

A Proposal Submitted By

University of Maryland University College  
European Division

① DAJA37-79-C-0137

and

Appendix A

in response to

U.S. Army Procurement Agency Europe

Attn: AEUPC-PSF  
Box 49  
APO New York 09710

Solicitation # DAJA-37-79-R-0050

TAB F

Preface

It is requested that should the evaluation and award factors be considered separately by separate people or committees, that this entire proposal be made available for study to each person and group.

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Executive Summary

University of Maryland University College (UMUC), in responding to USAREUR Solicitation No. DAJA-37-79-R-0050 for Personal Effectiveness Training for military personnel in Europe, proposes to effect a change in the attitudes and behaviors of soldiers through the design, development and delivery of military-specific values clarification training workshops.

The values clarification training is formulated to help the participants identify their own values, interests and attitudes and to explore differences in value systems with other members of the training groups. The training also provides practice in assertion and decision-making skills by declaring values and helps the individual to make clearer decisions based on the self-knowledge that comes from values clarification training.

The products, personnel and services that have been developed/provided for the proposed values clarification training include the following:

- (1) The curriculum and teaching materials for a 16-hour workshop in values clarification designed under the auspices of University of Maryland's Counseling Center at College Park, Maryland, under the direction of Frank Johnson, authority in values clarification.
- (2) Arrangements with Argus Press, Inc. for the prompt delivery of up to 12,000 copies of Meeting Yourself Halfway, by Dr. Sidney Simon, the basic textbook for the proposed workshops.
- (3) Ten instructors with demonstrated qualifications to conduct the values clarification training in Europe for the period of January 29 to September 14, 1979.
- (4) A train-the-trainer program to orient the instructors to the special nature of the classes they will be conducting in the European military environment.

- (5) An evaluation program to assess the appropriateness and effectiveness of the training during its delivery and after its completion. The evaluation program includes the following features:
- (a) Provisions for the design of locally-reproducible easily tabulated measurement instruments to ascertain attitudes and behavior change in the military-student population.
  - (b) The expertise of two nationally known values clarification figures to develop the evaluation instruments and to oversee the formative and summative evaluation processes: Dr. Howard Kirschenbaum and Dr. Joel Goodman, Director and Assistant Director respectively of the National Humanistic Education Center.
  - (c) Plans for on-site visits by Dr. Sidney Simon (University of Massachusetts), nationally recognized authority on values clarification, to evaluate the effectiveness of the training and its implementation.

The European Division of University of Maryland University College is uniquely qualified to develop and implement the curriculum for the Personal Effectiveness Training project as this proposal will demonstrate. The European Division has a 30 year history of serving the military community through education and training programs, many of these specifically designed to meet the military's special needs. The variety of activities successfully completed by the European Division attests to the ability of this institution to respond to the PET project with the ingenuity and flexibility we have demonstrated in the past.

SECTION DD-1 Educational Adequacy

a. Proposal: The University of Maryland University College European Division proposes to carry out work description/specifications required under solicitation number DAJA37-79-R-0050, in the following manner:

Consideration of Educational Requirements

The following is presented to demonstrate that educational requirements related to values clarification have been considered in development of this proposal to ensure the acquired tasks will be completed successfully.

Educators have used and experimented with "values clarification" over the past fifteen years, and the technique is now finding its way into private and industrial organizations. Evidence has shown that the values clarification process has application in improving adult skills such as decision-making and communication. What follows is the background of "values clarification" including the theoretical basis and some practical applications.

Traditionally, we have been guided in our "values" development in three ways:

- 1) Moralizing: Someone has told us what to do and think. Unfortunately, this entails the input of many people with many different ideas. It is often difficult for individuals to identify their own personal values from all this input.
- 2) Modeling: We have identified an individual who we look to as a living example of what we believe. This, however, proves confusing; there are too many different models to emulate. Once again, how do people decide whose values are best for them?
- 3) There is one other traditional approach to guiding people in values development, which is probably the most common. This approach is to do nothing, to let all persons forge their own set of values and hope for the best.

Unfortunately, none of these three approaches is entirely successful, as evidenced by the confusion and apathy in today's youth. What is lacking in all of these approaches is a process for clarifying and developing values. This process, which includes a set of valuing skills, can help individuals of all ages to clarify and apply their values to their every day lives.

Louis Rath (1966) first explicated the values clarification process by isolating seven subprocesses that lead toward value clarity. He based these criteria on the following definition of "values": Those elements that show how a person has decided to use his/her life (Raths, Harmin, Simon, 1966). The criteria are: 1) choosing from alternatives; 2) thoughtfully considering the consequences of the alternatives; 3) choosing freely; 4) prizing and cherishing; 5) publicly affirming; 6) acting repeatedly; and 7) acting with a pattern or consistency. Kirschenbaum (1975) expanded these seven criteria into a goal oriented approach: "The valuing process is a process by which we increase the likelihood that our living in general or a decision in particular will, first, have positive value for us, and second, be constructive in the social context." Kirschenbaum isolates five dimensions of this valuing process:

1) Thinking. Included in this dimension are skills of thinking on various levels (Bloom, et.al., 1956), critical thinking (Raths, et.al., 1967), moral reasoning (Kohlberg, 1968), and creative thinking (Parnes, 1967).

2) Feeling. People who feel good about themselves tend to be more effective by almost any criteria (Combs, et.al., 1971). People who are aware of their feelings are more psychologically mature and able to isolate and achieve goals more easily (Rogers, 1961). People who have learned to discharge hostility have greater access to their problem-solving capacity (Jackson, 1965). In sum, "anything we can do to help students to strengthen self-concepts and to deal with feelings helps them to learn a process that is part of their ongoing values development." (Kirschenbaum, 1975).

3) Choosing or Decision-Making: This dimension of the values clarification process based on Rath's "choosing freely, thoughtfully, and from alternatives," includes goal setting and information gathering. These skills will promote more effective decision-making in all aspects of life.

4) Communicating: The ability to send clear messages is an important



part of the valuing process. Communicating thoughts can have a clarifying effect. Communicating values also generates what Rath calls "public (or private) affirmation" of our inner world. (Journard, 1964). Active listening, social awareness, and conflict resolution also stem from this dimension of the valuing process.

5) Acting: As Rath points out, acting repeatedly and consistently upon our beliefs increases the likelihood of a "valuable" life. This also suggests the importance of acting skillfully and competently to produce a satisfying product.

Using these expanded dimensions of the valuing process, Kirschenbaum (1975) defines values clarification as "an approach that utilizes questions and activities designed to teach the valuing process and to help people skillfully apply the valuing processes to value-rich areas in their lives." This process, as outlined above, will provide individuals with the skills to sort out their beliefs, interests, attitudes, and feelings, and deal with conflicting information about common problems. More specifically, values clarification has been useful in addressing value-related behavioral problems. Eight have been identified and been successfully addressed to the values clarification process. They include:

- (1) the apathetic, listless and disinterested person
- (2) the person who cannot concentrate
- (3) the person who is very uncertain about himself/herself
- (4) the person who appears to be very inconsistent in his/her behavior
- (5) the person who drifts from one thing to another
- (6) the person who over-performs
- (7) the person who relies on role playing to successfully accomplish interactions
- (8) the argumentative person

JANET SHAUER

717 N. Fillmore St.  
Arlington, VA 22201  
301-454-5956 (day)  
703-522-0736 (eve)

EDUCATION: Master's Degree, 1978, George Washington University  
Emphasis on Women's Studies and Adult Education

Bachelor's Degree, 1974, Denison University  
Emphasis on writing, literature, and recent American history

EXPERIENCE: Projects Coordinator  
University of Maryland University College  
1978 to present  
Responsible for the administration of all special projects, including grants and contracts with outside agencies. Oversee design, development, and procurement of grants and contracts. Responsible for curriculum development, logistic design, and course implementation for various training projects.

Television Production Specialist  
Extended Learning Institute, Northern Virginia Community College  
1975 to 1978  
Responsible for production of all educational media projects used by non-traditional adult students. Responsible for research, writing, and editing scripts and accompanying study guides, as well as all grant proposals for program funding. Administered all production activities for television and radio programs, and coordinated national distribution.

Picture Editor  
McGraw-Hill Book Company  
1977  
Coordinated visuals for Art America, an art history textbook. Responsible with authors for selection of visuals and book research, as well as procuring all visuals.

Publications/Personnel Assistant  
National Association of Educational Broadcasters  
1974-1975  
Contributed to the editing and layout of all NAEB publications, including a bi-monthly journal and ten monthly newsletters. Aided in administration of job placement service for broadcaster

Instructional Assistant, Women's Studies  
Denison University  
1973-1974  
Contributed to the development and implementation of introductory Women's Studies course. Facilitated weekly group meetings, and participated in decisions concerning topics to be covered, lecturers, course requirements, and evaluation.

### Other Professional Activities

Teaching Skills Institute, Fall, 1976: I received training in the identification of important features of individual teaching techniques and of important characteristics of students; development of a process for selecting appropriate teaching strategies and methods; video-taping and critique of individual mini-lessons.

Curriculum Development by Objectives Workshop, Fall, 1977: I received training in the stating and evaluating of behavioral objectives for teacher and student; discussion of learning activities appropriate to stated behavioral objectives.

Workshop to Train Teaching Consultants, Spring, 1978: I received training in systematic observation, data collection and analysis, giving constructive feedback, and in recognizing and labeling important components of the teaching and learning processes.

### Recent Publications and Papers

Osler, S.F., Draxl, M.A. and Madden, J. The utilization of verbal and perceptual cues by preschool children in concept attainment problems. Child Development, 1977, 48, 1071-1074.

Cochran, N. and Draxl, M.A., Expectancy of reinforcement, belief in personal control and preference for a controlling environment: Attitudes of Army Enlisted men. Submitted for publication to the Journal of Personality Assessment.

Draxl, M.A. Crowding or "geselligheid:" A cross-cultural evaluation of physical and psychological space. Unpublished paper.

### Membership in Professional Organizations

American Psychological Association  
American Association of University Professors

The values clarification process has identified several areas that are value rich and worthy of investigation through the experiential process of values clarification. Tentatively identified by experts in the field include: (1) money (2) friendship (3) love and sex (4) religion and morals (5) leisure (6) politics and social organization (7) work (8) family (9) maturity (10) character traits (11) drug use (12) self-concept.

The clarification process will help individuals gain the skills and strength to make intelligent, fulfilling decisions regarding these aspects of their lives, both personally and in the larger social context.

b. Feasibility of Approach and Concept of Operation

The University of Maryland shall design, develop and implement Values Clarification classes (PET II) as experiential instruction for 12,000 military personnel at USAREUR Chaplain designated USAREUR sites.

Each individual values clarification training session will be designed to provide a minimum of 16 contact hours of instruction to be delivered on two consecutive days.

The University will provide all necessary personnel (e.g. staff, trainers, special consultants, etc.) and all instructional or other materials required for the total program.

Drs. Sidney Simon, Howard Kirschenbaum, Joel Goodman and Frank Johnson, all nationally recognized authorities on Values Clarification, have agreed to consult with University of Maryland on the PET project to ensure strict compliance with the Government requirements (see resume, letters and telegrams in Appendix A).

In addition, the University of Maryland will provide a detailed evaluation of the total instructional program. Formative evaluation information will be provided in the form of periodic summary reports. Summative evaluation information will be provided in a final report.

In carrying out the proposed program, the University of Maryland will perform the following tasks as outlined in Section F-2 of the Solicitation as follows:

Function:            Develop course design in Values Clarification that consists of not less than 2 days instruction for up to 12,000 military personnel in grades of E1 through E4. Procure instruction materials and evaluation instrument. Determine and procure resources and instruction sites.

Time: 15 January 1979 - 28 February 1979

Managerial Responsibility: First line management responsibility will rest with the Project Director.

Delivery System: The delivery system for this function will include the following tasks:

TASK 1 Provide teaching module, copyrights, instructional materials, and measurement instrument to be used in evaluating attitudinal and behavioral changes.

1.1) Preliminary Course Design: Teaching modules, copyrights and instructional materials. Based on current knowledge of the PET II requirements, military and European environment, values clarification technique and the intended audience, the following 2 day instructional strategy is presented.

The workshop curriculum presented here is designed to achieve several purposes:

- 1) to help participants identify their own value system
- 2) to explore with one another differences in value systems
- 3) to practice assertion and decision-making skills by declaring values
- 4) to make clear decisions based upon the self knowledge that comes from values clarification

The first 6 strategies are general values clarification techniques; the last 2 are designed specifically to explore values in the area of drug use.

## A VALUES CLARIFICATION WORKSHOP

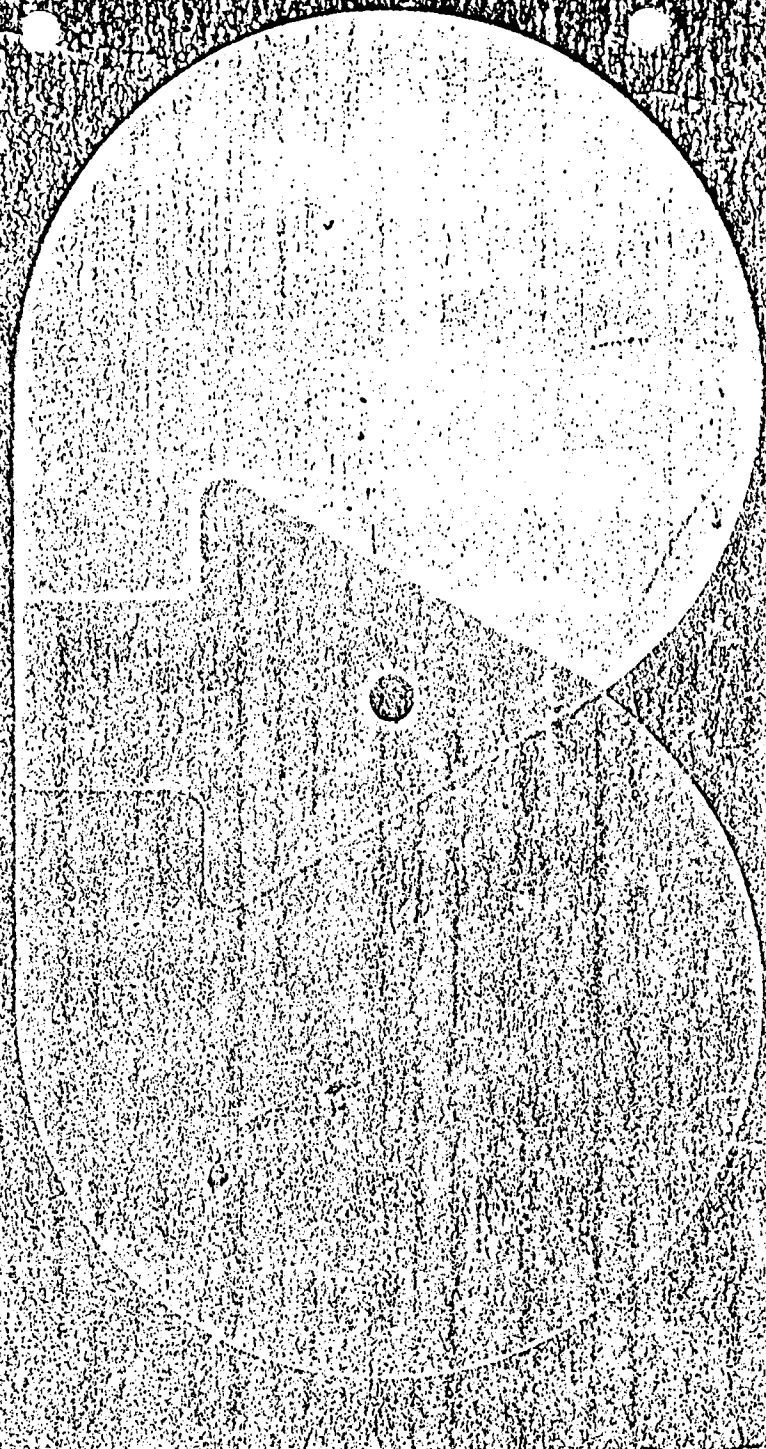
	MORNING	AFTERNOON
DAY 1	9:00 Introduction; Goal Statements	1:00 Values Lifeline
	10:00 "Am I Someone Who...?"	2:30 "The Bomb Shelter"
	11:00 Values Voting	4:30 Assessment of the day
	12:00 Lunch	
DAY 2	9:00 A Choice Continuum	1:00 Rank Order
	10:30 Values Grid	2:30 Drug Use Continuum
	12:00 Lunch	4:00 Assessment/Evaluation

PRINTED RESOURCE MATERIAL FOR WORKSHOP

The following workshop will use as a resource book, Meeting Yourself Halfway, by Sidney Simon (Argus Press, 1974). The book contains background material for the person participating in the values clarification process, as well as 31 strategies designed for use in values clarification workshops. Several of the techniques used in the workshop to be presented below were taken or adapted from Meeting Yourself Halfway. The workshop instructors will be able to use the book for additional or more appropriate strategies, and the participants will be provided with this resource to use during and after the workshop.



# MEETING YOURSELF HALFWAY



Strategies for Daily Living

**DR. SIDNEY B. SIMON**

UNIVERSITY OF MASSACHUSETTS

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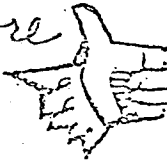
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STRATEGY 1 Objectives: To get acquainted  
To declare some personal values  
To practice responding to one another in a clarifying way

Materials: Handout of questions

Time: 1 hour

Technique: "Am I Someone Who...?"

