

A PROPOSED REDESIGN OF THE FRESHMAN YEAR, 1964-1965

The Academic Affairs Committee submits this plan of redesign of the freshman year for faculty discussion. This present document is in two parts: The first part recapitulates the essential features of the college plan which, by a variety of means, has already been disseminated. The second part represents a more detailed attempt to apply those features to particular circumstances. It is concerned with possible programs and schedules for the different colleges; it exhibits the range and flexibility of the colleges; it considers questions of academic bookkeeping, of testing and grading, and of the retention and transfer of students. Together, the two parts present an over-all rationale and organization of the freshman year within the college context, and the application of that rationale and organization to particular colleges and programs.

Part I

In origin, the present proposal is the result of a confluence of several streams of thought and concern:

a) The idea of "Little Colleges" is at least four years old and has been practiced with considerable success for three years on a limited scale. Technically the "Little Colleges" were simply "block-scheduled" (placing the two Western courses back to back, and assigning the same students to each) to create a "double" course. Pedagogically the "Little Colleges" resulted in a range of experience from minimal change in the two courses to a complete integration of subject matter.

b) In our circumstances and for our students is not the idea of a variety of learning experience desirable? We have assumed in the past that in the freshman year optimum results would be obtained from discussion-type classes of about twenty-five to thirty students, and most courses were initially designed with this in view. Serious questions arise from our experience: Have we not, in fact, been operating with precisely the wrong size classes--classes too large for genuinely intimate work with students, yet too small for successful lectures? Have we not employed a single technique, where, perhaps, we should be using different sorts of techniques tactically planned, not merely allowed to develop randomly? Thus the present proposal is posited upon the proposition that students will be given the opportunity to study in at least one seminar situation of about fifteen students to one instructor, and in at least one large lecture-type course. This proposition has been expanded here to pose a question of considerable academic interest: Curriculum has largely been planned only with the content of courses in mind--is it not time to consider the context or format as well?

c) Staffing considerations have played a part in the shaping of this proposal. Although essentials of the plan must be studied on their own intrinsic academic merits, it would be less than candid to deny that problems of unexpectedly large numbers of freshmen due this coming Fall have not had their influence. While, by straining and doing an increasingly dubious job, Western Institutions might be able to continue for another year in its present form, Western Literature would be in an impossible situation without aid. If it is assumed that one primary function of the course is to teach students to write, then in its present format and with its present staff (we can afford to augment it only slightly) Western Literature cannot do its job. In other areas, staffing problems are just as acute. The present proposal alleviates some of these, not simply on an emergency basis, but on a basis which may actually improve our entire academic stance.

d) Staff organization problems have played a part. To what extent is it sensible to multiply sections of courses indefinitely? The attendant problems of coordination and control become soluble only in increasingly rigid centralization. Why not then decentralize, organize teams of instructors and students in meaningful groups, permitting the teams autonomy and flexibility within the constraints of some common procedures and subject matters? By means of this proposal, the substantive content of the prescribed curriculum is not altered, but its pedagogical format is opened up to a range of possibilities not feasible under our present system.

e) One of the persistent and unsolved problems of our freshman year has been an adequate advising system. The system has not worked and with increasing enrollments will work even less well. The University must, and will, focus additional resources upon this acute need. It remains to be determined in what way those resources will be invested. The present proposal avoids employment of five or six professional advisor-counselor types at considerable cost in money, and cost in faculty unity and coherence. Instead, the system contained in this proposal locates the advising function with the teaching faculty. Students would be organized in small enough groups with clearly identifiable instructors, so that close work with students would be possible. Under the college plan, theoretically, the flow of information about individual students to responsible agencies should be vastly accelerated and action on individual cases speeded up. The advising referred to here is primarily academic--but not simply in a program sense. When students are in trouble, we need to know, and know quickly, so that remedial steps may be taken.

