and a final.

Political Science 101, American Government

PSC 101-05   9:00-11:50   S   Taylor (II)   3:3:0   Rm 121

The aim of this course is to provide each student with the tools needed to critically evaluate
the policy decisions made by elected public officials. The first part of the course will be to
examine the various democratic principles upon which our government is founded, as well as
the values which it seeks to realize. With this as a background the structure of government
will be examined in a general way in order to consider how they will embody the democratic
principles and actualize democratic values. Since the democratic values stand in tension
with one another (resulting in diverse yet legitimate differences of opinion on how the govern-
ment should function and what it should try to do) students are free and encouraged to develop
their own views on how the government both does and should operate.

Upon completion of the course students will be knowledgeable about:
A. Democratic theory and the principles upon which our government is founded.
B. The general processes of government.
C. How to intelligently evaluate the actions and policy decisions of public officials.
Method: This course will be conducted on a lecture-discussion basis. Students will be
expected to prepare themselves for class by doing all of the assigned reading. During the
course of the semester the students will be tested twice. The first test will require them to
know the democratic principles and values discussed in class as well as various perspectives
on how the government functions. The second test will require them to take a position
(hopefully their own) on all that has been said in class, and defend it. Individual consul-
tation with the instructor is encouraged.   **18**

TABLE I (cont.)

Political Science 101, American Government

| PSC 101-03 | 9:00-10:15 | T Th | Lawler (II) | 3:3:0 | Rm 312 |

The section will utilize newspapers and news magazines as basic materiol to help students understand and analyze the formal and informal institutions and processes of the American political system. Because the section focus will depend on what's happening now (i.e., what's in the news today), material covered will of necessity be at the mercy of current events. This means there may be a good deal of skipping around and whole parts of the section may not be "put together" until the end of the semester. The teaching method used will be lecture-discussion with a heavy emphasis placed on student participation. Students will be expected to keep up with the course and do assigned reading as it is assigned, as this is the only way by which student participation can be an integral part of the course.

Political Science 101, American Government

| PSC 101-01 | 8:30- 9:20 | M W F | Lawler (II) | 3:3:0 | Rm 312 |

This section has two basic goals. The first to give students a confidence that makes them willing and able to express their opinions. It then hopes to create a climate where students toke these felt opinions and refine them to the point where they can support them with facts. They will also be made aware of alternative opinions and the facts that support them.

The second goal of this section is to create a climate where students can learn some of the basic, and not so basic, ideas on the theory, structure, and process of American Government. Students will be instrumental in drawing up the areas of study.

Method: The major way these goals will be accomplished is through class discussion and studying. A student should take this class if he is willing to try the method of expressing himself. He should also be willing to spend an average of two hours per week outside of class, reading and searching out information and ways of experiencing the theory, structure, and process of American Government.

Exams: Students will be required to take a total of three exams. These will be objective and essay questions. The essay questions will require a student to have opinions and then support them. Each student will also be required to be a teacher at least once. The student will be required to make one oral and written presentation. This can be anything from a book review and analysis to a term paper. Exams can be substituted for other projects with the consent of the instructor.

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TABLE II   8/3/71

FACULTY GROUP & OFFICE ASSIGNMENTS

	I		II		III	
Communications	Holstad	301C	Tosto	240	Irlen	118
	Freiwald	327	Rowitz	211	Redhed	126
	McHughes	328	Storinger	214	Zeitlin	125
	Kemf	133	West	228	Danko	136
	Koenig	213	Mittler	227	Smith	123
					Steingroot	135
Humanities	Lockwood	327	Kangles	107	Simons	236
	Stanley	107				
Foreign Language	Lucas	135	Gentile	134	Patel	126
Accounting/Business	Grosso	328	Zimmerman	136	Malooley	231
	Seitz	331			Katz	123
					Lester	124
Biology/Chem/Earth Sci	Jaffe	124	Butzek	211	Wollin	212
	McMenamin	213	Carney	214	Hastings	212
Math/Phys.Sci/EDG/Eng.	Matkovich	122	McNulty	330	Michigan	126
	Freedman	327	Murphy	230	Phillips	123
	Maglio	330	Salzberg	236	Smithson	133
			Drezdzon	228		
History/Pol. Sci.	Bers	331	Lawler	227	Day	133
	Schillon	329	Conway	136	Fortune	125
	Fonsino	135	Taylor	137	Lamping	122
Student Development	Dolan	301B	Bush	#4	Florer	#4
	Helfgot	#4	Turse	242	Winecoff	117
Office Skills	Cooper	328			Gerhart	124
Psych/Soc/Anthropology	Abrams	330	Schada	122	Harris	134
	Klein	329	Bobkiewicz	230	Kirshner	134
Physical Education	Richter	331	Jorndt	137		
Library	Stewart	#4	Dresback	#4		
	Luther (Child Care)	229	Barrett (Med. Tech)	229	Wawrzyniak (Rad. Tech)	210

TABLE III

SUBJECT DISTRIBUTION BY GROUPS

I. Subjects Taught by Full-Time Faculty within All Three Groups

Number of Sections within Each Group:

	I	II	III
Accounting	4	8	3
Biology	2	5	1
Communications	16	15	21
Foreign Language	4	4	4
History	10	6	7
Humanities	10	6	9
Mathematics	5	9	12
Political Science	5	7	4
Psychology	5	9	8
General Science	6	2	13
Sociology	5	5	5

II. Subjects Taught by Full-Time Faculty in Only One or Two of the Groups
(Number of different subjects appears in parentheses.)

I (10)	II (9)	III (8)
	Allied Health	Allied Health
Anthropology		
Art	Art	
Business		Business
Chemistry		
Child Care		
Data Processing	Data Processing	
	Economics	Economics
	Engineering	
	Fire Science	
	Medical Lab. Technology	
		Music
Office Skills		Office Skills
Philosophy		
Physical Education	Physical Education	
Physics		Physics
		Radiologic Technology
	Social Science	Social Science

TABLE III (cont.)

SUBJECT DISTRIBUTION BY GROUPS

III. Recapitulation of Subjects Taught by Full-Time Faculty within Groups
(Number of different subjects appears in parentheses.)

I (21)	II (20)	III (19)
Accounting	Accounting	Accounting
	Allied Health	Allied Health
Anthropology		
Art	Art	
Biology	Biology	Biology
Business		Business
Chemistry		
Communications	Communications	Communications
Child Care		
Data Processing	Data Processing	
	Economics	Economics
	Engineering	
	Fire Science	
Foreign Languages	Foreign Languages	Foreign Languages
History	History	History
Humanities	Humanities	Humanities
Mathematics	Mathematics	Mathematics
	Medical Lab. Technology	
		Music
Office Skills		Office Skills
Philosophy		
Physical Education	Physical Education	
Physics		Physics
Political Science	Political Science	Political Science
Psychology	Psychology	Psychology
General Science	General Science	General Science
		Radiologic Technology
	Social Science	Social Science
Sociology	Sociology	Sociology

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