The instructor will hand out the question sheet. Each participant will complete the questions by circling one of the codes: Y for Yes, N for No, M for Maybe. The participants should be cautioned about using Maybes. One of the purposes of this technique is to encourage definite stands, so Maybe should only be used if the individual feels strongly about it.

When each participant has completed the questions, have the group exchange them. The participants should try to guess each others answers.

After the group has answered and guessed each others' answers, the group should talk about the questions and answers, and what they reflect about the individuals.

Sample Questions:

Am I Someone Who:

- |   |       |
|---|-------|
| 1. needs to be alone?                           | Y N M |
| 2. likes adventure?                             | Y N M |
| 3. would kill in self-defense?                  | Y N M |
| 4. has trouble taking orders?                   | Y N M |
| 5. would let my child smoke pot?                | Y N M |
| 6. gets bored and restless easily?              | Y N M |
| 7. is often violent and aggressive?             | Y N M |
| 8. is afraid of dying?                          | Y N M |
| 9. is afraid to be in a strange place?          | Y N M |
| 10. could be part of a mercy killing?           | Y N M |
| 11. could be satisfied without a college degree | Y N M |

12. prefers manual labor to intellectual activity? Y N M
13. could easily become a drug addict? Y N M
14. will publicly show affection to another person? Y N M
15. will put things off? Y N M
16. rebels against authority? Y N M
17. will probably never give up smoking? Y N M
18. likes to try new things? Y N M
19. needs structure in his/her life? Y N M
20. likes to drink? Y N M

STRATEGY 2 Objectives: To define and become facile with the Valuing Process Criteria

Materials: Handouts -- Values Criteria  
Values Indicators

Time: 1 hour

Technique: Values Voting

A series of questions is read by the instructor beginning with the phrase: "How many of you...?" Participants are to raise hand to indicate response. (The purpose of this exercise is not to "vote" but to have the group members affirm values in public.)

Sample Questions:

How Many of You:

1. think there are times when cheating is justified?
2. are glad to be in the military?
3. attend religious services regularly?
4. enjoy watching television?
5. have ever been in love?
6. feel free to talk to your superior officers?
7. think you are racially prejudiced?
8. think at this point in your life that you are a failure?
9. think you'd like to make a career in the military?

10. enjoy being overseas?
11. have read a book in the last 2 months?
12. have ever been drunk?
13. think you're being discriminated against in the military?
14. feel you make friends easily?
15. would like to try sky-diving?
16. have considered living with a person in whom you have a sexual interest?
17. have trouble making decisions?
18. make frequent use of marijuana?
19. think drug usage should be legal?
20. think that women belong in the home not in the military?

STRATEGY 3 Objectives: To become aware of influences on value systems in the past and present

Materials: plain paper, pen  
Handouts -- Values Grid

Time: 1 1/2 hours

Technique: Values Lifeline

Instructor directs participants to draw self at an age of value formation. Then draw arrows to indicate the shaping forces and identify these. Jot down some of the messages that came from these "parenting influences." For example:

urban		
school		self
parents		
church		

Ask them to share with one another (in smaller groups, either two or three) the recall that they have of these important influences in their lives. As the clarifying occurs, ask each person to keep a list of value statements that were clear in that period of life. After about an hour this may need to be terminated.

Then ask the participants to take the value statements that were "true" and begin to think of all the alternatives that they are asked to consider in the present. In other words, what are the shaping forces now as compared to then? For example:

peers •		
teachers		
supervisors		
military		
parents		self
overseas environment		
alternate lifestyles		

How are these present forces confusing the value statements that were once clear? For example, parents: "Violence is wrong" vs. my role in the military.

STRATEGY 4 Objectives: To confront value differences

Materials: Blackboard or newsprint  
Handouts: Values Grid  
Bomb Shelter Information Sheet #1 and #2

Time: 2 hours

Technique: "The Bomb Shelter"

Divide into two groups if possible. Groups should be at least 4-6. The instructor explains the situation to the groups:

Your group are members of a department in Washington that has been working in a remote experimental station. Suddenly war breaks out and atomic destruction devastates most of the world. You receive a desperate call from an experimental station where there are ten people still alive. In their shelter there is extra space, food, and water for only six people. All you have time for -- you must get to your shelter within the next hour -- is to get superficial descriptions of ten people.

So, as a group, you must decide which four people to eliminate from the ten who have requested your aid. Before you begin, I want to impress upon you two important considerations. It is entirely possible that the six you choose might be the



only six people left to start the human race over again. The choice is therefore important. Try to make the best choices possible. On the other hand, not deciding means that you are, in fact, choosing that all ten shall perish.

The instructor distributes copies of information to the groups in the room. (It is very important that the groups be out of ear-shot of each other. Also each sub-group member should receive exactly the same information sheet as the others in his/her group. You will notice that you are giving more information to one group than to the other.)

Information Sheet #1 (give these to half the groups)

1. A senator with 12 years experience
2. A brilliant artist
3. A key business executive
4. An established, mature minister
5. A professor in a large university
6. An employed grandmother
7. A high-ranking military officer from NORAD
8. A young farmer
9. A psychiatric nurse
10. A policeman, member of the vice squad

Information Sheet #2 (give these to the other half)

1. A Senator, aged 60, with 12 years experience and extensive knowledge of natural resource development. During his term of office his lumber interests have prospered greatly. He is married to the grandmother.
2. A brilliant but immoral artist with an international reputation as an opera star. She is 35 years old.
3. A key business executive, 50 years of age, in one of the country's most important industries. He began his career with the company in the tropics. He is married to the professor.
4. An established, mature minister from one of the popular faiths, the Buddhist.
5. A professor of humanities in a large university and author of several important works advocating human relations and understanding. She is the wife of the business executive.
6. An employed grandmother who heads an organization serving the economically and culturally disadvantaged. She has been recognized for her success in organizing volunteer workers. She is 45 years old and married to the senator.
7. A three star general from NORAD who at 45 is a brilliant operations analyst and a handsome bachelor.

8. A 35 year old cattle feeder from the Western United States with a degree in veterinary medicine. He suffered a mild heart attack two years ago. He is married to the nurse.
9. A 30 year old psychiatric nurse with experience in social work among poverty-level migrant workers. She is of Oriental ancestry and the wife of the farmer.
10. A policeman, member of the vice squad, 35 years old, with varied experience in a large city police department. He has received a number of community relations citations, is black and is considered, by his colleagues, a militant.

At the end of one hour, bring the groups back together and have them report, posting the results on a blackboard or on newsprint. Ask about the difference in choices. During the group discussion, the access one group had to more data will become apparent. Point out the assumptions and prejudices that operate when there is little data, and the increased rational decision possibilities when more data is available.

Process the meeting, deal with differences, reflect on the values inherent in the decision process (have them use the grid), and indicate acceptance of all value stances.

STRATEGY 5 Objectives: To clarify values dilemmas  
 Materials: paper and pens  
 Time: 1 1/2 hours  
 Technique: The Choice Continuum

[Oftentimes each of us gets stuck in the decision-making process because we have to decide between two things we want. It is fairly easy to make the choice between two goods. This technique is not for problem solving as much as it is to demonstrate how we get stuck in values choices.]

Ask each person to announce to the group a current decision which is difficult for him/her (i.e., whether he/she is planning to reenlist, what he/she plans to do when he/she gets out of the military). The other members of the group are requested to ask clarifying questions, but not to give advice or try to help by giving problem-solving solutions.

After quizzing the person, the choice continuum should begin to emerge:

On the one hand  
X \_\_\_\_\_

On the other hand  
Y \_\_\_\_\_

Then ask the person with the dilemma to list all of the positives in each choice. The group can help. See if the choices are balanced (have equal energy in tension) or if it has become apparent that there is a "good" and a "lesser-good" which makes the choice easier. In any case as soon as the dilemma is well clarified and the positives listed upon each pole, go on to the next person. There is no magic about this being the moment the person has to decide, and the decision remains, as always, in the hands of the problem-poser.

<u>STRATEGY 6</u>	Objectives:	To use the seven values criteria to identify values
	Materials:	Handouts -- Values Criteria Values Indicators Values Grid
	Time:	1 1/2 hours
	Technique:	The Values Grid

[Prior to introducing the Grid Exercise, present the seven criteria needed to define something as a value. The presentation can be brief because the concepts are used in the exercise. It is valuable though to discuss each concept and to offer an example of each.]

Leader gives participants the grid and brainstorms some general issues -- such as, military intervention in the Middle East, pollution, women in the military, the Presidential election. The participants list these on the left side of the paper. Next to these each person is to write a few key words that summarize his/her position or stand on that issue. The seven numbers heading the columns on the right side represent the following seven valuing criteria:

1. Are you proud of your position?
2. Have you publicly affirmed your position?
3. Have you chosen it from alternatives?
4. Have you chosen it after giving thoughtful consideration to the pros and cons of the alternatives?
5. Have you chosen it freely?
6. Have you acted on or done anything about your position?
7. Have you acted repeatedly on the position?

The participants are then instructed to check the criteria columns to see if the issues they are considering fit all of the valuing criteria. Group discussion follows about the differences between beliefs, attitudes, privately held ideas and values.

STRATEGY 7 Objectives: To use the values process criteria in the area of drug abuse

Materials: Handouts -- Values Criteria  
Values Indicators

Time: 1 1/2 hours

Technique: Rank Order

Instructor explains that the next questions are designed to force value choices. This will cause the participants to look deeper into themselves.

Sample Questions:

1. Why do you think people first use drugs?
  - a. pressure from friends
  - b. emotional escape
  - c. adventure
2. Which of the following would you give lowest priority for the USA?
  - a. stopping drug smuggling?
  - b. stopping sales of alcohol to minors
  - c. stopping people from smoking cigarettes
3. Which do you think would be the worst psychological addiction?
  - a. alcohol
  - b. cigarettes
  - c. marijuana
4. What kind of living partner bothers you the most?
  - a. one who uses drugs regularly
  - b. one who spends money impulsively
  - c. one who is messy
5. Which do you think is worst?
  - a. to become (or cause someone to become) pregnant?
  - b. to be dependent on hard drugs
  - c. to date someone of another race
6. Which do you think is the bigger problem in the military?
  - a. drug use
  - b. gambling
  - c. race relations

7. How would you rather spend an evening out?
  - a. seeing a good movie
  - b. getting drunk with friends
  - c. smoking marijuana with friends
8. How would you help a friend who was addicted to heroin?
  - a. take him to a drug abuse clinic
  - b. buy him heroin
  - c. do nothing at all

STRATEGY 8 Objectives: To use values clarification in the area of drug abuse

Materials: Blackboard

Time: 1 1/2 hours

Technique: Drug Use Continuum

Place a number of scales on the blackboard and ask each person in the group to publicly place themselves on the continua in terms of how they feel about that behavior right now.

1	2	3	4	5
acceptable to me		does not matter to me		unacceptable to me

Read the following list to the participants:

1. Regularly smoking marijuana (me)
2. Regularly smoking marijuana (others)
3. Buying cocaine for my own use
4. Selling small amounts of cocaine to my friends
5. Selling marijuana to my friends
6. Selling cocaine to strangers
7. Trying heroin once (me)
8. Selling heroin (me)
9. Smuggling heroin (me)

Ask the group members how they feel about themselves and their values knowing how others in the room are making value judgements on the same issues: does each one compare self with others? is there a "rightness" in the majority position? is there a loneliness in both extreme positions?

STRATEGY HANDOUT

## VALUES CRITERIA:

- 1) Prizing one's beliefs and behaviors
- 2) Publicly affirming these
- 3) Choosing from alternatives
- 4) Choosing after thoughtfully considering the alternatives
- 5) Choosing freely
- 6) Acting upon the chosen belief
- 7) Repeating the behavior with consistency

## VALUES INDICATORS:

(These may indicate a value, but must meet the seven value criteria)

- 1) Goals or purposes
- 2) Aspirations
- 3) Attitudes
- 4) Interests
- 5) Feelings

VALUES GRID

Issues	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

- VALUES CRITERIA:
- 1) Prizing one's beliefs and behaviors
  - 2) Publicly affirming these
  - 3) Choosing from alternatives
  - 4) Choosing after thoughtfully considering the alternatives
  - 5) Choosing freely
  - 6) Acting upon the chosen belief
  - 7) Repeating the behavior with consistency

WHO SHOULD BE SAVED?

Passenger List

1. A Senator
2. An Artist
3. A Business Executive
4. A Minister
5. A Teacher
6. A Grandmother
7. A Military Officer
8. A Farmer
9. A Nurse
10. A Policemen



WHO SHOULD BE SAVED?

Passenger list

1. A Senator, aged 60, with 12 years experience and extensive knowledge of natural resource development. During the terms of his elective office, his lumber interests have prospered greatly. He is married to the grandmother.
2. A brilliant but immoral artist with an international reputation as an opera star. She is 35 years old.
3. A key business executive, 50 years of age, in one of the country's most important industries. He began his career with the company in the tropics. He is married to the professor.
4. An established, mature minister from one of the popular faiths, the Buddhist.
5. A professor of humanities in a large university and author of several important works as well as a strong advocate of improved human relations and understanding. She is the wife of the business executive.
6. An employed grandmother who heads an organization serving the economically and culturally disadvantaged. She has been recognized for her success in organizing volunteer workers. She is 42 years old and married to the Senator!
7. A three-star general from NORAD who at 45 is both a brilliant operations analyst and handsome, urbane bachelor.
8. A 35 year old cattle feeder from the western U.S. with a degree in veterinary medicine. He suffered a mild heart attack two years ago. He is married to the nurse.
9. A 30 year old psychiatric nurse with experience in social work among poverty level migrant workers. She is of Oriental ancestry and the wife of the farmer.
10. A policeman, member of the vice squad, 35 years old, with varied experience in a large city police department. He is black and is considered a militant.

1.2 Measurement instruments to be used in evaluating attitudinal and behavioral changes. The issue of outcome assessment is a very difficult one when considering values clarification. To aid in the selection or design of relevant instruments that are easily tabulated and are able to ascertain attitude and behavioral change in a military population, the University has obtained the services of three nationally known consultants in the assessment of values clarification:

- (1) Dr. Sidney Simon: Dr. Simon has developed an easily scoreable assessment instrument and has agreed to make it available to the PET II project. Entitled "A Values Clarification Instrument" it is able to ascertain attitude and behavioral change.
- (2) Drs. Howard Kirschenbaum and Joel Goodman of the National Humanistic Education Center have also agreed to review the availability of outcome instruments and evaluated Dr. Simon's instrument. They have also agreed to develop an approach to assessment if validity of any available instrument is questionable.

TASK 2 Identify and assign personnel (e.g., staff, faculty, etc), to include ten (10) instructors qualified to teach Values Clarification experientially. Ensure availability for in-country conferences prior to initiation of instruction and arrival at site to begin instruction in designated sites with 2 instructors per site.

Managerial  
Responsibility:

First line responsibility will rest with the Project Director in coordination with the Associate Project Director.

2.1 Identify and assign personnel. The following organization structure and positions will be used to implement the project.

2.1a Project Director, Dr. Adelynne H. Whitaker:

Dr. Whitaker will serve as Project Director for this undertaking. She earned the Doctor of Philosophy in history at Emory University (1973) and has been on the staff of the University of Maryland since 1974. Her administrative skills have been demonstrated in the past through her service as Project Director on several large training projects contracted for by USAREUR-ACES to include the Mission Related Career Development Project. See resume in Appendix A.

2.1b Associate Project Director, Dr. Stephen E. Forrer:

Dr. Forrer has served as a consultant/evaluator for several University of Maryland training contracts. He holds a Ph.D. in counseling psychology from the University of Maryland and has engaged in training of values clarification to facilitators while associated with Northern Virginia Community College. He also served as resident graduate professor in the University of Maryland Far East Graduate Program in Counseling. See resume in Appendix B.

2.1c Project Coordinator-Curriculum Evaluation/Trainer,

Meredith Stanford. Ms. Stanford is currently on leave from the Department of Humanities and Behavioral Studies, Boston University. She has a strong academic and experiential background in the area of humanistic education and values clarification. She will serve as a trainer as needed.

2.1d Project Coordinator-Logistics, Mr. Patrick Duddy:

Mr. Duddy, who has an M.A. in English and has been with the University of Maryland for the past three years, served as Project Manager for the Mission Related Career Development Project. Mr. Duddy is a candidate for Project Coordinator in the project for which this proposal is submitted.

2.1e Consultants: Dr. Sidney Simon, an internationally known pioneer in Humanistic Education. Author of numerous books and articles including Meeting Yourself Halfway. Dr. Simon has lectured and presented Values Clarification workshops through the country and is highly regarded by educators, clergy and psychologists.

Dr. Howard Kirschenbaum: Dr. Kirschenbaum is the director of the National Humanistic Education Center. He holds a doctor of education degree from Temple University. He has had extensive experience giving speeches and workshops on humanistic education, values clarification, and human relations. He is the author or co-author of eight books.

Dr. Joel Goodman: Dr. Goodman received his Ph.D. in Education from the University of Massachusetts. He is currently assistant director for resource development and consultation services for the National Humanistic Education Center. He has published numerous articles on values clarification and its various applications.

Frank Johnson, has a Masters of Divinity degree from Andover Newton Theological School with an emphasis in Pastoral Counseling. He is currently a full-time staff member of the University of Maryland Counseling Center, College Park. He is a nationally known expert in the area of group counseling and values clarification. He is co-author with his brother David of Training Together: Group Theory and Group Skills.

Telegram

LLC023 WAE095(1255)(4-025959E015)PD 01/15/79 1256

ICS IPMTZZ CSP

8134721035 TDMT SANIBEL FL 20 01-15 1256P EST

PMS STEVE FORER CARE OF WESTERN UNION

WILL CALL

WASHINGTON DC 20000

I AGREE TO BE PART OF THE CONSULTING TEAM PET II UNIVERSITY OF MARYLAND. AVAILABLE FOR TWO TRIPS TO EUROPE.