f) Central to our concern has been the intolerably high attrition among freshmen. There are many reasons for this phenomenon, not all of them within our power to control. But a deliberate attitude that our task is not to fail, to punish, or to condemn students, but rather to educate and to help them where possible cannot fail to make some change in the attrition rate. While the colleges cannot solve the problem by themselves, nonetheless they are an alternative to our present inadequate procedures. The colleges would place the problem in a format in which solution may at least be possible. Experience with the "Little Colleges" of the past indicates that failure and attrition, without a lowering of standards (God forbid!), can be accomplished in this context. The extension of the "Little College" idea contained in the proposal should help us to do our jobs better--for our task is to teach and we cannot teach students who are no longer here. In this connection, the functional division of certain elements of our student body into colleges may be of service. Furthermore, evidence indicates that many of our students are "slow starters," "late bloomers." They need more careful tending and feeding in the freshman year than they can possibly get in our present organization. The college proposal should make it possible for greater numbers to progress and survive to become upperclassmen. We do not regard the proposal as a universal panacea, but it does promise improvement.

g) Related to our academic concerns are questions of a social character. Most of our students seem lost in what is a kind of academic anomy. We have deliberately eschewed the traditional supporting forms which other campuses rely upon to give students a sense of structure, a definition of their roles. The problem is compounded by our high commuter population and by the social background of most of our students. We believe that the colleges may provide some of the means for group identification so sadly lacking at Oakland. It is possible that important social side effects may result, and that possibility is worth cultivating by deliberate action on our part.

The question boils down to this: Our present system has not worked, and it is doubtful that it can be made to work any better without substantial change. The present proposal is an alternative that does more than provide for hasty repairs.

of damaged machinery; it provides an opportunity for positive and creative work. It is not a holding operation; it is a strategic advance.

I

A. The Colleges:

1. It is proposed to divide all FTIAC's (first time in any college freshmen) into colleges of approximately 120 students each. Six colleges will be needed for about 750 FTIAC's.

2. Each college would comprise students taking three or four freshman courses in common.

3. There would be three basic sorts of colleges:

a) "A" College: Engineering Science, Liberal Arts and Teacher Education Science.

b) "B" College: Business-Economics.

c) "C" College: Non-Science Liberal Arts and Teacher Education.

4. Each college would be assigned its own staff, each instructor devoting two-thirds time to courses in the college. Staff would vary on the average from six to eight members.

5. Each college would have a full-time Chief Advisor who would teach two-thirds time and devote his remaining one-third load to advising, to coordination of college activities, and to the exercise of leadership.

6. Each college would be given "block-scheduled" time to conduct its courses, and a fair degree of autonomy to develop its own program within the boundaries of commonly agreed upon limits designed to assure minimal consistency among the colleges.

7. Each college would be given a sum of money--\$500 to \$1000--to be spent upon college affairs, dances, picnics, teas, trips, in addition to normal resources for teaching aids.

B. Instructional Organization:

1. Part II of this document examines in detail questions of scheduling, questions of the degree of adherence to or departure from our present freshman course structure which are possible under the college proposal. Here we are concerned only with general guidelines.

2. All colleges would teach the subject matters of Western Institutions and Western Literature in a double-course setting. The combined objectives of these hitherto separate courses would be defined as follows:

To teach students to think critically and to express themselves lucidly and coherently in writing and in speech. This objective has priority.

To teach students to explore the development of characteristic political, social, and economic institutions of Western society in the context of those ideas which have been advanced to explain, understand, or justify them.

To introduce students to a disciplined experience of the literary traditions, concerns, and styles of the West.

a) Staff for the Westerns would be drawn from those departments currently teaching these courses, plus others interested in participating. As a norm there would be 8/3 instructors to each college, typically four individuals.

b) The normal format, from which deviation for good cause would be encouraged, would be three hours of lecture per week and four hours of seminar per week. Materials drawn from both existing courses appropriate to sound lecturing would be presented in that form; materials appropriate to the more intimate seminar style would be presented in the seminar sessions. Writing, intensive reading, and discussion would proceed in the seminars.

c) Each instructor would have two seminars of about fifteen students each per semester. Thus the instructor would be responsible for about thirty students (as opposed to the present sixty-eighty) in a single preparation. Depending upon the arrangements made by each college staff, each instructor would share some responsibility for a part of the lecture load. This will no doubt vary from college to college, indeed, might vary from month to month, as the staff decides. In practice numerous variations on the basic format are possible with instructional units of 120, 60, 30, 15 capable of being combined in a variety of ways. The staff should work at its own pace, decide what is best, and move ahead. The spirit should emphasize flexibility, openness, and a mood of experimentation.