DOCTOR SIDNEY B SIMON

NNNN

SF-1201 (R5-69)

11.60

Telegram

LLA085 WAE226(2124)(4-063529E015)PD 01/15/79 2124 JAN 15 PM 9:35

ICS IPMTZZ CSP

5185878770 COLLECT TDMT SARATOGA SPRINGS NY 01-15 0859P EST

PMS STEVE FORER, 3014545956

WILL CALL

WASHINGTON DC

DUPE OF TELEPHONED TELEGRAM

WE ARE AVAILABLE THIS WINTER AND SPRING TO ASSIST YOU IN DEVELOPING AN EVALUATION DESIGN, ADVISING ON FORMATIVE AND SUMMATIVE EVALUATION TECHNIQUES, SELECTING OR DEVELOPING INSTRUMENTS FOR FORMATIVE AND SUMMATIVE EVALUATION, AND ANALYSING THE DATA COLLECTED IN THE VALUES CLARIFICATION PROJECT YOU ARE PROPOSING. OUR OWN RESOURCES AND THOSE OF THE NATIONAL HUMANISTIC EDUCATION CENTER WILL BE AT YOUR DISPOSAL

HOWARD KIRSCHENBAUM JOEL GOODMAN

NNNN

SF-1201 (R5-69)

Dr. William Sedlacek, currently Assistant Director, Counseling Center, University of Maryland and Director of Testing, Research and Data Processing. Dr. Sedlacek has published literally hundreds of articles in the area of educational, behavioral and attitudinal research and represents an excellent resource in the area of research, evaluation and design.

2.1f Assistant Project Director, Ms. Jan Shauer: Ms. Shauer has a Master's degree in Women's Studies from George Washington University and has experience in curriculum development and design of educational media. She is also well versed in values clarification as both technique and strategy for behavioral change.

2.1g Trainers. The following criteria were used to select trainers for the PET II project.

First, the instructor must have demonstrated mastery of the theory of values clarification. This entails a working knowledge of personal development theories, as well as theories of adult learning and group process. The instructor must be able to articulate theories of communication and decision-making processes and moral development.

Second, the values clarification instructor must demonstrate competence in overall values clarification program planning. This entails (1) stating program goals operationally; (2) articulating the relationship between goals and methods; (3) developing evaluation processes based on program goals; (4) designing small group strategies to meet the goals.

Third, the values clarification instructor must show competence in training. Specifically, the instructor should have skills in starting a group, creating an open atmosphere, aiding participants in setting goals, designing appropriate exercises to meet group needs, and successfully facilitating the group process with effective listening and clarifying responses.



Fourth, the instructor must demonstrate appropriate academic credentials for appointment with the University of Maryland. Earned degrees, publications, consultancies, professional affiliations and employment history will all be considered relevant.

Fifth, the instructor must demonstrate relevant work experience using values clarification as a technique with individuals similar to a military population. Such experience might be in the form of work with community agencies, school districts, drug rehabilitation agencies, etc.

We feel the trainers identified below from which we will choose the final training team, represent some of the best professional talent available. They are a group heterogeneous in cultural, racial and socio-economic background and have been evaluated and recommended by Dr. Sidney Simon, an internationally known expert in values clarification training. Complete resumes and indications of availability for in-country training conferences prior to instruction appear in Appendix A.

Alicia Montalvo: Bilingual (Spanish), P.D. and M.A. from Bank Street College, experience in values clarification training, bilingual education, active in the Spanish-American community in New York.

Jon Rosenbaum: MA from Western Michigan University. Expert in humanistic education, conflict resolution, values clarification.

Shirley Henry: MA from Drake University, consultant in values clarification--drug education project, responsible for seven county areas, expert in humanistic education.

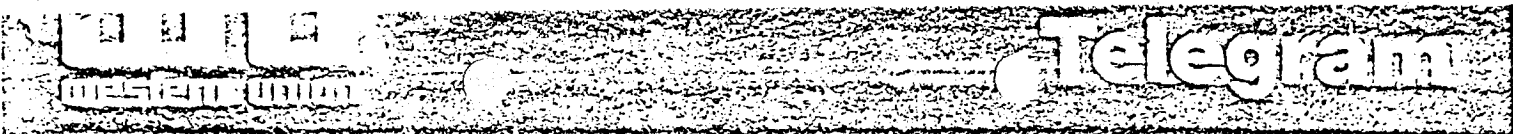
Lindsay Crawford: Human relations instructor, Pennsylvania State Police, Allentown, PA, Human Relations Commission. Expert trainer in human relations communication and values clarification. Has worked directly with Dr. Sid Simon.

Robert Griffin: Expert in residential Treatment and Prevention Services, group counseling, drug rehabilitation. Expert trainer in using values clarification.

Roberta Martin: Ed.D. from Mississippi State, humanistic education specialist, professor of counselor education, expert in humanistic education.

Jay Nutter: Expert in vocational evaluation and rehabilitation, experience in social work, values clarification training.

Juanita Nutter: Educational specialist degree in counseling, human relations specialist with ESAA project, expert in use of reality therapy, transactional analysis and values clarification.



LLA102 WAB075(1509)(4-025132E013)PD 01/13/79 1509

1979 JUN 13 PM 3:11

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2127228830 COLLECT TDMT NEW YORK NY 27 01-13 0309P EST

PNS STEVE FORRER, WILL CALL

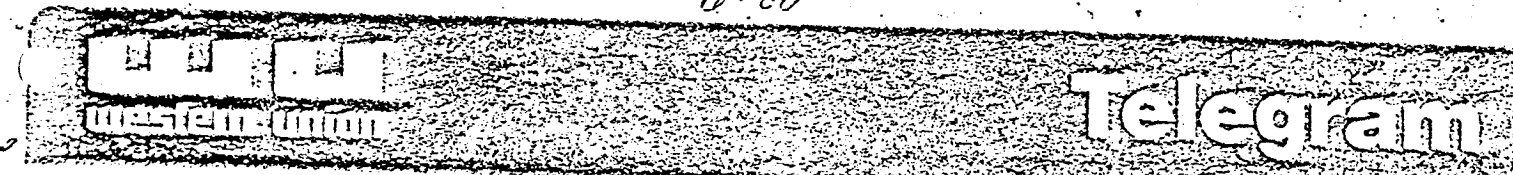
WASHINGTON DC

I WOULD BE PLEASE TO SERVE AS TRAINER FROM FEBRUARY TO SEPTEMBER FOR UNIVERSITY OF MARYLAND IN PET TWO IF AWARDED. AVAILABLE TO TRAVEL TO EUROPE IMMEDIATELY

ALICIA MONTALVO

NNNN

6-80



LLC103 WAA073(1452)(4-024386E013)PD 01/13/79 1452

ICS IPMBNGZ CSP

4023330550 COLLECT TDBN OMAHA NE 25 01-13 0252P EST

PNS STEVE FORRER

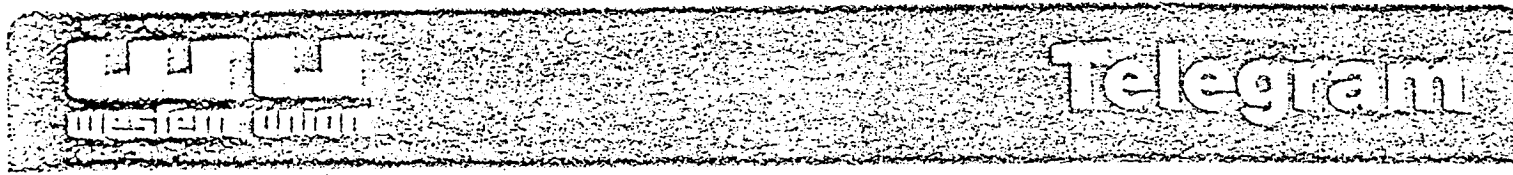
WILL CALL

WASHINGTON DC

I WILL BE PLEASED TO SERVE AS A TRAINER FOR THE UNIVERSITY OF MARYLAND IN THE PET II PROGRAM AND AM AVAILABLE FOR IMMEDIATE TRAVEL

SHIRLEY L. HENRY

NNNN



LLC076 WAFQ35(0859)(4-008381E013)PD 01/13/79 0859

ICS IPMBNGZ CSP

6169534007 TDBN BATTLE CREEK MI 22 01-13 0859A EST

PMS STEVE FORRER

WCWU

WASHINGTON DC

I WILL BE HAPPY TO BE TRAINER FROM FEBRUARY TO SEPTEMBER FOR UMD IN PET 2 IF AWARDED AVAILABLE FOR TRAVEL IMMEDIATELY

JON M ROSENBAUM

NNNN

1979 JUN 13 PM 10:11

WESTERN UNION

Telegram

JAN 15 AM 8:29

LLB091 WAC031(0736)(4-005789E015)PD 01/15/79 0736

ICS IPMTZZ CSP

2154320708 TDMT ALLENTOWN PA 19 01-15 0736A EST

PMS STEVEN FORRER

WILL CALL

WASHINGTON DC

I AM STILL INTERESTED AS A TRAINER FOR THE UMD PET 2 PROJECT FROM  
FEBRUARY 27 TO SEPTEMBER 30

LINDSAY CRAWFORD

NNNN

WESTERN UNION

Telegram

LLB085 WAB057(1225)(4-017094E013)PD 01/13/79 1225

ICS IPMTZZ CSP

6179231133 IDMT WATERTOWN MA 34 01-13 1225P EST

PMS STEPHEN FORRER, FONE FOR PICK UP 3017743296

WASHINGTON DC - 5 *Yield Bank Ct Prinklow Md 20727*

I WILL BE PLEASED TO SERVE ON THE PROFESSIONAL STAFF FOR THE  
UNIVERSITY OF MARYLAND AND PET II IF AWARDED. I WILL BE AVAILABLE  
FEBRUARY THUR AUGUST 1979. AVAILABLE IMMEDIATELY FOR TRAVEL TO  
EUROPE

MEREDITH STANFORD

NNNN

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S			
E			

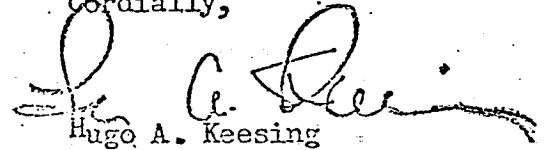
January 15, 1979

Dr. Stephen E. Forrer  
Assistant to the Chancellor for Institutional  
Planning, Research and Development  
University of Maryland  
University College  
College Park, MD 20742

Dear Steve:

I would be pleased to serve as a values clarification trainer for the University of Maryland in the PET II Program if that contract is awarded to you. I can depart for Europe immediately and I will be available through September 1, 1979.

Cordially,

  
Hugo A. Keesing

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE  
UNIVERSITY BOULEVARD AT ADELPHI ROAD  
COLLEGE PARK, MARYLAND 20742



OFFICE OF THE CHANCELLOR

January 16, 1979

Dr. Stephen E. Forrer  
Assistant to the Chancellor for Institutional  
Planning, Research and Development  
University of Maryland  
University College  
College Park, MD 20742

Dear Steve:

It is with pleasure that I accept your offer to serve as a trainer for the University of Maryland in the PET II project. If that contract is awarded to you, I am available for immediate travel to Europe.

Cordially,

*Marilynn A. Draxl*

Marilynn A. Draxl  
Assistant Special Projects  
Coordinator

*The Worldwide Continuing Education Campus*

Meredith Stanford: Masters degree and doctoral candidate from Boston University, currently on leave from faculty Department of Humanistic and Behavioral Studies, Boston University. Expert in values education and humanistic education.

Hugo Keesing: Ph.D. from Adelphi University in behavioral psychology, MA in clinical psychology, Overseas training experience. Expert in group process and humanistic education.

Marilynn Draxl: Ph.D. from Adelphi University. Clinical psychology background with overseas teaching experience in Europe. Expert in group process and values education.

Additional trainers are currently being contacted through the Values Clarification Training Network and the Association for Creative Change.

Task 3 Conduct conferences with Contracting Officer's Representative and obtain course design approval prior to initiating instruction.

Managerial  
Responsibility:

First line responsibility will rest with the Project Director and Project Coordinator for Curriculum and Evaluation.

3.1 Final course design. The course design presented earlier is preliminary to the final design which will be accomplished as follows:

Upon notification of award University of Maryland will send to Europe an expert consultant in values clarification training to meet with the USAREUR Chaplain to discuss at length requirements and needs of the personnel to be trained. Following this meeting and within three weeks from the date of award of the contract, a final course design will be developed by the consultant, Project Coordinator for Curriculum/Evaluation and the Project Director and submitted to the Contracting Office's Representative for final approval prior to instruction.

Task 4 Coordinate methodology for procurement of student body with Contracting Office's Representative and MACOM Commander representatives. Schedule class load, dates and locations of classes.

Managerial  
Responsibility:

Project Director/Coordinator for Logistics

4.1 Immediately following notification of award of the contract, the Project Director and/or the Coordinator for Logistics will begin coordination with the Contracting Office's Representative and MACOM Commander representatives for the purpose of establishing schedule class load, dates and locations of classes. It is anticipated that final arrangements for the first 30 days of instruction will be made one week prior to the initiation of instruction.



Task 5 Initiate requests for area clearance for personnel in CONUS to be employed in-country in support of this program.

Managerial  
Responsibility: Project Director

5.1 Immediately upon notification of award, Area clearances for CONUS personnel to be employed in-country in support of PET II will be initiated. This will include all trainers, consultants, etc.

Task 6 Prepare written summary of course design. Provide two copies of the Summary Report to the Contracting Officer's Representative.

Managerial  
Responsibility: Project Coordinator-Curriculum

6.1 Within three weeks of the date of award and following discussions with Contracting Office's Representatives and Chaplains two copies of the detailed Summary Report will be delivered to the Contracting Office's Representative.

Function: Implement and conduct Values Clarification classes at USAREUR Chaplain designated sites.

Time: 29 January 1979 - 14 September 1979

Managerial  
Responsibility: First line management responsibility will rest with the Project Director.

Delivery System: The Delivery System for this function will include the following tasks:

Task 1 Coordinate implementation schedule with Contracting Office's Representative.

Managerial  
Responsibility:

Project Coordinator for Logistics

1.1 Immediately following award of the contract and and final course design approval, the Project Coordinator for Logistics will coordinate the implementation schedule with the Contracting Office's representative. A group of 2 trainers will be dispatched to assigned sites with instructional materials as required.

Task 2 Assign staff and faculty to conduct Values Clarification instruction. Complete logistical arrangements for transportation, billeting and other support of assigned personnel.

Managerial  
Responsibility:

Project Director/Project Coordinator for Logistics

2.1 Within one week after notification of contract award, the Associate Project Director will conduct final interviews and select the required 10 faculty from the pool currently being developed. It is important to note that no trainer will be considered for final selection unless they indicate to the University of Maryland that they are available immediately.

2.2 Upon selection, all faculty will leave for Heidelberg, Germany within 2 1/2 weeks from the date of the contract award. Upon arrival

and coinciding with the final approval of course design, training of the faculty will begin.

2.3 Training for faculty will take approximately five days. Training will be coordinated by the Project Director and facilitated by an expert consultant, representatives of USAREUR Chaplain if available, Coordinator for Curriculum and Evaluation. The following topics and information will be presented and discussed.

- a) The final values clarification course design will be presented and faculty will be trained in the delivery of the course, to include use of printed material.
- b) The role of evaluation, both formative and summative will be presented.
- c) Special values clarification techniques for problems of drug use, alcohol use, gambling, human communications, boredom, and sexual adjustment will be trained.
- d) Information will be presented and faculty will be briefed concerning military life in Europe--problems and position attributes.
- e) A complete logistics briefing will be held.
- f) Special topics such as dealing with group conflict, consulting skills within the group, use of teamwork and other topics of this nature will be discussed.

2.4 All logistic arrangements will be finalized one week prior to initiation of instruction.

Transportation via available public or university transportation will be arranged as required.

Billeting for faculty will be arranged as available or arrangements on the economy will be made.

Other support will be arranged as appropriate.

2.5 Faculty will be sent to assigned sites several days prior to initiation of first instruction to meet with local Chaplain representatives, commanders as required and ensure local logistic arrangements for the course.

Task 3 Provide course materials and evaluation instruments to students at instruction sites.

Managerial  
Responsibility:

Assistant Project Director-U.S., Coordinator Curriculum and Evaluation, Coordinator-Logistics.

3.1 As indicated earlier, the major course material to be used is the book entitled Meeting Yourself Halfway by Dr. Sidney Simon. Arrangements have already been made with the publisher for delivery of up to 12,000 copies in Europe. (see telegram) Upon notification of contract award, the University of Maryland will order 2500 copies to be delivered to our Heidelberg Office within 25 days. Initial distribution will occur as the faculty are sent to assigned sites. Additional distribution will be made by the Coordinator for Logistics.

WESTERN UNION Telegram

LLB152 - WAA174(1S18)(4-049183E012)PD 01/12/79 13618

ICS IPMBNGZ CSP

DUP. OF TELEPHONE TELEGRAM

3126477800 TDBN NILES IL 29 01-12 0418P EST

PMS DR STEPHEN FORRER, 7743296

WILL CALL 5 *Pinebark Ct*  
WASHINGTON DC *Prinklow Md. 20727*

12000 COPIES OF MEETING YOURSELF HALFWAY BY SIDNEY SIMON ARE AVAILABLE FOR DELIVERY AT THE TIME SPECIFIED BY YOU. COST PER BOOK IS \$4.95 LESS DISCOUNT PLUS SHIPPING.