3. "A" College: In addition to the Westerns, "A" College would have the appropriate mathematics and chemistry in its curriculum, with a basic allocation of 4/3 teaching time to each. The Chief Advisor for "A" College should be drawn from one of the sciences. Variations on this layout are presented in Part II.

4. "B" College: In addition to the Westerns "B" College would have appropriate economics and mathematics in its curriculum, with an allocation of 4/3 teaching time to each. The Chief Advisor would be drawn from economics. Variations of this layout are presented in Part II.

4. "C" Colleges: In addition to the Westerns, "C" Colleges would include either art or music and one of the social sciences (except economics) in its curriculum. Two-thirds teaching time would be devoted to each. The Chief Advisor would be drawn from either humanities or social science. Part II shows various ways in which "C" Colleges curricula may be organized. Although the norm would be three courses, with languages studied outside the college, it is possible that a language might be included, provided the number of students taking a given language in the freshman year is approximately 120. At the moment French seems to be the only language to fit this requirement. The degree to which the college staff could or would want to associate its various courses is left open. It is sufficient here to point out that a large opportunity for meaningful association exists.

5. For many reasons, not all new students--as distinct from FTIAC's--will be able to take courses in the colleges. Hence, in all courses "free-standing" sections will be offered. All efforts would be made to keep these at a minimum, but night students, part-timers, and transfers must be served. There may also be a handful of FTIAC's--such as music majors--who cannot be fitted into the college pattern.

6. For purposes of internal coordination, the Chief Advisor would play the role of coordinator of curricular activities within the college--in the spirit of a chairman, not of an administrator.

7. For purposes of external coordination--relations among UC courses across the board--each course (the Westerns, social sciences, etc.) would have a chairman. Autonomy is an objective of the college system; yet some measure of all-University consistency is also mandatory. The course chairman would serve this need.

C. Advising Organization:

1. Secondarily only to its academic function, but intricately related to that function, the college will serve as a focus for freshman academic advising. Consequently it would have a relationship to the Dean of Students' Office and its auxiliary, the Office of Psychological Services.

2. There would be appointed--under whatever name--a Dean of Freshmen, whose role in this regard would be that of head of the advising system. The Chief Advisors of the colleges would be responsible to him for this part of their work. Standard record keeping and communications would be the task of the Dean of Freshmen.

3. Each college has 120 students and six to eight instructors. The instructors would divide the students for advising purposes, with the Chief Advisor functioning as a point of referral. Variations of this scheme might obtain among the colleges--the advising needs of "A" College, for example, would be different than those of a "C" College. In any event, the load of advisees per instructor would be no greater than at present--although the tighter system would require greater attention to the problem than is the case currently. This should be offset, however, by the increased efficiency, and by the much greater ease of identifying student problems in the close context of the college.

II

The Academic Affairs Committee is aware that the college proposal, in effect a redesign of the freshman year, implies a considerable departure from our present practice. The Committee believes however that such a departure is not only necessary but desirable. The Committee is aware of the shortness of time available to set the proposal in motion; it is aware that change is risky and bound to cause some confusion. But if the alternative is simply to do what we have been doing, with no great increase in staff, but with greatly increased numbers of students, then the present proposal seems worth the risk. This is especially true in view of the fact that the present proposal does not involve fundamental curricular change.

Furthermore, the Committee is aware that not all particulars have yet been nailed down. There is need for discussion on many points. Not all will agree with the proposal's premises. Of those who agree, not all will agree on some of its details. But it is to be hoped that open controversy will in the end lead to substantial consensus. Whether or not such consensus develops, the problems which this plan attempts to solve are real problems that wouldn't just go away. If not this, then some other solution must be sought.

P A R T II

The LITTLE COLLEGE plan can utilize faculty talent in a variety of ways. The patterns outlined below are merely samples of what might be done in any college. So long as students are guaranteed small Western seminar sections (of about 15), the recently passed Roose resolution of the Senate permits a wide latitude of experimentation by each faculty team. The "A" and "B" plans, for example, show four courses within the college structure, but one course might well be made independent without doing violence to the proposal. On the other hand, no pattern which includes fewer than three courses in a college is acceptable, since the essence of the proposal would be violated if less than three quarters of a student's time were devoted to a LITTLE COLLEGE.