JAMES G PORST

DD

NNNN

To	
By	Be

8:11	545p	A
		mail

Based on coordination with Chaplains to identify sites, schedule and numbers of soldiers to be trained, a final delivery schedule will be developed and the publisher notified.

Additional course material developed by faculty and expert consultant will be printed at the University's print shop in Heidelberg and will be ready for distribution with the book.

- 3.2 Evaluation Instruments. Formative and summative evaluation instruments will be either purchased or locally printed at the University of Maryland print shop in Heidelberg. Responsibility for distribution will rest with the Coordinator for Logistics.

Task 4 Provide instruction to up to 12,000 students selected and provided by USAREUR Unit Commanders.

Managerial Responsibility: Project Director and Coordinator for Logistics

- 4.1 University of Maryland will provide the faculty, materials, course design, evaluation, logistical support to provide values clarification instruction to up to 12,000 students.
- 4.2 The Project Director and Project Coordinator for Logistics will be located in Heidelberg. The Project Coordinator for Logistics will have the necessary mobility to move from community to community as the delivery of instruction begins.

It is anticipated that several instructional sessions will be delivered in one community before teaching teams are moved into new areas. This procedure will allow the Project Director and Coordinators and Faculty to establish viable working relations with local Chaplain representatives, military personnel and potential participants.

Careful scheduling and responsible planning will minimize the disruptions that could otherwise occur.

- 4.3 Packets containing training materials, and evaluation forms will be distributed to participants at each session. A roster of participants, including military addresses will be maintained at the University's central administrative offices in Heidelberg. There will also be maintained a file for each training session in which rosters, faculty observations, end of session summaries, evaluation forms and other documents concerning that particular session will be maintained.

<u>Function:</u>	Conduct on-site evaluation of course design and effectiveness of training.
Time:	5 February 1979 - 30 April 1979
Managerial Responsibility:	First line responsibility will rest with the Coordinator, Curriculum and Evaluation.

Delivery System: To accomplish this function the University plans to employ the following delivery system.

Task 1 Evaluate the instructional program and student evaluation instruments.

#### 1.1 Focus of Evaluation

Practice in recent years has shown that evaluation of educational programs has gone beyond the traditional assessment of a program's overall success and effectiveness. In 1971, Michael Scriven distinguished formative evaluation from summative evaluation, thereby extending the role of an evaluator to one which would allow him or her to affect the development of the program. In that same year, Daniel Stufflebeam further supported the expanded new role for evaluators by specifying the evaluation areas of context (definition of need and basis for objectives), input (the selection of resources and the design of procedures to facilitate goal attainment), process (implementation of the design program), and product (measurement of goal attainment). Process or formative evaluation can be seen as crucial, perhaps more important than summative evaluation in the early stages of a project or program. As programs become more structured and mature, however, the need for product or summative evaluation grows in importance.



Programs require the support of empirical evidence, preferably that of student growth or changes in learning, to ensure their continuance. As programs grow, their sponsors become more and more concerned that they be able to produce the outcomes intended--in nearly all cases, student behavioral and affective gains.

1.2 It is this first evaluation that of formative evaluation that is designed to answer the following questions:

- a) What problems exist in the delivery of the program?
- b) What areas do trainers need help in developing?
- c) Are expected results possible based on the program?
- d) How should the course be redesigned based on this early delivery experience?
- e) What new materials, exercises and techniques might be useful to include?
- f) How are students, Chaplains, and the community reacting to the program?

1.3 To accomplish this task UMD will use several paper and pencil instruments designed to answer questions related to course design and implementation. Drs. Howard Kirschenbaum and Joel Goodman have agreed to assist UMD and USAREUR Chaplain in the selection and/or design of formative evaluation instruments. The development of these instruments will be guided by the following design questions.

### Content

1. The goals of the training were clearly stated.
2. The topics discussed were appropriate to the goals of the training.
3. The information presented was clear and understandable.
4. The subject area was adequately covered by the content of this workshop.
5. The facilitator presented ideas that were stimulating.

### Process

1. The overall atmosphere was relaxed and aided my learning.
2. The training technique was effective in developing the ability to understand and evaluate the subject matter.

### Techniques

1. The training activities were well planned and organized.
2. The training activities were appropriate to the content of the workshop.
3. The facilitator used a variety of methods and materials to develop student understanding and skill.
4. The role playing models were similar to situations I encountered in my job in the military.
5. The training activities were enjoyable.
6. The class was small enough for everyone to participate if they chose.
7. The training as a whole was well structured and moved easily from topic to topic.

### Facilitator

1. The facilitator spoke clearly.
2. The facilitator's presentations and explanations were clear and understandable.
3. The facilitator stimulated interest in the subject matter.

4. The facilitator was eager to help or answer questions.
5. The facilitator explained the significance of the subject matter.
6. The facilitator encouraged participation and discussion.
7. The facilitator related the material to real life situations I would encounter in the military.
8. The facilitator demonstrated a command of the material.
9. The facilitator was well-prepared.
10. The facilitator demonstrated effective organization skills and control of the training activities.

#### Logistics

1. The facilities provided for the training were adequate.
2. The amount of information was sufficient for the time allotted.
3. There was too much information to cover in the time allotted.
4. The pace at which the information was presented was comfortable and aided my learning.
5. The information I received about the training prior to attending gave me an accurate picture of what to expect.
6. The information I received about the training prior to attending led me to expect that this would be a positive learning experience.
7. The audio-visual materials were smoothly incorporated in the training procedures.
8. Individuals who could benefit from this training were selected to attend.

#### Materials

1. The reading materials and films used in this workshop were stimulating, timely and relevant.

2. The written materials were easily understandable.
3. The audio-visual materials were appropriate and properly integrated into the course content.
4. The amount of suggested reading material was sufficient for the length of this workshop.
5. The training materials were available and distributed on time.

LEADER RATING SCALE  
(draft)

DATE \_\_\_\_\_  
TIME \_\_\_\_\_

LEADER \_\_\_\_\_  
OBSERVER \_\_\_\_\_

Instructions: Rate the leader on all items which are applicable; draw a line through all items which do not apply. Use the following scale to indicate how well you evaluate his/her performance:

- 5--superior  
4--above average  
3--average  
2--below average  
1--poor

Leadership Style and Personal Characteristics

- \_\_\_\_ Was the leader calm and self-controlled?  
\_\_\_\_ Could she/he be heard and understood easily?  
\_\_\_\_ Did she/he show enthusiasm and interest in the group and problem?  
\_\_\_\_ Did she/he listen well to other participants?  
\_\_\_\_ Did she/he show personal warmth and a sense of humor?  
\_\_\_\_ Was she/he objective and open-minded to all ideas?  
\_\_\_\_ Was she/he resourceful and flexible in handling suggestions from members?  
\_\_\_\_ Did she/he create a comfortable atmosphere?  
\_\_\_\_ To what degree was she/he democratic and group oriented?

Preparation

- \_\_\_\_ Were all physical arrangements cared for?  
\_\_\_\_ Was his/her preparation and grasp of the problem thorough?  
\_\_\_\_ Did she/he have questions prepared to guide the discussion?  
\_\_\_\_ Were members notified and given adequate guidance for preparing?

Procedural and Interpersonal Leadership Techniques

- \_\_\_\_ Were members introduced and put at ease?  
\_\_\_\_ How well did she/he introduce the problem and supply necessary background?  
\_\_\_\_ Did she/he guide the group to a thorough investigation and understanding of the problem?  
\_\_\_\_ Did she/he suggest a suitable organization or pattern for group thinking?  
\_\_\_\_ Were members encouraged to modify his/her plan or agenda?  
\_\_\_\_ Did she/he state questions clearly?  
\_\_\_\_ Did she/he rebound questions to the group?  
\_\_\_\_ Did she/he make appropriate attempts to clarify communication?  
\_\_\_\_ Did she/he keep the discussion on one point at a time, encouraging the group to complete an issue before going to another?  
\_\_\_\_ Did she/he provide summaries needed to remind, clarify and move the group forward?  
\_\_\_\_ Did she/he stimulate imagination and creative thinking?  
\_\_\_\_ Were aggressive members controlled with skill and tact?  
\_\_\_\_ Were misunderstandings, conflicts, and arguments handled promptly and effectively?  
\_\_\_\_ Did she/he determine group consensus before moving to each new phase of the discussion?  
\_\_\_\_ Were important information, ideas, and agreements recorded accurately?  
\_\_\_\_ Were plans made for follow-up and future meetings?

### Self-Rating Scale for Discussion Leaders

Rate yourself on each item by putting a check mark in the "Yes" or "No" column. Score: five times the number of items marked "Yes"; 95, excellent; 85, good; 75, fair; below 75, poor.

	YES	NO
1. I prepared all needed facilities.	_____	_____
2. The meeting was started promptly and ended on time.	_____	_____
3. I did all I could to establish an informal, permissive atmosphere.	_____	_____
4. I had a plan for leading the group in an organized discussion of all major issues or phases of the problem.	_____	_____
5. Everyone had equal opportunity to speak, and participation was widespread.	_____	_____
6. I clearly oriented the group to its purpose and area of freedom.	_____	_____
7. Discussants listened well to understand all points of view.	_____	_____
8. The discussion was focused on the problem before solutions were considered.	_____	_____
9. All questions were clear and brief.	_____	_____
10. My questions were clear and brief.	_____	_____
11. Order and control were maintained throughout.	_____	_____
12. All tangents were detected promptly and pointed out.	_____	_____
13. Time was well distributed among all phases of the discussion.	_____	_____
14. All important information, ideas and decisions were promptly and accurately recorded.	_____	_____
15. Summaries were used to clarify, test for agreement and make transitions.	_____	_____
16. Unclear statements were promptly clarified.	_____	_____
17. I remained neutral during all constructive thinking.	_____	_____
18. I did everything possible to stimulate creative thinking.	_____	_____
19. Members were encouraged to evaluate evidence and ideas.	_____	_____

Task 2 Conduct random student interviews and interview Unit Commanders and USAREUR Chaplain.

Managerial Responsibility: Coordinator for Curriculum and Evaluation

2.1 An important part of the formative evaluation stage will be the use of Dr. Sidney Simon as an expert evaluator. He has agreed to visit Germany for three days during the specified period according to the following schedule.

- a) Day 1: In-country briefing by UMD and USAREUR Chaplains.
- b) Day 2: Conduct interview with students, Unit Commanders and USAREUR Chaplain. Visit on-going values clarification classes.
- c) Day 3: Debriefing with UMD, USAREUR Chaplain. Offer specific comments concerning redesign of course.

Task 3 Assess impact of Values Clarification training on attitudes and behavior of students.

Managerial Responsibility: Coordinator for Curriculum and Evaluation

3.1 During the first three months of instruction, data will be gathered concerning impact of values clarification on attitudes and behavior of students.

Several techniques will be used to assess this impact.

- a) Interviews will be held with 10 students in a case study format.
- b) Paper and pencil standard techniques in the form of the Mooney Problem check list, FIRO-B or other relevant instrument will be given to 25% of all classes. Expert advice on the selection and use of these instruments will come from Drs. Kirschenbaum and Goodman, consultants to the project. This information will then be analyzed.

3.2 All this above information will be distilled and summarized into a report with recommendations for modification of course design.

Task 4 Refine, edit and alter instructional material and evaluation material and evaluation instrument, if required.

Managerial  
Responsibility: Coordinator Curriculum and Evaluation

4.1 During the last four weeks of this period, the course design will be refined, edited and alter based on comments from Dr. Simon and information gathered in Task 3 above. This will be the responsibility of the Coordinator for Curriculum and Evaluation.

Task 5 Prepare a written summary report concerning the evaluation and pertinent findings.



Managerial  
Responsibility: Coordinator Curriculum and Evaluation/Project Director

5.1 The above refinement and alteration of instructional materials and course design will be summarized into a written report. All formative evaluation findings will be included and recommendations will be made.

Task 6 Provide Contracting Officer's representative with two copies of the Summary report.

Managerial  
Responsibility: Project Director

6.1 Upon completion two copies of the summary report will be submitted to the Contracting Officer's representative no later than 30 April 1979.

6.2 Upon approval of any revisions to the course material and design all faculty will be brought back to Heidelberg for a three day re-training workshop based on commencing the results of the first evaluation to them and providing them with new skills and techniques as required in the new design.

Function: Conduct second on-site evaluation of course design and training effectiveness.

Time: 1 May 1979 - 31 July 1979

Managerial  
Responsibility: Coordinator for Curriculum and Evaluation

Delivery System: The following tasks represent the delivery system for this function.

Task 1 Visit instruction sites and re-evaluate program effectiveness and assess the need for change in design.

Managerial  
Responsibility: Coordinator Curriculum and Evaluation

1.1 Once again during this period Dr. Sidney Simon will visit Europe to conduct an evaluation visit to assess the program effectiveness and identify need for change in design.

Task 2 Conduct random student interviews and interview Unit Commanders.

Managerial  
Responsibility: Coordinator Curriculum and Evaluation

2.1 Dr. Simon will conduct random Unit Commander and student interviews at two instructional sites according to the following schedule:

- a) Day 1: In-country debriefing by UMD and USAREUR Chaplains.
- b) Day 2,3: conduct interviews at 2 instructional sites.
- c) Day 4: Prepare evaluation report.
- d) Day 5: Debrief UMD and USAREUR Chaplain concerning effectiveness of course design.

Task 3 Assess impact of training and effectiveness of course design.

3.1 Dr. Simon will be asked to specifically gather information concerning the impact of training and effectiveness of course design on student attitudes and behavior.

Task 4 Prepare a written Summary Report concerning his findings.

Managerial Responsibility: Coordinator, Curriculum and Evaluation

4.1 Based on Dr. Simon's comments made during the debriefing and discussion a written Summary Report will be prepared.

Task 5 Provide Contracting Office's Representative with two copies of Summary Report.

Managerial Responsibility: Project Director

5.1 Upon completion and not later than 31 July 1979 this Summary Report will be delivered to the Contracting Office's Representative in two copies.

Function: Arrange for and facilitate in coordination with and approval of USAREUR Chaplain, a detailed evaluation of the total Values Clarification program of instruction.

Time: 1 July 1979 - 30 September 1979

Managerial Responsibility: Project Director and Coordinator for Curriculum and Evaluation.

Delivery System: The following tasks represent the approach the University intends to use in accomplishing this function.

Task 1 Select a control group of not less than 500 soldiers who have not received Values Clarification training, administer an evaluation instrument, and compare results with student evaluations.

Managerial  
Responsibility: Coordinator Curriculum and Evaluation

1.1 The goal of this function is to determine through the use of a comparison group the following:

- a) The appropriateness of instruction and methodology;
- b) The ability of this course design to provide valid learning experiences and change/modify attitudes and behavior;
- c) The extent to which the instruction facilitates training objectives;
- d) any limitations in the program.

1.2 Design -- The first major task is to design an approach to the summative evaluation that will lead to the ability to make firm conclusions on the above questions. To this end the University will use the services of Drs. Kirschenbaum and Goodman as expert consultants. They are well-respected in the area of research design and will be consulted prior to initiation of this aspect of the project. However, a suggested design is presented below:

- a) A control group of not less than 500 soldiers will be selected using a modified "leap frog" design as follows;
- b) At five sites students will be selected for participation with a lead time of two weeks. One week will be labeled week A; the following week B. Standard paper and pencil instruments described

below will be the source of objective data for this aspect of the evaluation;

- c) The students signed up for week B will serve as the control group for students taking values clarification training week A;
- d) Students taking the course week A will be asked to complete the objective instruments during the last 30 minutes of the two day class. This data will represent information on students who have participated;
- e) At this point it may be useful to point out that one initial factor that will allow conclusions to be drawn from the analysis of the comparison data is that of the homogeneity between groups. Therefore, both groups must be drawn from the same population, in the same way and for the same reasons. It is readily apparent that students taking the course week B represent a valid comparison group for those taking the course week A;
- f) Students taking the course week B will complete the evaluation instruments during the first 30 minutes of the instruction - prior to any values clarification exercises or information;
- g) This procedure will be repeated over enough two week cycles until 500 students are in each group;
- h) Analysis can then occur between groups using standard non-parametric statistical techniques

and conclusions can be drawn on the questions of interest.

- i) As discussed earlier the question of evaluation instruments is a difficult one when considering the assessment of a process such as values clarification. The University, however, has obtained the services of two acknowledged nationally known experts in the field of assessment of values clarification--Drs. Howard Kirschenbaum and Joel Goodman (see telegram). During the early phases of the project, they will work to evaluate currently existing instruments such as the Survey of Personal Values, Study of Values, Dogmatism Scale, Firo-B, Survey of Interpersonal Values and review for appropriateness, scoreability and ability to ascertain attitudinal and behavioral change. If no useful instruments emerge from this review, they will design and pilot with the PET II project a new instrument to assess the criteria relevant to the values clarification strategy.

In addition, they will evaluate and interpret results obtained from use of either newly designed or other instruments.

Task 2 Prepare a comprehensive written evaluation of the total program with particular emphasis on:

- a) The appropriateness of instruction and methodology;
- b) The ability of this course design to provide valid learning experiences and change/modify attitudes and behavior;
- c) The extent to which the instruction facilitates training objectives;
- d) Any limitations in the program.

Managerial  
Responsibility:

Coordinator Curriculum and Evaluation

2.1 Based on analysis of the above data, comments by Dr. Simon, results of student reactions to the instruction, instructors comments, chaplains and unit commanders comments as available, a comprehensive final report will be written with emphasis on the above questions as they relate to the overall program.

Task 3 Provide the Contracting Office's Representative 6 copies of final comprehensive program report.