EXAMPLES OF THE PROGRAM

"A" College -- Engineering, LA Science, TE Science

EXAMPLE I

120 students -- Faculty: 8/3 Westerns; 2/3 Mathematics; 5/3 Chemistry. Chief advisor: Chemistry or Mathematics; 1/3 additional time (team of 8-9). If enrollment increases, the staff must be increased proportionately.

This option makes no significant changes in the current Mathematics or Chemistry patterns and divides the work in the two Westerns into lecture and seminar presentations. The chart shows the entire college schedule; the student groupings, (below the chart) indicate how to avoid conflicts and excessively long class days.

COLLEGE SCHEDULE

Page Two

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9					Math. Disc. I, II
9-10					Math. Disc. III, IV
10-11	West. Lect.	Chem. Lect.	West. Lect.	Chem. Lect.	West. Lect.
11-12	Math. Lect.	Math. Lect.	Math. Lect.	Math. Lect.	Chem. Lect.
12-1	Lunch	Lunch	Lunch	Lunch	Lunch
1-2	West. Sem. 1, 2	West. Sem. 3, 4	West. Sem. 1, 2, 3, 4	West. Sem. 1, 2, 3, 4	Sem. 1, 2, 3, 4
2-3	West. Sem. 5, 6, 7, 8	West. Sem. 5, 6, 7, 8	West. Sem. 5, 6	West. Sem. 7, 8	Sem. 5, 6, 7, 8
3-4					
4-5					

Student groupings: All students take all lectures; seminar and discussion patterns might be:

- Lab I; Math I; Western Seminars 3 or 4.
- Lab II; Math II; Western Seminars 1 or 2.
- Lab III; Math III; Western Seminars 7 or 8.
- Lab IV; Math IV; Western Seminars 5 or 6.

NOTE: This grouping avoids all conflicts
and any 8-5 days.

EXAMPLE II

120 students -- Faculty: 8/3 Westerns; 8/3 Chemistry. Chief advisor: Chemistry; 1/3 additional staff time (team of 8).

This approach departs substantially from the present structure of the courses and postulates that the first year Mathematics material can be taught by chemists. Only if a team can (and wishes) to cooperate extensively to develop new methods of instruction will this pattern succeed. Characteristic features of the plan involve amalgamation of Mathematics with Chemistry instruction and integration of scientific ideas into the Western sequence. The scientist(s) will have to work closely with the Western staff and will have to deliver some of the college lectures. Every week a chemistry laboratory will be reserved for four hours on four days and the college can gain even more flexibility if the laboratory can be made available on the fifth day as well. A large lecture hall will be reserved for one hour on three days, and rooms will be scheduled for discussion groups and seminars.

The staff of the college will construct the various syllabi. The chemists (in consultation with the Mathematics Department) will develop the material to be covered in both Mathematics and Chemistry. The entire team will decide on those topics (if any) which should be presented in large lectures. In case of unresolved disagreements, the Mathematics-Science topics might be omitted from the lectures and the lectures, as well as the seminars, would be turned over to the two Westerns. Should this occur, all time set aside for discussion and laboratory periods, in turn, would be excluded from the domain of the Westerns. As this sample program is conceived, specific areas of Mathematics and Chemistry will be delineated in terms of concepts, skills, projects, etc. which students can complete at their own pace (cf. present practices in introductory Physics). Each chemist will assume responsibility for 30 students and make sure, by using discussion and laboratory sessions, that Mathematics-Science areas are thoroughly explored. A flexible lab schedule (within the limits of the reserved facilities) will be worked out weekly. The chief advisor, individual staff members in their capacity as advisors, the departments concerned (when approving the programs), and all others whose approval (under the Roose resolution) the plans must receive, will have to exercise considerable care that the various demands on students are kept in proper proportions.

COLLEGE SCHEDULE

Page Four

	Monday		Tuesday		Wednesday		Thursday		Friday	
8-9	West. Sem. 1,2				West. Sem. 1,2		West. Sem. 1,2		West. Sem. 1,2	
9-10	West. Sem. 3,4,5		West. Sem. 3,4,5				West. Sem. 3,4,5		West. Sem. 3,4,5	
10-11	West. Sem. 6,7,8		West. Sem. 6,7,8		West. Sem. 6,7,8				West. Sem. 6,7,8	
11-12	Lect. Hall				Lect. Hall				Lect. Hall	
12-1	Lunch		Lunch		Lunch		Lunch		Lunch	
1-2	C H E M	Disc. Rms. 1-4	C H E M	Disc. Rms. 1-4	C H E M	Disc. Rms. 1-4	C H E M	Disc. Rms. 1-4	Disc. Rms. 1-4	
2-3		Disc. Rms. 1-4		Disc. Rms. 1-4		Disc. Rms. 1-4		Disc. Rms. 1-4		
3-4										
4-5										

EXAMPLE I

120 students - Faculty: 8/3 Westerns; 2/3 Mathematics; 4/3 Economics. Chief advisor: Economics 1/3 additional staff time (team of 7).

This pattern maintains the existing structure of courses as much as possible. The only change is the combination of the two Westerns into a lecture-seminar series. Mathematics remains a course of four lectures and one discussion section; economics (UC 056 in the Fall, EB 216 or 217 in the Winter) continues to be taught in three discussion meetings.

Note that only 14/3 staff members are needed for instruction. Should the full complement of 16/3 be used, the Mathematics staff may well wish to experiment with alternative approaches.

COLLEGE SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9	West. Sem 1-4	West. Sem. 1-4	West. Sem. 1-4	West. Sem. 1-4	Math. Disc. I
9-10	West. Sem. 5-8	West. Sem. 5-8	West. Sem. 5-8	West. Sem. 5-8	Math. Disc. II
10-11	Math. Lect.	Math. Lect.	Math. Lect.	Math. Lect.	Math. Disc. III
11-12	Econ. 1-2		Econ. 1-2	Econ. 1-2	Math. Disc. IV
12-1	Lunch	Lunch	Lunch	Lunch	Lunch
1-2	West. Lect.		West. Lect.		West. Lect.
2-3	Econ. 5-4		Econ. 3-4		Econ. 3-4
3-4					
4-5					

EXAMPLE II

75 students - Faculty: 2/3 Mathematics; 4/3 Economics; 5/3 Westerns. This includes 1/3 time for the chief advisor (Economics) and assumes that the equivalent of 1/3 of an Economics instructor's time will be devoted to instruction in the areas commonly assigned to the Westerns. Should this not be possible, staff allocations will have to be adjusted (team of 6).

This plan includes only 75 students and illustrates that the college concept is feasible even if, as may be the case in this area, enrollment falls substantially below the 120 module.

The staff will have to agree on the topics to be covered, the styles of instruction, and the distribution of student time. Varied groupings (15, 25, 30, 50, 75) can be used at different times. By reserving a lecture hall for one hour daily throughout the week and classrooms for the hours indicated in the schedule, the facilities for any reasonable combination will be at hand. The staff could organize their work very similarly to the present approach (as shown in EXAMPLE I) for part of the time. The Mathematics instructor could break the group into two, three, or four sections at other times. The Economics instructors could work with sections of 25, combine forces into larger lectures, break their students into smaller seminars, or join with instructors in other disciplines for college-wide lectures. The college need not restrict itself to any one of these techniques, but can employ all of them for parts of the semester. The classrooms provided permit almost any combination.

Such an approach requires much more planning and much more of a team effort than the one in EXAMPLE I. Those who wish to try this plan will have to follow pertinent sections of the Roose resolution.

COLLEGE SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9	RESERVE	ONE	LECTURE	HALL SEATING	75 +
9-10	RESERVE	3	ROOMS	SEATING	30
10-11	RESERVE	3	ROOMS	SEATING	30
11-12	RESERVE	3	ROOMS	SEATING	30
12-1	L	U	N	C	H
1-2	RESERVE 2 ROOMS SEATING 30 AND ONE SEATING 50				

NOTE: Often rooms will not be filled to capacity, but need to be large enough to permit combinations of sections.