Managerial  
Responsibility:.

Project Director

3.1 Following preparation of the final report it will be delivered in six copies to the Contracting Office's Representative no later than 30 September 1979.

D-2 INSTITUTIONAL RESPONSIBILITY

## a. Institution's prior experience in work of the type contemplated:

The University of Maryland University College, European Division, has a history of responding to special needs of the student population which it serves. A full narrative of the many programs and projects which have been successfully carried out over the past twenty-nine years is not included with this proposal. There does follow, however, a narrative description of related and relevant institutional experience.

The European Division of the University of Maryland University College, a Servicemen's Opportunity College in much more than the official sense of that designation, is uniquely prepared to deliver the education/training program for which this proposal is being submitted.

For nearly thirty years the European Division has existed to serve members of the military community. In teaching adult military students and in developing curricula to meet the needs of that very particular population, the Division has managed a singular achievement, one that can be matched by few, if any, other institutions of higher learning.

It has been suggested that military success depends on the goals of the military organization being congruent with the goals of the individuals who make up the unit. It would be appropriate here to submit that the success of this Division's experiment in education has depended and continues to depend on the goals of the institution being consonant with the mutually impacting goals of the military organization and of its individual members. Within parameters of sound academic practice and of institutional objectives and standards set by the University of which it is a component, the European Division has striven to be both descriptive and prescriptive in its curricula.



The broad goal of USAREUR's Army continuing education and professional development programs has been articulated as that of equipping soldiers to meet the unit's requirements and concurrently provide education/training that will equip the individual soldier to compete with both military and civilian contemporaries.

The purpose of this presentation will be (1) to demonstrate the European Division's recognition of and responsiveness to the special needs of adult military students; (2) to document education/training programs already undertaken or completed; and (3) to describe UMUC's experience in designing and implementing values clarification training.

#### 1. Meeting the Special Needs of Adult Students

The University of Maryland University College, through its European Division, offers curricula leading to the BA and BS degrees with primary and secondary areas of academic concentration. Additionally, recognizing the need to offer intermediate goals for its adult students, as well as to certify the educational accomplishments of men and women preparing for vocations in which the bachelor's degree is not requisite, UMUC conducts/has conducted the following certificate and associate degree programs in Europe: associate of arts, general curriculum, certificate and associate degree in management, certificate and associate degree in law enforcement, vocational-industrial teacher certificate (now discontinued), women's studies certificate, and the recently launched para-legal certificate and associate degree.

In attempting to improve opportunities for its degree-seeking students through recognition of earlier education/training experiences, UMUC presently awards up to 60 semester hours of examination credit for: CLEP general and

subject examinations, USAFI end-of-course examinations and DANTES subject standardized tests, American College Testing Proficiency Examination Program (ACT-PEP), and Foreign Language examinations. It also accepts correspondence study credit earned at other accredited institutions, and it accepts credit applicable to the student's curriculum for resident service schools and Army MOS's according to guidelines set forth in the American Council on Education's A Guide to the Evaluation of Educational Experiences in the Armed Services.

Though it awards baccalaureate and associate degrees three times annually and holds a Commencement at Heidelberg each May, the European Division recognizes that degree completion is not its foremost purpose. Rather, it serves its away-from-home students by offering courses that are readily transferrable to stateside institutions where most will complete their degrees, and likewise by accepting transfer, examination and other non-traditional credit from those with prior education attainment.

Even so, there are still many students in the European command who cannot attend courses offered in the regular academic pattern owing to their individual location and/or schedule. For these students the Division offers a variety of options: conference courses for those students who are within six or nine semester hours of completion of degree requirements; circuit-rider courses delivered by a lecturer who visits remote and isolated sites where the student population is not large enough to support a regular class; courses by newspaper developed by the National Foundation for the Humanities and conducted by the University of Maryland in cooperation with The Stars and Stripes for those students who may not have access to traditional class settings.

The European Division also offers Continuing Education Units and/or certificates of completion to students who attend certain education training sessions which do not carry academic credit. Continuing Education Units (CEU) are extended to formally recognize participation in continuing education programs that do not carry credit toward a degree but do meet established administrative criteria. Persons who successfully complete designated courses and workshops may receive Continuing Education Units and a Certificate of Completion.

The University of Maryland University College, through its Conferences and Institutes Division, conducts a large program in adult continuing education which provides a prototype for the European Division's participation in awarding CEU's for appropriate seminars, workshops, and other education/training sessions. This is yet another way in which University College and this division of it attempt to meet the changing needs of student populations.

Non-credit continuing education has been the fastest-growing segment of education since the close of World War II, and University of Maryland University College has been since 1947 a foremost, if not the foremost, institution of continuing education in the United States.

It must be noted that all programs, staff expertise, and completed research of University of Maryland University College's statewide divisions are available as resources to this division when logistical factors are not insurmountable. For example, the proposed project will make systematic use of UMUC's close liaison with the Counseling Center at College Park, Maryland. The Counseling Center has been active in the area of values clarification since September, 1971. A values clarification workshop developed by the Counseling Center as one of 24 non-traditional group counseling services (Alternate Treatment Modes) is currently available to students throughout the Fall and

Spring Semesters as are other values clarification programs. The expertise developed through their activities is available to the European Division's staff and faculty and has been used in the past in planning programs for military and civilian personnel in Europe. The staff at the Counseling Center will serve as a valuable resource in planning, developing and evaluating the values clarification training that will be delivered under PET II. Specifics regarding their experience will be presented in greater detail in the third part of this proposal.

2. Documented education/training programs already undertaken or completed which pertain to the type contemplated:

The European Division, as the foregoing narrative indicates, has retained the flexibility required to respond to special interest needs as these arise. This flexibility, combined with the resources available at the stateside campus, has contributed to the European Division's actions in responding to requests for programs which address broad societal problems.

Race Relations Program

One of these ventures was the race relations program which the division supplied in 1973 for several military units and sponsored by the then General Education Development Division. Dr. Joseph Arden and Mr. James Taylor presented race relations orientation sessions for incoming troops which dealt with societal attitudes toward black people, black history, and a survey of appropriate actions which would contribute to a more viable integration of black troops in the Army. The sessions dealt also with special needs of black troops and behavior modifications on the part of military supervisors which would help create an environment in which equal opportunity for black troops could be established.

The sensitive and controversial nature of this subject matter required that the Lecturers not only have solid material for their audiences but that their credibility on the work sessions be impeccable. This team devised a plan which the Army supported wherein there would be a black soldier with our lecturers at each session. This soldier was in civilian dress and was never from a unit represented in the session, thereby avoiding any inhibition or resentment from the group being addressed. Yet this soldier would be able to firsthand address questions from participants concerning treatment received from supervisors and the ways in which this treatment might have created an environment not conducive to an individual reaching his or her full potential as a soldier.

Combined with these race relation/equal opportunity training sessions were and are college level credit courses in black history and ethnic minority social problems, all of which indicate the awareness this division maintains toward human relations in our society, especially as these issues affect the military community.

In addition to the institutional experience on programs that are directly related to the project for which this proposal is submitted, this Division has had experience in other projects requiring the same institutional flexibility an expertise plus an administrative structure not unlike the one proposed here.

Primary of these projects has been the Mission Related Career Development Project. This project was developed by UMUC in response to an expressed need for a mission related skills program for Military members who were not functioning at their full potential in specific MOS's. Special features of the program were its organization

around the concept of functional literacy, its use of thematic teaching, and its emphasis on individualization of instruction. The project extended through five cycles, each cycle adjusted to meet specific needs as these needs developed. Instructional methods used in this project were designed toward an integrated and personalized approach that involved analysis of the learner's environment (the U.S. Army). During the final cycle a special interaction project designed to explore the relations between teacher behavior, student self-concept, and student achievement was developed and carried out.

While the content of the MRCDP differs from the content under the present proposal, the logistics are similar in that it involves an on-duty program for military members that is designed to increase individual motivation and improve the functioning of the military mission. This Division delivered the MRCDP to approximately 750 service members over a period of ten months. During that time training sessions consistently met as planned, commander briefings on the nature of the program were conducted as scheduled and the project was completed on time. With the success of the MRCDP, UMUC recently received a second grant to continue the development of the programs and materials that were begun under MRCDP. The experience gained in working with military communities in both of these projects will be invaluable in the organization and management of the project now under consideration.

#### Organizational Skills for Military Women and Male Supervisors Training Program

The Army's emphasis on successful human relations programs took on an added dimension as the number of women in the military increased. This Division responded to a specified need within the human relations field with its training program for military women and their supervisors. A successful pilot

project during FY 1977 resulted in an expanded and on-going organizational skills training program to enhance previously learned skills to specific military environments. This project incorporates concepts related to the PEF II program. Both programs are informational and experiential and stress improvement of self-concept and the enhancement of human resources in a particular work situation.

Management Workshops are still another activity in the area of non-credit training that this Division has experience in delivering. Experience in designing workshops tailored to meet specific managerial skills in an experiential way has enhanced this Division's ability to analyze needs and provide feasible programs to meet those needs. Management workshops delivered during FY 1978-79 (and which are on-going) had as their target groups a wide range of management personnel from top level managers through first line supervisors. Additionally, the Division has delivered programs in career development for personnel who are upward bound. Workshops by title are listed:

The Executive in the Contemporary Organization  
Creative Resource Training  
Effective Time Management for Military Personnel  
Time Management  
Career Planning and Development  
Training the Trainer

Again, while the content is somewhat different from that of the proposal now considered, it is applicable. The organization and management of these workshops has given the Division's staff and facilitators valuable experience.

Specific content of these workshops has been developed by the Division's staff working with the stateside campus and consultants with a speciality in the various fields. The workshops have been developed for specific target groups and in response to assessed needs.

The variety of activities the European Division has carried out and is carrying out attests, we believe, to the flexibility and capability of our staff to respond to a wide range of needs in a wide range of subjects. In a continuity of effort over a period of almost thirty years, the University in its European Division has met changing needs with flexibility.

### 3. Experience in Values Clarification Training

University of Maryland University College shares a close working relationship with the Counseling Center at College Park, Maryland. As part of this relationship, UMUC has consistently made use of the programs and staff expertise of the Center to design and evaluate programs for the U.S. military in Europe. For the proposed project this Division will draw on the Center's extensive experience in values clarification programs.

The Counseling Center became actively involved in values clarification in September, 1971 when several staff members began providing values clarification training on a consulting basis. Over the past eight years a number of values clarification programs have been developed and implemented by the Counseling Center:

- (1) In 1975, the Counseling Center began offering a series of 24 career development programs known as Alternate Treatment Modes (ATM). These programs are designed to address problems prevalent among the student college population through the use of a small group format (6-12 participants per workshop). An advantage of this particular treatment mode is the increased efficiency in the delivery of treatment services to the student body over more traditional individual treatment methods. The special focus of each ATM helps to effectively screen prospective participants and provides a means of measuring the effectiveness of the treatment.



Values clarification training is one of the ATMs that has been offered since the program's inception. The Center provides a 14 hour workshop in values-clarification strategies which has the following goals:

- (a) Helping students identify their own value systems
  - (b) Exploring with others differences in value systems
  - (c) Providing practice in assertion skills by declaring values
  - (d) Making clear decisions based on the knowledge of self which has come from such exploring.
- (2) As part of its services, the Counseling Center assists students with personal and emotional concerns through the Help Center and the Help Center Hot Line. These are staffed by paraprofessionals who undergo values clarification training as part of their professional development. The Counseling Center provides this training because it finds that their staff members are more effective therapists as a result of the experience in identifying and declaring their own values.
- (3) The Counseling Center regularly provides in-service training in values clarification for the primary and secondary school teachers in the surrounding Maryland communities. This train-the-trainer program has proven immensely successful in helping the teachers provide values clarification for their own students.
- (4) The University of Maryland College Park dormitories sponsor a regular series of discussion groups on topics relevant to student life including one on human sexuality. Values and attitudes toward sex are explored through a values clarification workshop provided by the Counseling Center. This program is repeated throughout each semester as the different dormitories address this topic.

Five years of providing values clarification training programs has given the Counseling Center considerable experience in the design and delivery of this type of training. This experience will be invaluable in the successful implementation of the value clarifying activities suggested under the proposed project.

b. Organization and Management

The basic organizational and management plan for carrying out the PET II PROJECT herein addressed will follow that successfully used by the University of Maryland European Division in other major projects. Specifically, this includes the model developed under the Mission-Related Career Development Project and the ongoing Military Women and Male Supervisory Project described above and narrated in the following section.

The PET II Project will be an integral part of the European Division, incorporating the total resources of the University of Maryland University College European Division, the University of Maryland University College Central Administration and resources from the College Park Campus. At the same time, this organizational plan allows for a discrete operational system that allows for individual attention to specific aspects of the PET II Project.

The European Division, Heidelberg offices will be the Central Administrative Office with the Project Director, Project Coordinators (Curriculum & Evaluation & Logistics) headquartered there. Trainers will also operate out of the Heidelberg offices and will meet in the Conference facilities of these offices for curriculum development period and in-service training periods. These headquarters have ample telephone facilities, offices and office equipment to accommodate the additional personnel required for successful operation of the PET II Project.

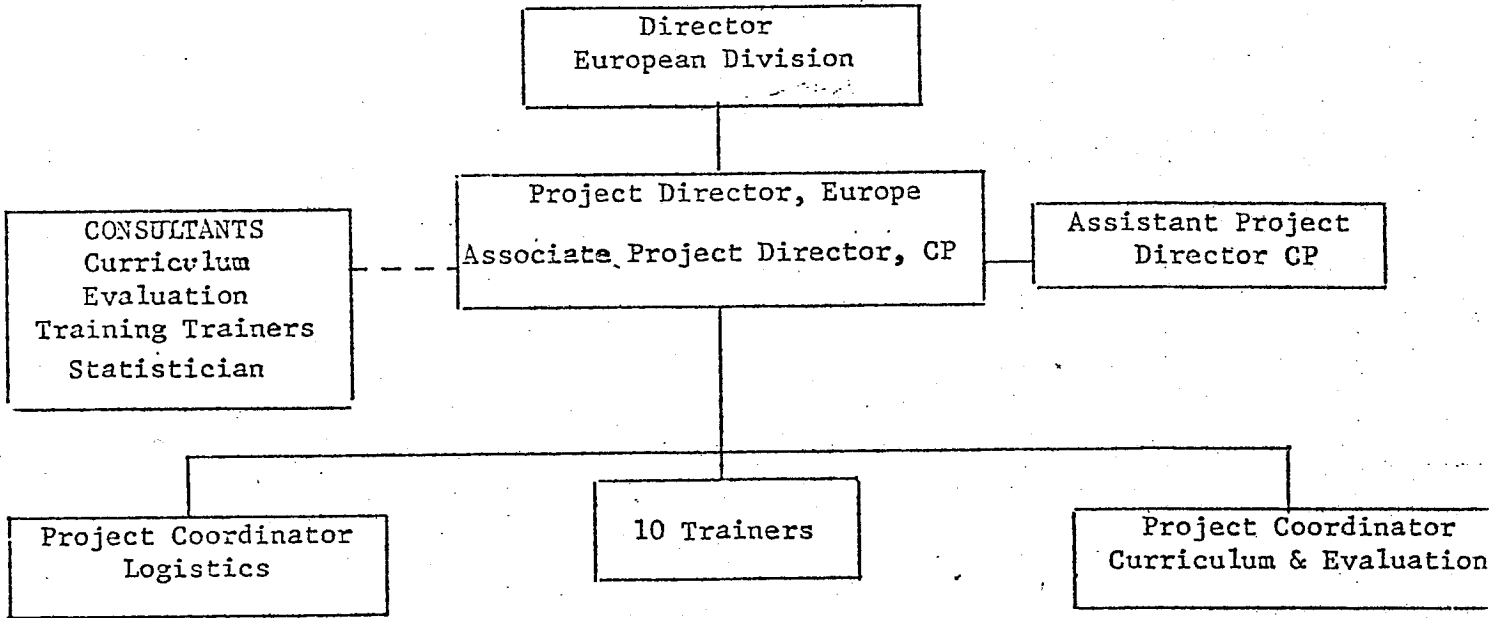
Associate Project Director and Assistant Project Director, U.S., will be located at the Central offices of the University of Maryland University College, College Park, Maryland. This will give the project personnel direct access to resources in other pertinent divisions of the University of Maryland system.

An additional resource that the European Division has in carrying out a project such as the PET II Project is its network of Field Registrars located at more than one hundred military sites throughout West Germany. While the primary function

of the Field Registrars is related to the academic credit program, these persons will serve as a contact point between the Central Administrative offices and the Trainers and Project Coordinators. (See Catalog in Appendices for listing of sites at which the European Division maintains a Field Registrar (s).

There follows a functional organizational staffing chart, job descriptions, and a narrative of performance plan to carry out Function/Task Allocation Schedule as outlined in Section F-2 of Solicitation, and as specified in D-2 (b) above.

University of Maryland European Division  
Organizational Chart  
Pet II



CP - College Park

1. PROJECT DIRECTOR: Has overall responsibility for success of the mission; acts as liaison with USAEUR-ACES and USAEUR Chaplain; coordinates with consultants; selects facilitators and conducts orientation for staff; has overall responsibility for logistical support.

Dr. Adelynne H. Whitaker: Dr. Whitaker will serve as Project Director for this undertaking. She earned the Doctor of Philosophy in History at Emory University (1973) and has been on the staff of the University of Maryland since 1974. Her administrative skills have been demonstrated in the past through her service as Project Director on several large training projects contracted for by USAREUR-ACES to include the Mission Related Career Development Project.