EXAMPLE I

120 students - Faculty: 8/3 Westerns; 2/3 Art (or Music); 2/3 Political Science (or Sociology or Social Psychology); plus 1/3 time for chief advisor (team of 6).

Students will take three courses in the college and study the foreign language of their choice outside the college. The two Westerns assume a lecture-seminar format, the other courses remain unchanged. Half of the students will schedule Art (or Music) in the first semester, the other half the Social Science offered in the college. In the second semester these two groups change places.

COLLEGE SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9	West. Sem. 1,2		West. Sem. 1,2	West. Sem. 1,2	West. Sem. 1,2
9-10	West. Sem. 3,4		West. Sem. 3,4	West. Sem. 3,4	West. Sem. 3,4
10-11					
11-12	Art 1, Soc. Sci. 1	Art 1, Soc. Sci. 1	Art. 1, Soc. Sci. 1	Art 1, Soc. Sci. 1	
12-1	Lunch	Lunch	Lunch	Lunch	Lunch
1-2	Art 2, Soc. Sci. 2	Art 2, Soc. Sci. 2	Art 2, Soc. Sci. 2	Art 2, Soc. Sci. 2	
2-3	West. Lect.		West. Lect.		West. Lect.
3-4	West. Sem. 5,6		West. Sem. 5,6	West. Sem. 5,6	West. Sem. 5,6
4-5	West. Sem. 7,8		West. Sem. 7,8	West. Sem. 7,8	West. Sem. 7,8

NOTE: By judicious scheduling of duplicate freshman foreign language sections (in the morning and in the afternoon at any time except 2-3) all conflicts can be avoided.

EXAMPLE II

Page Eight

120 students - Faculty: 8/3 Westerns; 2/3 Art (or Music); 2/3 Political Science (or Sociology or Social Psychology), 4/3 French, plus 1/3 time for a chief advisor (team of 8).

This plan involves the same pattern as the one before, but now foreign language instruction takes place within the college context. Some possible permutations of student groupings, as well as the college schedule, appear below.

COLLEGE SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9					
9-10	West. Sem. 1,2		West. Sem. 1,2	West. Sem. 1,2	West. Sem. 1,2
10-11	West. Sem. 3,4		West. Sem. 3,4	West. Sem. 3,4	West. Sem. 3,4
11-12	Art 1, Soc. Sci. 1 Fr. 1,2	Art 1, Soc. Sci. 1, Fr. 1,2	Art 1, Soc. Sci. 1, Fr. 1,2	Art 1, Soc. Sci. 1, Fr. 1,2	Fr. 1,2
12-1	Lunch	Lunch	Lunch	Lunch	Lunch
1-2	Art 2, Soc. Sci. 2, Fr. 3,4	Art 2, Soc. Sci. 2, Fr. 3,4	Art 2, Soc. Sci. 2, Fr. 3,4	Art 2, Soc. Sci. 2, Fr. 3,4	Fr. 3,4
2-3	West. Lect.		West. Lect.		West. Lect.
3-4	West. Sem. 5,6		West. Sem. 5,6	West. Sem. 5,6	West. Sem. 5,6
4-5	West. Sem. 7,8		West. Sem. 7,8	West. Sem. 7,8	West. Sem. 7,8

Student groupings: All students take Western Lectures and one Western Seminar series.

30 take Social Science 2 and French 2.

30 take Art 1 and French 3.

30 take Social Science 1 and French 4.

30 take Art 2 and French 1

NOTE: This arrangement permits grouping in the seminars, should this be desired, thereby teams-within-teams might be organized in the college.

EXAMPLE III

120 students - Faculty: 8/3 Westerns; 2/3 Art (or Music); 2/3 Political Science (or Sociology or Social Psychology); plus 1/3 time for a chief advisor.