DURATION OF APPOINTMENT	LOCATION	FULL TIME/PART TIME
Length of contract	Europe	30%

2. ASSOCIATE PROJECT DIRECTOR, U.S.: Assist the Project Director in overall management of the project; provides for liaison with University College, College Park, U.S. based consultants and University of Maryland College Park Counseling Center.

Dr. Stephen Forrer: Dr. Forrer has served as a consultant/evaluator for several University of Maryland training contracts. He holds a Ph.D in counseling psychology from the University of Maryland and has engaged in training of values clarification to facilitators while associated with Northern Virginia Community College. He also served as resident graduate professor in the University of Maryland Far East Graduate Program in Counseling. See resume in Appendix B.

DURATION OF APPOINTMENT	LOCATION	FULL TIME/PART TIME
Length of contract	College Park	30%

3. PROJECT COORDINATOR, LOGISTICS: Assists Project Director-Europe in overall

function, acts as liaison with individual USAREUR Chaplain personnel, European Division field registrars, military commanders and facilitators. Has responsibility for logistics and arranging for required briefings, coordinating training sessions, USAREUR Chaplain personnel, coordinates ordering and distribution of soft/hardware; orders printing and distribution of instruments and instructional material; works with facilitators in logistical matters.

Mr. Patrick Duddy: Mr. Duddy, who has an M.A. in English and has been with the University of Maryland for the past three years, served as Project Manager for the Mission Related Career Development Project. Mr. Duddy is a candidate for Project Coordinator in the project for which this proposal is submitted.

<u>DURATION OF APPOINTMENT</u>	<u>LOCATION</u>	<u>FULL TIME/PART TIME</u>
Length of contract	Europe	100%

4. PROJECT COORDINATOR, CURRICULUM & EVALUATION: Assists Project Director in overall function of the project, acts as liaison with facilitators on matters of curriculum development and evaluation; has responsibility for arranging and distribution and collection of instruments and evaluation processes; coordinates and assists consultants conducting interviews with participants, commanders and USAREUR-Chaplains as required in evaluation plan; provides coordination and support in matters relating to curriculum.

Ms. Meredith Stanford: Ms. Stanford is currently on leave from the Department of Humanities and Behavioral Studies, Boston University. She has a strong academic and experiential background in the area of humanistic education and values clarification. She will serve as a trainer as needed.

<u>DURATION OF APPOINTMENT</u>	<u>LOCATION</u>	<u>FULL TIME/PART TIME</u>
Length of contract	Europe	100%

5. CONSULTANTS: Advise Project Director; advise and assist in design of values clarification curriculum and instructional material; design both formative and summative evaluation techniques and instruments; conduct formative evaluation interviews with facilitators, students, and USAREUR-Chaplain personnel; provide special training in-country for trainers; design summative project evaluation and assist in interpretation of results for final report.

Dr. Sidney Simon: Dr. Simon is an internationally known pioneer in Humanistic Education. He is author of numerous books and articles including Meeting Yourself Halfway. Dr. Simon has lectured and presented Values Clarification workshops through the country and is highly regarded by educators, clergy, and psychologists.

Mr. Frank Johnson: Mr. Johnson has a Master of Divinity degree from Andover Newton Theological School with an emphasis in Pastoral Counseling. He is currently a full-time staff member of the University of Maryland Counseling Center, College Park. He is a nationally known expert in the area of group counseling and values clarification. He is co-author with his brother David of Training Together: Group Theory and Group Skills.

Dr. William Sedlacek: Dr. Sedlacek is currently Assistant Director, Counseling Center, University of Maryland and Director of Testing, Research and Data Processing. Dr. Sedlacek has publishing literally hundreds of articles in the area of educational, behavioral and attitudinal research and represents an excellent resource in the area of research, evaluation and design.

Dr. Howard Kirschenbaum: Dr. Kirschenbaum is the director of the National Humanistic Education Center. He holds a doctor of education degree from Temple University. He has had extensive experience giving speeches and workshops on humanistic education, values clarification, and human relations.



He is the author or co-author of eight books.

Dr. Joel Goodman: Dr. Goodman received his Ph.D. in Education from the University of Massachusetts. He is currently assistant director for resource development and consultation services for the National Humanistic Education Center. He has published numerous articles on values clarification and its various applications.

<u>DURATION OF APPOINTMENT</u>	<u>LOCATION</u>	<u>FULL TIME/PART TIME</u>
	N.A.	

6. INSTRUCTORS: Conduct value training sessions based on curriculum syllabus format; design and ensure for the collection of evaluation information and provide feedback and comments concerning the curriculum for formative evaluation.

Alicia Montalvo: Bilingual (Spanish), Ph.D. and M.A. from Bank Street College; experience in values clarification training, bilingual education; active in the Spanish-American community in New York.

Jon Rosenbaum: M.A. from Western Michigan University; expert in humanistic education, conflict resolution, values clarification.

Shirley Henry: M.A. from Drake University; consultant in values clarification--drug education project; responsible for seven county area; expert in humanistic education.

Lindsay Crawford: Human relations instructor, Pennsylvania State Police, Allentown, P.A., Human Relations Commission; expert trainer in human relations communication and values clarification; has worked directly with Dr. Sid Simon.

Robert Griffin: Expert in residential treatment and prevention services, group counseling, drug rehabilitation; expert in using values clarification in training.

Roberta Martin: Ed.D from Mississippi State; humanistic education specialist, professor of counselor education; expert in humanistic education.

Jay Nutter: Expert in vocational evaluation and rehabilitation; experienced in social work and values clarification training.

Juanita Nutter: Educational specialist degree in counseling; human relations specialist with ESAA project; expert in the use of reality therapy, transactional analysis and values clarification.

Meredith Stanford: M.A. and doctoral candidate from Boston University; currently on leave from faculty Department of Humanistic and Behavioral Studies, Boston University. Expert in values education and humanistic education.

Hugo Keesing: Ph.D. from Adelphi University; clinical psychology background with overseas teaching experience; expert in group process and values education.

Marilynn Draxl: Ph.D. from Adelphi University; clinical psychology background with teaching experience in Europe; expert in group process and humanistic education.

<u>DURATION OF APPOINTMENT</u>	<u>LOCATION</u>	<u>FULL TIME/PART TIME</u>
Length of contract	Europe	100%

7. ASSISTANT PROJECT DIRECTOR, U.S.: Responsible for stateside logistics required for delivery of training materials; make travel arrangements for instructors; assist U.S. based consultants as required by providing information, data and general support; responsible for writing final report.

Ms. Jan Shauer: Ms. Shauer has a M.A. in Women's Studies from George Washington University and has experience in curriculum development and the design of education media. She is also well versed in values clarification as both technique and strategy for behavioral change.

<u>DURATION OF APPOINTMENT</u>	<u>LOCATION</u>	<u>FULL TIME/PART TIME</u>
Length of contract	College Park	33%

8. PROJECT SECRETARIES: Coordinate and serve as liaison with project staff;

arrange transportation, housing, and other logistics for project staff at various instructional sites; types printing orders, instructional materials, correspondence and rosters; maintains filing system for sessions and participants; distributes instruments as needed among staff; carries on other secretarial duties as project requires.

Two to be selected

<u>DURATION OF APPOINTMENT</u>	<u>LOCATION</u>	<u>FULL TIME/PART TIME</u>
Length of contract	College Park	33%
Length of contract	Europe	100%

Narrative of organization and management:

Function Develop course design in Values Clarification that consists of not less than 2 days instruction for up to 12,000 military personnel in grades E1 through E4. Procure instruction materials and evaluation instrument. Determine and procure resources and instruction sites.

Time 15 January 1979 - 28 February 1979

Managerial

Responsibility: First line management responsibility will rest with the Project Director and be delegated as indicated in following managerial responsibility.

Delivery System: The delivery system for this function will include the following tasks:

Task 1 Provide teaching module, copyrights, instructional materials, and measurement instrument to be used in evaluation attitudinal and behavioral changes.

1.1) Preliminary Course Design: Teaching modules, copyrights and instructional materials. Based on current knowledge of the PET II requirements, military and European environment, values clarification technique and the intended audience, the following 2 day instructional strategy is presented.

The workshop curriculum presented here is designed to achieve several purposes:

- 1.) to help participants identify their own value system
- 2.) to explore with one another differences in value systems
- 3.) to practice assertion and decision-making skills by declaring values
- 4.) to make clear decisions based upon the self knowledge that comes from values clarification.

Immediately upon notification of award of contract, Project Director and Associate Project Director will make necessary arrangements for expanding preliminary course design into a detailed syllabus through actions described in the following task completion. (See D-2 (b) above expansion of preliminary course design).

Task 2 Identify and assign personnel (e.g. staff, faculty, etc), to include ten (10) instructors qualified to teach Values Clarification experientially. Ensure availability for in-country conferences prior to initiation of instruction and arrival at site to begin instruction in designated sites with 2 instructors per site.

Managerial Responsibility: First line responsibility will rest with the Project Director in coordination with Associate Project Director.

2.1 Identify and assign personnel. The following organization structure and positions will be used to implement the project.

2.1a Project Director, Dr. Adelyne H. Whitaker:

Dr. Whitaker will serve as Project Director for this undertaking. She earned the Doctor of Philosophy in history at Emory University (1973) and has been on the staff of the University of Maryland since 1974. Her administrative skills have been demonstrated in the past through her service as Project Director on several large training projects contracted for by USAREUR-ACES to include the Mission Related Career Development Project. See resume in Appendix A.

2.1b Associate Project Director, Dr. Stephen E. Forrer:

Dr. Forrer has served as a consultant/evaluator for several University of Maryland training contracts. He holds a Ph.D. in counseling psychology from the University of Maryland and has engaged in training of values clarification to facilitators while associated with Northern Virginia Community College. He also served as resident graduate professor in the University of Maryland Far East Graduate Program in Counseling. See resume in Appendix B.

2.1c Project Coordinator-Curriculum Evaluation/Trainer, Meredith Stanford:

Ms. Stanford is currently on leave from the Department of Humanities and Behavioral Studies, Boston University. She has a strong academic and experiential background in the area of humanistic education and values clarification. She will serve as a trainer as needed.

2.1d Project Coordinator-Logistics, Mr. Patrick Duddy:

Mr. Duddy, who has an M.A. in English and has been with the University of Maryland for the past three years, served as Project Manager for the Mission Related Career Development Project. Mr. Duddy is a candidate for Project Coordinator in the project for which this proposal is submitted.

2.1e Consultants: Dr. Sidney Simon, an internationally known pioneer in Humanistic Education. Author of numerous books and articles including Meeting Yourself Halfway. Dr. Simon has lectured and presented Values Clarification workshops through the country and is highly regarded by educators, clergy and psychologists.

Dr. Howard Kirschenbaum: Dr. Kirschenbaum is the director of the National Humanistic Education Center. He holds a doctor of education degree from Temple University. He has had extensive experience giving speeches and workshops on humanistic education, values clarification, and human relations. He is the author or co-author of eight books.

Dr. Joel Goodman: Dr. Goodman received his Ph.D. in Education from the University of Massachusetts. He is currently assistant

director for resource development and consultation services for the National Humanistic Education Center. He has published numerous articles on values clarification and its various applications.

Frank Johnson, has a Masters of Divinity degree from Andover Newton Theological School with an emphasis in Pastoral Counseling. He is currently a full-time staff member of the University of Maryland Counseling Center, College Park. He is a nationally known expert in the area of group counseling and values clarification. He is co-author with his brother David of Training Together: Group Theory and Group Skills.

Dr. William Sedlacek, currently Assistant Director, Counseling Center, University of Maryland and Director of Testing, Research and Data Processing. Dr. Sedlacek has published literally hundreds of articles in the area of educational, behavioral and attitudinal research and represents an excellent resource in the area of research, evaluation and design.

2.1f Assistant Project Director, Ms. Jan Shauer:

Ms. Shauer has a Master's degree in Women's Studies from George Washington University and has experience in curriculum development and design of educational media. She is also well versed in values clarification as both technique and strategy for behavioral change.

2.1g Trainers. The following criteria were used to select trainers for the PET II project.

First, the instructor must have demonstrated mastery of the theory of values clarification. This entails a working knowledge of personal development theories, as well as theories of adult learning and group process. The instructor must be able to articulate theories of communication and decision-making processes and moral development.

Second, the values clarification instructor must demonstrate competence in overall values clarification program planning. This entails (1) stating program goals operationally; (2) articulating the relationship between goals and methods; (3) developing evaluation processes based on program goals; (4) designing small group strategies to meet the goals.

Third, the values clarification instructor must show competence in training. Specifically, the instructor should have skills in starting a group, creating an open atmosphere, aiding participants in setting goals, designing appropriate exercises to meet group needs, and successfully facilitating the group process with effective listening and clarifying responses.

Fourth, the instructor must demonstrate appropriate academic credentials for appointment with the University of Maryland.

Earned degrees, publications, consultancies, professional affiliations and employment history will all be considered relevant.

Fifth, the instructor must demonstrate relevant work experience using values clarification as a technique with individuals similar to a military population. Such experience might be in the form of work with community agencies, school districts, drug rehabilitation agencies, etc.

We feel the trainers identified below from which we will choose the final training team, represent some of the best professional talent available. They are a group heterogenous in cultural, racial and socio-economic background and have been evaluated and recommended by Dr. Sidney Simon, an internationally known expert in values clarification training. Complete resumes and indications of availability for in-country training conferences prior to instruction appear in Appendix A.

Alicia Montalvo: Bilingual (Spanish), Ph.D. and M.A. from Bank Street College, experience in values clarification training, bilingual education, active in the Spanish-American community in New York.

Jon Rosenbaum: M.A. from Western Michigan University. Expert in humanistic education, conflict resolution, values clarification.

Shirley Henry: M.A. from Drake University, consultant in values clarification--drug education project, responsible for seven county areas, expert in humanistic education.

Lindsay Crawford: Human relations instructor, Pennsylvania State Police, Allentown, PA, Human Relations Commission. Expert trainer in human relations communication and values clarification. Has worked directly with Dr. Sid Simon.

Robert Griffin: Expert in residential Treatment and Prevention Services, group counseling, drug rehabilitation. Expert trainer in using values clarification.

Roberta Martin: Ed.D. from Mississippi State, humanistic education specialist, professor of counselor education, expert in humanistic education.

Jay Nutter: Expert in vocational evaluation and rehabilitation, experience in social work, values clarification training.

Juanita Nutter: Educational specialist degree in counseling, human relations specialist with ESAA project, expert in use of reality therapy, transactional analysis and values clarification.

Meredith Stanford: Masters degree and doctoral candidate from Boston University, currently on leave from faculty Department of Humanistic and Behavioral Studies, Boston University. Expert in values education and humanistic education.

Hugo Keesing: Ph.D. from Adelphi University in behavioral psychology, M.A. in clinical psychology. Overseas training experience. Expert in group process and humanistic education.

Marilynn Draxl: Ph.D. from Adelphi University. Clinical psychology background with overseas teaching experience in Europe. Expert in group process and values education.

Additional trainers are currently being contacted through the Values Clarification Training Network and the Association for Creative Change.

Task 3 Conduct conferences with Contracting Officer's Representative and obtain course design approval prior to initiating instruction.

Managerial Responsibility: First line responsibility will rest with the Project Director and Project Coordinator for Curriculum and Evaluation.

3.1 Final course design. The course design presented earlier is preliminary to the final design which will be accomplished as follows:

Upon notification of award University of Maryland will send to Europe an expert consultant in values clarification training to meet with the USAREUR Chaplain to discuss at length requirements and needs of the personnel to be trained. Following this meeting and within three weeks from the date of award of the contract, a final course design will be developed by the consultant, Project Coordinator for Curriculum/Evaluation and the Project Director and submitted to the Contracting Office's Representative for final approval prior to instruction.

Task 4 Coordinate methodology for procurement of student body with Contracting Office's Representative and MACOM Commander representatives. Schedule class load, dates and locations of classes.

Managerial Responsibility: First line responsibility will rest with Project Director and Project Coordinator for Logistics.

4.1 Immediately following notification of award of the contract, the Project Director and/or the Coordinator for Logistics will begin coordination with the Contracting Office's Representative and MACOM Commander representatives for the purpose of establishing schedule class load, dates and locations of classes. It is anticipated that final arrangements for the first 30 days of instruction will be made one week prior to the initiation of instruction.

Project Coordinator for Logistics will at this time alert Field Registrars as to dates and locations of classes so as to make preliminary logistical arrangements for trainers who



will be assigned to the various sites.

- Task 5 Initiate requests for area clearances for personnel in CONUS to be employed in-country in support of this program.

Managerial Responsibility: Project Director and Associate Director/Assistant Director

5.1 Immediately upon notification of award, Area clearances for CONUS personnel to be employed in-country in support of PET II will be initiated. This will include all trainers, consultants, etc.

- Task 6 Prepare written summary of course design. Provide two copies of the Summary Report to the Contracting Officer's Representative.

Managerial Responsibility: Project Coordinator-Curriculum.

6.1 Within three weeks of the date of award and following discussions with Contracting Office's Representatives and Chaplains two copies of the detailed Summary Report will be delivered to the Contracting Office's Representative.

Function Implement and conduct Values Clarification classes as USAREUR Chaplain designated sites.

Time 29 January 1979 - 14 September 1979

Managerial Responsibility: First line management responsibility will rest with the Project Director and be delegated as indicated in following managerial responsibility listing.

Delivery System: The Delivery System for this function will include the following tasks:

- Task 1 Coordinate implementation schedule with Contracting Office's Representative.

Managerial Responsibility: Project Coordinator-Logistics

1.1 Immediately following award of the contract and final course design approval, the Project Coordinator for Logistics will coordinate the implementation schedule with the Contracting Office's representative. A group of 2 trainers will be dispatched to assigned sites with instructional materials as required.

- Task 2 Assign staff and faculty to conduct Values Clarification instruction. Complete logistical arrangements for transportation, billeting and other support of assigned personnel.

Managerial Responsibility: Project Director/Project Coordinator for Logistics

Included in this Task will be on-going logistical arrangements for housing, storage of textbooks and supplies and handouts for participants. Arrangement for air transportation for initial supply of books have been made with publisher and assurances from publisher have been secured that books are available (see attached copy of telegram).

2.1 Within one week after notification of contract award, the Associate Project Director will conduct final interviews and select the required 10 faculty from the pool currently being developed. It is important to note that no trainer will be considered for final selection unless they indicate to the University of Maryland that they are available immediately.

2.2 Upon selection, all faculty will leave for Heidelberg, Germany within 2 1/2 weeks from the date of the contract award. Upon arrival and coinciding with the final approval of course design, training of the faculty will begin.

2.3 Training for faculty will take approximately five days. Training will be coordinated by the Project Director and facilitated by an expert consultant, representatives of USAREUR Chaplain if available, Coordinator for Curriculum and Evaluation. The following topics and information will be presented and discussed.

- a) The final values clarification course design will be presented and faculty will be trained in the delivery of the course, to include use of printed material.
- b) The role of evaluation, both formative and summative will be presented.
- c) Special values clarification techniques for problems of drug use, alcohol use, gambling, human communications, boredom, and sexual adjustment will be trained.
- d) Information will be presented and faculty will be briefed concerning military life in Europe--problems and position attributes.
- e) A complete logistics briefing will be held.
- f) Special topics such as dealing with group conflict, consulting skills within the group, use of teamwork and other topics of this nature will be discussed.

2.4 All logistic arrangements will be finalized one week prior to initiation of instruction. Transportation via available public or university transportation will be arranged as required. Billeting for faculty will be arranged as available or arrangements on the economy will be made. Other support will be arranged as appropriate.

2.5 Faculty will be sent to assigned sites several days prior to initiation of first instruction to meet with local Chaplain

representatives, commanders as required and ensure local logistic arrangements for the course.

Task 3 Provide course materials and evaluation instruments to students at instruction sites.

Managerial responsibilities: Assistant Project Director-U.S., Coordinator Curriculum and Evaluation, Coordinator Logistics.

3.1 As indicated earlier, the major course material to be used is the book entitled Meeting Yourself Halfway by Dr. Sidney Simon. Arrangements have already been made with the publisher for delivery of up to 12,000 copies in Europe. (see telegram) Upon notification of contract award, the University of Maryland will order 2500 copies to be delivered to our Heidelberg Office within 25 days. Initial distribution will occur as the faculty are sent to assigned sites. Additional distribution will be made by the Coordinator for Logistics.

Based on coordination with Chaplains to identify sites, schedule and numbers of soldiers to be trained, a final delivery schedule will be developed and the publisher notified.

Additional course material developed by faculty and expert consultant will be printed at the University's print shop in Heidelberg and will be ready for distribution with the book.

3.2 Evaluation Instruments. Formative and summative evaluation instruments will be either purchased or locally printed at the University of Maryland print shop in Heidelberg. Responsibility for distribution will rest with the Coordinator for Logistics.

Task 4 Provide instruction to up to 12,000 students selected and provided by USAREUR Unit Commanders.

Managerial responsibility: Project Director and Project Coordinator for Logistics.

4.1 University of Maryland will provide the faculty, materials, course design, evaluation, logistical support to provide values clarification instruction to up to 12,000 students.

4.2. The Project Director and Project Coordinator for Logistics will be located in Heidelberg. The Project Coordinator for Logistics will have the necessary mobility to move from community to community as the delivery of instruction begins. It is anticipated that several instructional sessions will be delivered in one community before teaching teams are moved into new areas. This procedure will allow the Project Director and Coordinators and Faculty to establish viable working relations with local Chaplain representatives, military personnel and potential participants.

Careful scheduling and responsible planning will minimize the disruptions that could otherwise occur.

4.3. Packets containing training materials and evaluation forms will be distributed to participants at each session. A roster of participants, including military addresses will be maintained at the University's central administrative offices in Heidelberg. There will also be maintained a file for each training session in which rosters, faculty observations, end of session summaries, evaluation forms and other documents concerning that particular session will be maintained.

Function Conduct on-site evaluation of course design and effectiveness of training.

Time 5 February 1979 - 30 April 1979

Managerial

Responsibility: First line responsibility will rest with the Coordinator, Curriculum and Evaluation.

Delivery System: To accomplish this function the University plans to employ the following delivery system.

Task 1 Evaluate the instructional program and student evaluation instruments.

1.1 Focus of Evaluation

Practice in recent years has shown that evaluation of educational programs has gone beyond the traditional assessment of a program's overall success and effectiveness. In 1971, Michael Scriven distinguished formative evaluation from summative evaluation, thereby extending the role of an evaluator to one which would allow him or her to affect the development of the program. In that same year, Daniel Stufflebeam further supported the expanded new role for evaluators by specifying the evaluation areas of context (definition of need and basis for objectives), input (the selection of resources and the design of procedures to facilitate goal attainment), process (implementation of the design program), and product (measurement of goal attainment). Process or formative evaluation can be seen as crucial, perhaps more important than summative evaluation in the early stages of a project or program. As programs become more structured and mature, however, the need for product or summative evaluation grows in importance. Programs require the support of empirical evidence, preferably that of student growth or changes in learning, to ensure their continuance. As programs grow, their sponsors become more and more concerned that they be able to produce the outcomes intended--in nearly all cases, student behavioral and affective gains.

1.2 It is this first evaluation, that of formative evaluation, that is designed to answer the following questions:

a) What problems exist in the delivery of the program?

- b) What areas do trainers need help in developing?
- c) Are expected results possible based on the program?
- d) How should the course be redesigned based on this early delivery experience?
- e) What new materials, exercises and techniques might be useful to include?
- f) How are students, Chaplains, and the community reacting to the program?

1.3 To accomplish this task UMD will use several paper and pencil instruments designed to answer questions related to course design and implementation. Drs. Howard Kirschenbaum and Joel Goodman have agreed to assist UMD and USAREUR Chaplain in the selection and/or design of formative evaluation instruments. The development of these instruments will be guided by the following design questions. The development of those instruments will be guided by the design questions indicated in D-2 (b), p. 57-62.

Task 2 Conduct random student interviews and interview Unit Commanders and USAREUR Chaplain.

Managerial responsibility: Project Coordinator-Curriculum and Evaluation

2.1 An important part of the formative evaluation stage will be the use of Dr. Sidney Simon as an expert evaluator. He has agreed to visit Germany for three days during the specified period according to the following schedule.

- a) Day 1: In-country briefing by UMD and USAREUR Chaplains.
- b) Day 2: Conduct interview with students, Unit Commanders and USAREUR Chaplain. Visit on-going values clarification classes.
- c) Day 3: Debriefing with UMD, USAREUR Chaplain. Offer specific comments concerning redesign of course.

Task 3 Assess impact of Values Clarification training on attitudes and behavior of students.

Managerial responsibility: Project Coordinator-Curriculum and Evaluation

3.1 During the first three months of instruction, data will be gathered concerning impact of values clarification on attitudes and behavior of students. Several techniques will be used to assess this impact.

- a) Interviews will be held with 10 students in a case study format.
- b) Paper and pencil standard techniques in the form of the Mooney Problem check list, FIRO-B or other relevant instrument will be given to 25% of all classes. Expert advice on the selection and use of these instruments will come from Drs. Kirschenbaum and Goodman, consultants to the project. This information will then be analyzed.

3.2 All this above information will be distilled and summarized into a report with recommendations for modification of course design.

- Task 4 Refine, edit and alter instructional material and evaluation material and evaluation instrument, if required.

Managerial responsibility: Project Coordinator-Curriculum and Evaluation

4.1 During the last four weeks of this period, the course design will be refined, edited and altered based on comments from Dr. Simon and information gathered in Task 3 above. This will be the responsibility of the Coordinator for Curriculum and Evaluation.

- Task 5 Prepare a written summary report concerning the evaluation and pertinent findings.

Managerial responsibility: Project Coordinator-Curriculum and Evaluation

5.1 The above refinement and alteration of instructional materials and course design will be summarized into a written report. All formative evaluation findings will be included and recommendations will be made.

- Task 6 Provide Contracting Officer's Representative with two copies of the Summary report.

Managerial responsibility: Project Director

6.1 Upon completion two copies of the summary report will be submitted to the Contracting Officer's representative no later than 30 April 1979.

6.2 Upon approval of any revisions to the course material and design all faculty will be brought back to Heidelberg for a three day re-training workshop based on comming the results of the first evaluation to them and providing them with new skills and techniques as required in the new design.

Function Conduct second on-site evaluation of course design and training effectiveness.

Time 1 May 1979 - 31 July 1979

Managerial Responsibility: Project Coordinator-Curriculum and Evaluations

Delivery System: The following tasks represent the delivery system for this function.

Task 1 Visit instruction sites and re-evaluate program effectiveness and assess the need for change in design.

Managerial responsibility: Project Coordinator-Curriculum and Evaluation

1.1 Once again during the period Dr. Sidney Simon will visit Europe to conduct an evaluation visit to assess the program effectiveness and identify need for change in design.

Task 2 Conduct random student interviews and interview Unit Commanders.

Managerial responsibilities: Project Coordinator-Curriculum and Evaluation

2.1 Dr. Simon will conduct random Unit Commander and student interviews at two instructional sites according to the following schedule:

- a) Day 1: In-country debriefing by UMD and USAREUR Chaplains.
- b) Day 2,3: Conduct interviews at 2 instructional sites.
- c) Day 4: Prepare evaluation report.
- d) Day 5: Debrief UMD and USAREUR Chaplain concerning effectiveness of course design.

Task 3 Assess impact of training and effectiveness of course design

3.1 Dr. Simon will be asked to specifically gather information concerning the impact of training and effectiveness of course design on student attitudes and behavior.

Task 4 Prepare a written Summary Report concerning his findings.

Managerial responsibility: Project Coordinator, Curriculum and Evaluation

4.1 Based on Dr. Simon's comments made during the debriefing and discussion a written Summary Report will be prepared.

Task 5 Provide Contracting Office's Representative with two copies of Summary Report.

Managerial responsibility: Project Director

5.1 Upon completion and not later than 31 July 1979 this Summary Report will be delivered to the Contracting Office's Representative in two copies.

Function Arrange for and facilitate in coordination with approval of USAREUR Chaplain, a detailed evaluation of the total Values Clarification program of instruction

Time 1 July 1979 - 30 September 1979

Managerial

Responsibility: Project Director and Project Coordinator for Curriculum and Evaluation

Delivery System: The following tasks represent the approach the University intends to use in accomplishing this function.

Task 1 Select a control group of not less than 500 soldiers who have not received Values Clarification training, administer an evaluation instrument, and compare results with student evaluations.

Managerial responsibility: Project Coordinator-Curriculum and Evaluation

1.1 The goal of this function is to determine through the use of a comparison group the following:

- a) The appropriateness of instruction and methodology;
- b) The ability of this course design to provide valid learning experiences and change/modify attitudes and behavior;
- c) The extent to which the instruction facilitates training objectives;
- d) any limitations in the program.

1.2 Design -- The first major task is to design an approach to the summative evaluation that will lead to the ability to make firm conclusions on the above questions. To this end the University will use the services of Drs. Kirschenbaum and Goodman as expert consultants. They are well-respected in the area of research design and will be consulted prior to initiation of this aspect of the project. However, a suggested design is presented below:

- a) A control group of not less than 500 soldiers will be selected using a modified "leap frog" design as follows;
- b) At five sites students will be selected for participation with a lead time of two weeks. One week will be labeled week A; the following week B. Standard paper and pencil instruments described below will be the source of objective



data for this aspect of the evaluation;

- c) The students signed up for week B will serve as the control group for students taking values clarification training week A;
- d) Students taking the course week A will be asked to complete the objective instruments during the last 30 minutes of the two day class. This data will represent information on students who have participated;
- e) At this point it may be useful to point out that one initial factor that will allow conclusions to be drawn from the analysis of the comparison data is that of the homogeneity between the groups. Therefore, both groups must be drawn from the same population, in the same way and for the same reasons. It is readily apparent that students taking the course week B represent a valid comparison group for those taking the course week A;
- f) Students taking the course week B will complete the evaluation instruments during the first 30 minutes of the instruction - prior to any values clarification exercises or information;
- g) This procedure will be repeated over enough two week cycles until 500 students are in each group;
- h) Analysis can then occur between groups using standard non-parametric statistical techniques and conclusions can be drawn on the questions of interest.
- i) As discussed earlier the question of evaluation instruments is a difficult one when considering the assessment of a process such as values clarification. The University, however, has obtained the services of two acknowledged nationally known experts in the field of assessment of values clarification--Drs. Howard Kirschenbaum and Joel Goodman (see telegram). During the early phases of the project, they will work to evaluate currently existing instruments such as the Survey of Personal Values, Study of Values, Dogmatism Scale, FIRO-B, Survey of Interpersonal Values and review for appropriateness, scoreability and ability to ascertain attitudinal and behavioral change. If no useful instruments emerge from this review, they will design and pilot with the PET II project a new instrument to assess the criteria relevant to the values clarification strategy.

In addition, they will evaluate and interpret results obtained from use of either newly designed or other instruments.

Task 2 Prepare a comprehensive written evaluation of the total program with particular emphasis on:

- a) The appropriateness of instruction and methodology.
- b) The ability of this course design to provide valid learning experiences and change/modify attitudes and behavior.

- c) The extent to which the instruction facilitates training objectives.
- d) Any limitations in the program.

Managerial responsibility: Project Coordinator-Curriculum and Evaluation

2.1 Based on analysis of the above data, comments by Dr. Simon, results of student reactions to the instruction, instructors comments, chaplains and unit commanders comments as available, a comprehensive final report will be written with emphasis on the above questions as they relate to the overall program.

Task 3 Provide the Contracting Office's Representative six (6) copies of final comprehensive program report.

Managerial responsibility: Project Director

3.1 Following preparation of the final report it will be delivered in six copies to the Contracting Office's Representative no later than 30 September 1979.

Telegram

LLC023 WAE095(1256)(4-025959E015)PD 01/15/79 1256

ICS IPMMTZZ CSP

8134721035 TDMT SANIBEL FL 20 01-15 1256P EST

PMS STEVE FORER CARE OF WESTERN UNION

WILL CALL

WASHINGTON DC 20000

I AGREE TO BE PART OF THE CONSULTING TEAM PET II UNIVERSITY OF MARYLAND. AVAILABLE FOR TWO TRIPS TO EUROPE.

DOCTOR SIDNEY B SIMON

NNNN

SF-1201 (75-59)

11.60

Telegram

LLAC86 WAE226(2124)(4-068529E015)PD 01/15/79 2024 JAN 15 PM 9:35

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5185878770 COLLECT TDMT SARATOGA SPRINGS NY 01-15 0859P EST

PMS STEVE FORER, 3014545956

WILL CALL

WASHINGTON DC

DUPE OF TELEPHONED TELEGRAM

WE ARE AVAILABLE THIS WINTER AND SPRING TO ASSIST YOU IN DEVELOPING AN EVALUATION DESIGN, ADVISING ON FORMATIVE AND SUMMATIVE EVALUATION TECHNIQUES, SELECTING OR DEVELOPING INSTRUMENTS FOR FORMATIVE AND SUMMATIVE EVALUATION, AND ANALYSING THE DATA COLLECTED IN THE VALUES CLARIFICATION PROJECT YOU ARE PROPOSING. OUR OWN RESOURCES AND THOSE OF THE NATIONAL HUMANISTIC EDUCATION CENTER WILL BE AT YOUR DISPOSAL

HOWARD KIRSCHENBAUM JOEL GOODMAN

NNNN

SF-1201 (75-59)

Telegram

LLA102 WAB075(1509)(4-025132E013)PD 01/13/79 1509

ICS IPNMTZZ CSP

212722SS30 COLLECT TDMT NEW YORK NY 27 01-13 0309P EST

PMS STEVE FORRER, WILL CALL

WASHINGTON DC

I WOULD BE PLEASE TO SERVE AS TRAINER FROM FEBRUARY TO SEPTEMBER FOR UNIVERSITY OF MARYLAND IN PET TWO IF AWARDED. AVAILABLE TO TRAVEL TO EUROPE IMMEDIATELY

ALICIA MONTALVO

NNNN

1979 JAN 13 PM 3:11

6-80

Telegram

LLC103 WAA073(1452)(4-024386E013)PD 01/13/79 1452

ICS IPMBNGZ CSP

4023330650 COLLECT TDBN OMAHA NE 25 01-13 0252P EST

PMS STEVE FORRER

WILL CALL

WASHINGTON DC

I WILL BE PLEASED TO SERVE AS A TRAINER FOR THE UNIVERSITY OF MARYLAND IN THE PET II PROGRAM AND AM AVAILABLE FOR IMMEDIATE TRAVEL

SHIRLEY L. HENRY

NNNN

Telegram

LLC076 WAFQ35(0859)(4-008331E013)PD 01/13/79 0859

ICS IPMBNGZ CSP

6169634007 TDBN BATTLE CREEK MI 22 01-13 0859A EST

PMS STEVE FORRER

WCVU

WASHINGTON DC

I WILL BE HAPPY TO BE TRAINER FROM FEBRUARY TO SEPTEMBER FOR UMD IN PET 2 IF AWARDED AVAILABLE FOR TRAVEL IMMEDIATELY

JON M ROSENBAUM

NNNN

1979 JAN 13 PM 10:11

UNITED STATES

Telegram

JAN 15 11 28 29

LL9091 WAC031(0736)(4-005789E015)PD 01/15/79 0736

ICS IPMTZZ CSP

2154320708 TDMT ALLENTOWN PA 19 01-15 0736A EST

PMS STEVEN FORRER

WILL CALL

WASHINGTON DC

I AM STILL INTERESTED AS A TRAINER FOR THE UMD PET 2 PROJECT FROM FEBRUARY 27 TO SEPTEMBER 30

LINDSAY CRAWFORD

NNNN

UNITED STATES

Telegram

LL9085 WAB057(1225)(4-017094E013)PD 01/13/79 1225

ICS IPMTZZ CSP

5179231133 TDMT WATERTOWN MA 34 01-13 1225P EST

PMS STEPHEN FORRER, FONE FOR PICK UP 3017743296

WASHINGTON DC - *5 Pine Bark Ct Prinklow Md 20727*

I WILL BE PLEASED TO SERVE ON THE PROFESSIONAL STAFF FOR THE UNIVERSITY OF MARYLAND AND PET II IF AWARDED. I WILL BE AVAILABLE FEBRUARY THUR AUGUST 1979. AVAILABLE IMMEDIATELY FOR TRAVEL TO EUROPE

MEREDITH STANFORD

NNNN

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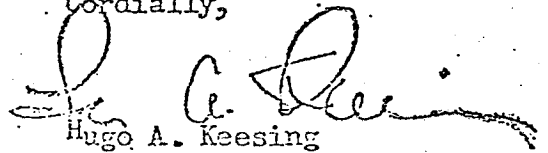
January 15, 1979

Dr. Stephen E. Forrer  
Assistant to the Chancellor for Institutional  
Planning, Research and Development  
University of Maryland  
University College  
College Park, MD 20742

Dear Steve:

I would be pleased to serve as a values clarification trainer for the University of Maryland in the PET II Program if that contract is awarded to you. I can depart for Europe immediately and I will be available through September 1, 1979.