This plan again provides for only three courses within the college. Foreign language instruction takes place outside the college. Key to the proposal is a block of five hours (daily) which is available to, but not always used by, the college. The schedule indicates the room and time reservations which have to be made. Within this period the faculty team will have to integrate its efforts. Small seminars are essential features of the proposal, but they can be staggered, combined into double periods (laboratory fashion), treated as sections of 30 with a team of two instructors, etc. To balance these small groups, large assemblies (lectures, panel presentations, special events, etc.) will certainly have to be provided, or else the staff will be hopelessly overworked. The college might start with a two-week period when half the students attend three weekly discussions of 30 in Art (the other half in Social Science) while all of them participate in four weekly seminars of 15 and three weekly lectures of 120. There may be a period of several weeks, when the college discontinues lectures and all meetings are in groups of 20 (6 sections) for two hours a day, plus individual remedial conferences on writing problems. Another period of weeks could return to the seminar pattern, plus daily lectures (of 60) in the Social Science and Art areas. If the faculty should deem it desirable, they can easily arrange a variety of other combinations of subjects, groups, and time periods.

Such an approach requires a considerable joint effort from the staff and also calls for intensive, detailed planning. Before a college goes very far with this plan, it must comply with the pertinent provisions of the Roose resolution -- this is especially important to guard against confusing and overloading the students.

COLLEGE SCHEDULE

	Monday		Tuesday		Wednesday		Thursday		Friday	
11-12	2	ROOMS	OF	15	PLUS	2	OF	30		
1-2	2	ROOMS	OF	15	PLUS	1	OF	30	PLUS	1 OF 60
2-3	2	ROOMS	OF	15	PLUS	2	OF	30		
3-4	LECTURE				HALL		(120)			
4-5	2	ROOMS	OF	15	PLUS	1	OF	30	PLUS	1 OF 60

ACADEMIC BOOKKEEPING

The LITTLE COLLEGE plan does not constitute a change in course requirements, but is an attempt to present the curriculum in a setting which, we hope, will result in a successful freshman year for students. This being the case, the LITTLE COLLEGE faculties must award and report grades in ways which will make it possible to arrive at uniform records in spite of varied procedures in the several colleges. Since curricular prescriptions have not been changed, uniformity can be attained by recording grades under existing course numbers. Since, however, colleges may differ in structure and in techniques of instruction, specific tests and their place in the program will also have to differ. Since, finally, students should neither be rewarded nor penalized by their assignment to a particular college, the difficulty and quantity of material covered should be comparable from college to college.

The system of testing which is easiest to institute can be used in those colleges which depart least from the present structure (EXAMPLES I in "A" and "B" Colleges, EXAMPLES I and II in "C" Colleges). Here one grade can be assigned for seminar work, another for the course not in the Western sequence (or two grades where the student takes four courses in the college), and a separate grade for the lecture sequence. This last grade, based on the lectures and specified readings, involves the testing of some 120 students with no additional time allowance for the staff. The faculty teams will certainly have to devise examination procedures which cope realistically with this situation. In any case, the colleges will have to report separate grades for the lecture sequence and for the seminars. These grades will be recorded for the two Western courses, with the seminar grades assigned to Western Institutions in one semester and to Western Literature in the other.

Colleges which do not use clearly defined lecture sequences will have to develop a different grading system. One Western grade will certainly stem from the intensive work in seminars, another grade (or two, if four courses are in the college) from the students' work with instructors not primarily concerned with the Westerns. The second Western grade might well be based on readings and tests (clearly identified for students at the beginning of the term!) which cover material taught in a variety of ways. Once again, the staff must exercise discretion to keep the quantity and difficulty of the work within reasonable bounds.

Retention, Transfer, etc.

If the LITTLE COLLEGE system attains the goals envisioned for it, about 80-85% of freshmen should attain satisfactory grades (2.00 or better). Less than half the remainder should fail outright. Those who do fail one or more courses, along with those who drop to two-course loads, will be asked to move out of the colleges and continue their work in free-standing sections. Those who attain at least passing performance may continue in their college (possibly in special seminars) or transfer to another college for the second semester.

Transfers from a college to a free-standing section should be possible during the regular drop-add period and between semesters, provided the student's advisor and the chief advisor of the college deem this desirable. Transfers from one college to another may be made during the same periods, but in these cases the chief advisor of the college into which a student wishes to transfer must also give his consent. Acceptance into the new college should be a necessary condition for transfer in order to protect students from moving into situations for which their previous work has not prepared them.