Cordially,



Hugo A. Keesing

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE  
UNIVERSITY BOULEVARD AT ADELPHI ROAD  
COLLEGE PARK, MARYLAND 20742



OFFICE OF THE CHANCELLOR

January 16, 1979

Dr. Stephen E. Forrer  
Assistant to the Chancellor for Institutional  
Planning, Research and Development  
University of Maryland  
University College  
College Park, MD 20742

Dear Steve:

It is with pleasure that I accept your offer to serve as a trainer for the University of Maryland in the PET II project if that contract is awarded to you. I am available for immediate travel to Europe.

Cordially,

*Marilynn A. Draxl*

Marilynn A. Draxl  
Assistant Special Projects  
Coordinator

*The Worldwide Continuing Education Campus*

c. Logistical support of the project

As indicated in foregoing organization and management plan, the University of Maryland University College European Division has capabilities for providing required material support to instructional sites. These resources are again set out in the following narrative.

For almost thirty years the European Division has successfully provided logistical support for its many programs throughout Europe. At the present time logistical support is provided on a continuing basis to approximately 800 Lecturers who serve 18,000 students at some 150 sites throughout the Division, with the pattern of enrollments repeating each eight weeks for five terms per year.

While the PET II Project will be a discrete unit within the European Division, with its own staff and resources, the experience accumulated over the past thirty years in meeting the logistical needs of a large student body is available as a resource.

Specifically for the PET II Project, the Project Coordinator for Logistics will perform the following functions:

1.) Order through appropriate channels the required and supplemental materials. As indicated in the attached telegram, textbook supplies are available. Immediately following award of contract an initial shipment of textbooks will be shipped to Heidelberg via air cargo for the first training sessions. Remainder of shipment will be via surface shipment. Storage capabilities for supplies prior to distribution to site are available at the Central Administration Offices in Heidelberg.

2.) Request printing in the European Division's printshop of all other materials needed for the training project, i.e. supplemental training materials, evaluation forms, report forms, etc. The printshop facilities are housed within the Central Administrative office of the European Division, giving Project staff access on a continuing basis with the printing process. Paper supplies needed for printing are stocked in the European Division Central Administration Offices in Heidelberg.



3.) Arrange distribution to the training sites of all training materials.

A staff car of the European Division will be available to Project staff for immediate delivery of textbooks and other materials to the site. Additionally, Project Coordinator, Logistics will dispatch materials to the site with the trainers as they depart Heidelberg for the training sites.

4.) Arrange for storage of materials at the training sites. While this does not appear to be a major storage problem since the Central Administrative offices contain storage areas, should materials arrive in advance of a training session, the Coordinator will make necessary arrangements for storage. The European Division Field Registrar, located at each of the potential sites, will be available to assist as needed in the matter of distribution and storage when his/her services are required.

As indicated in the foregoing organization and management plan, logistical arrangements (air transportation from the U.S. to Heidelberg) will begin immediately upon award of contract.

The Project Coordinator, Logistics will also begin processing each trainor for the National Agency Check, required of all instructors according to USAREUR Regulation 604-20. Following initiation of the National Agency Check the Project Coordinator, Logistics can then request Letters of Accreditation through USAREUR. Upon receipt of Letters of Accreditation, the Project Coordinator, Logistics can begin processing of USAREUR Privilege Cards (ID Cards), can issue Ration Cards, and have the Status of Forces Stamp placed in the instructor's passport; assist with purchase or rental of POV, registration, driver's license. The Project Coordinator, Logistics will also assist in obtaining TDY orders for each instructor, make housing arrangements, arrange for local transportation, and provide a general orientation of the new site.

Throughout most of its thirty years in Europe, faculty orientation to the physical environment in which the faculty lives has been an on-going process.

The European Division staff is aware of the adjustments that in-coming faculty must make when first arriving in a new location. This awareness and the subsequent assistance offered to new faculty will become a part of the management process for trainers in the PET II Project. The experience of our Field Registrars in assisting faculty with personal logistical problems will be available also to the PET II Project training staff.

The Project Coordinator-Logistics will move about from site to site during the course of the training project to insure that material needs for the training sessions is available and is being properly distributed. Furthermore, the Project Director (located at the Central Administrative Offices in Heidelberg) will be available for on-site visits to assure that appropriate logistical support to instructional sites is being supplied.

#### Statement Concerning Logistical Support for Personnel

##### Personnel in Europe

1 Project Director 30%  
 1 Project Coordinator, Logistics 100%  
 1 Project Coordinator, Curriculum & Evaluation 100%  
 1 Secretary 100%  
 10 Faculty 100%  
 2 Consultants, 30 days  
 Associate Project Director, 20 days

Using the marriage ratio of presently employed European Division staff and faculty of .33 yields about 5 spouses. Assuming for these 5 married families one child per family (the family/child ratio for the European Division staff and faculty is .6 per family) would yield a total of ten dependents\*. These figures are our best estimates of the number of employees, spouses and dependents.

All project personnel in Europe full-time and part-time and all dependents, are to be USAREUR assimilated, be issued accreditation orders and identifying documents by USAREUR, and receive full logistical support in accordance with USAREUR Regulation 600-700.

\*Five spouses and 5 children under age 18.



Telegram

LLB152 WAA174(1518)(4-049183E012)PD 01/12/79/3618

ICS IPMBNGZ CSP

DUP. OF TELEPHONE TELEGRAM

3126477800 TDBN NILES IL 29 01-12 0418P EST

01/12 PM 4:29

PMS DR STEPHEN FORRER, 7743296

WILL CALL 5 *Pinebark Ct*

WASHINGTON DC *Prinklow Md. 20727*

12000 COPIES OF MEETING YOURSELF HALFWAY BY SIDNEY SIMON ARE AVAILABLE FOR DELIVERY AT THE TIME SPECIFIED BY YOU. COST PER BOOK IS \$4.95 LESS DISCOUNT PLUS SHIPPING.

JAMES G PORST

DD

NNNN

By		Be

211 545p A- mail

## D-3 OVERALL COST TO THE GOVERNMENT

a. Detailed analysis of estimated costs

## A. Personnel

1. Project Director, Europe (.30)	7,500
2. Associate Project Director, College Park (.30)	5,000
3. Project Coordinator, Logistics (100%, 8 months x 16,000)	10,666
4. Project Coordinator, Curriculum & Evaluation (100%, 8 months x \$20,000)	13,333
5. Assistant Project Director (Stateside Coordinator) (33%, 8 months x 15,000)	3,330
6. Secretary (33% x 8 months x \$9,500) College Park	2,089
7. Secretary (100% x 8 months x \$9,500) Europe	6,333
8. Faculty (100% x 6 months x \$20,000) x 10	<u>100,000</u>
SUBTOTAL Wages and Salary	148,251

B. Telephone and Postage (\$1000 College Park, \$1000 Europe)	<u>2,000</u>
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SUBTOTAL Telephone and Postage 2,000

C. Supplies (\$500 College Park, \$1000 Europe)	<u>1,500</u>
---	--------------

SUBTOTAL Supplies 1,500

## D. Travel

1. 10 Faculty, U.S.-Europe RT \$800	8,000
2. 10 Faculty to College Park for Administrative Processing and Orientation RT	2,500
3. Co-directors, 2 US-Europe RT \$800	1,600
4. Consultants - Train trainers/curriculum 1 US-Europe RT	800

5. Consultants-Evaluation	
2.US-Europe RT, Summative Evaluation	
2 US-Europe RT Formative Evaluation	2,400
6. Local Travel in Europe	
2 persons x 500 miles x 32 weeks x .15	<u>4,800</u>
SUBTOTAL Travel	20,100
 E. Living Allowances	
1. local - 22 days x 8 months x 2 persons x 35	12,320
2. Faculty - 1000 per month x 6 months	60,000
3. consultants, evaluators, 30 days x \$40	1,200
4. Co-directors, 20 days x 40	<u>800</u>
SUBTOTAL Living Allowances	74,320
 F. Instructional Material	
Book (Simon) = 12,000 x 4.00 (includes shipping)	48,000
Handouts = 12,000 x .50	<u>6,000</u>
SUBTOTAL Instructional Material	54,000
 G. Consultants	
1. Curriculum Development \$250 x 5 x 1	1,250
2. Training trainers 250 x 5 x 1	1,250
3. Formative Evaluation (Dr. Simon)	9,000
4. Summative Evaluation	5,000
5. Statistician	<u>1,000</u>
SUBTOTAL Consultants	17,500

## H. Evaluation (other costs)

1. Computer time	750
2. Final Report	2,000
3. Purchase of Instruments	<u>750</u>
SUBTOTAL Evaluation	3,500

## I. Internal Charges

1. Fringe Benefits $.195 \times \$148,251 =$	28,908
2. Indirect Charges $.5088 \times \$177,159$ (Personnel and fringe)	<u>90,138</u>
SUBTOTAL Internal Charges	119,046

TOTAL	440,217
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## Budget Summary

A. Personnel	148,251
B. Telephone and Postage	2,000
C. Supplies	1,500
D. Travel	20,100
E. Living Allowances	74,320
F. Instructional Material	54,000
G. Consultants	17,500
H. Evaluation (other costs)	3,500
I. Internal Charges	<u>119,046</u>
TOTAL	440,217

b. Statement of cost validity

Salaries for PET II Project are in accordance with salaries paid to staff and faculty of the European Division. Travel costs are based on published commercial air travel rates and estimated mileage computed at .15¢ per mile. Living allowance is in accordance to present European Division policy, Cost of Instructional materials is based on quoted costs of textbooks as per attached telegram and estimated printing costs. Consultants' fees are based on established rates. Telephone, postage and supply cost estimates are based on previous experience with similar projects.

The European Division's costing records have been audited by the DOD Auditing Agency in connection with contracts DAJA 78-c-0449, DAJA 37-76-A-0011, F61546-78-A-0003 and were found to be satisfactory.

WESTERN UNION Telegram

LLB152 WAA174(1618)(4-049183E012)PD 01/12/79 13518

ICS IPXNGZ CSP

DUP. OF TELEPHONE TELEGRAM

3126477800 TDBN NILES IL 29 01-12 0418P EST

01/12 PM 4:29

PMS DR STEPHEN FORRER, 7743296

WILL CALL - 5 *Pinebark Ct*

WASHINGTON DC *Prinklow Md. 20727*

12000 COPIES OF MEETING YOURSELF HALFWAY BY SIDNEY SIMON ARE AVAILABLE FOR DELIVERY AT THE TIME SPECIFIED BY YOU. COST PER BOOK IS \$4.95 LESS DISCOUNT PLUS SHIPPING.

JAMES G PORST

DD

NNNN

By		

*EMI 545p A mail*



c. Satisfactory Record of Cost Control and Adequacy of Management under Current and Previous Government Contracts.

Previous contracts for non-credit courses have been and are being successfully completed according to the schedule agreed upon and at the costs set forth in the contracts:

DAJA 20-78-M-1554  
 DAJA 02-78-M-1850  
 DAJA 02-78-M-1261  
 DAJA 02-78-M-1113  
 DAJA 06-78-M-0864  
 DAJA 02-78-M-0440  
 DAJA 02-78-M-0026

DAJA 02-77-M-3025  
 DAJA 37-77-C-0528  
 DAJA 37-76-A-0011  
 DAJA 02-78-M-2326  
 DAJA 37-78-R-0232  
 DAJA 37-78-C-0464  
 DAJA 37-78-C-0449

Following is a narrative description of the contracts for non-credit training projects most nearly related to the PET II Project:

Title	Contract Number	Description
Organizational Skills Training for Military Women & Supervisors	DAJA 20-78-M-1554	The European Division provided a program of skills training for military women and supervisors from 7th Signal Brigade. Participants were awarded certificates for completion of these two day training sessions that involved self-assessment, goal establishment, assertion training, and communication skills.  This was a pilot project to determine the feasibility of such training.
Military Women and Male Supervisors Training Project	DAJA 78-C-0464	The European Division was awarded a training program project based on the successful outcome of the above listed contract. This project involved a needs assessment and formative as well as a summative evaluation. No fewer than 50 training sessions of two days each for military women will be delivered with 25 sessions for male supervisors. Training syllabus includes sections on sex role socialization, organizational structures, communication skills and assertion training.  Staff and trainers are located in Heidelberg and are successfully functioning under a management plan similar to that proposed for PET II Project.

Mission Related Career  
Development Project

DAJA 37-77-C-0528

The European Division has provided a reading skills development program designed for enlisted personnel who are high school graduates but who for various reasons are not functioning at skill levels appropriate to their military occupational speciality.

This project involved an organizational and management plan similar to that proposed in the PET II Project.

The project involved an extensive evaluation system, both internal and external. Final report and interim reports were made to ACES Division, HQ USAREUR, with coordination meetings occurring with staff, trainers, and ACES personnel.

Certificates of completion were awarded to participants.

Functional Literacy  
Testing Project

DAJA 78-C-0449

The European Division was awarded a contract for refining, testing, norming, and delivering a Functional Literacy Test, a Criterion Outcome Assessment Test, and a manual of instructional materials that were initially developed in the Mission Related Career Development Project.

This project is on-going, with close cooperative liaison with ACES Division, HQ USAREUR.

While the materials being developed in this project are not designed for the same purposes as those needed in the PET II Project, this program is indicative of the resources and expertise available to the European Division in responding to specific military needs.

In addition, the University of Maryland, European Division has been administering successfully the academic credit program since 1949, and the last three contracts covering this program are as follows:

DAJA 37-69-D-0016  
DAJA 37-72-D-0014  
DAJA 37-76-A-0011

During any given year in this thirty year period, the European Division in cooperation with UMUC College Park, has employed and trained approximately 50 annually-appointed faculty and upward of 750 term-appointed faculty. Each of these faculty members has met the academic standards established by the various departments at the College Park campus. This process has ensured consistent quality within the academic program. The same rigid standards are applied to selection and training of trainers in the non-credit program.

The experience in cost control and effective management gained by the European Division in carrying out an education/training program of the scope here involved will be available to the staff of the PET II Project.

BIBLIOGRAPHY

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- Johnson, F., et.al. Values Clarification: Alternate Treatment Mode -- Trainer's Manual. College Park, MD: University of Maryland, 1977.
- Jourard, S.M. The Transparent Self. New York: D. Van Nostrand, 1964.
- Kirschenbaum, H. Beyond Values Clarification. Upper Jay, NY: National Humanistic Education Center, 1970.
- Kirschenbaum, H. "Clarifying Values Clarification: Some Theoretical Issues and a Review of Research," Group and Organization Studies. March, 1976.
- Kirschenbaum, H. & Simon, S.B. (eds.). Readings in Values Clarification. Minneapolis, Minn: Winston Press, 1973.
- Kohlberg, L. "The Child as a Moral Philosopher," Psychology Today. September, 1968.
- Parnes, S.J. Creative Behavior Guidebook. New York: Charles Scribner's, 1967.
- Raths, L.E., Harmin, M., and Simon, S.B. Values and Teaching. Columbus, Ohio: Charles Merrill, 1966.
- Rogers, C.R. On Becoming a Person. Boston: Houghton Mifflin, 1961.
- Simon, S.B. Meeting Yourself Halfway. Niles, Illinois: Argus Communication, 1971.
- Simon, S.B., Howe, L., Kirschenbaum, H. Values Clarification. New York: Hart Publishing Co., 1972.

APPENDIX A

Dr. Sidney B. Simon

Sidney B. Simon is an internationally known pioneer in Humanistic Education. He teaches at the University of Massachusetts, in Amherst, Massachusetts and conducts workshops all over the United States, Canada and Europe.

He is one of the authors of the four classic books in Values-Clarification:

Values and Teaching, 1966, and just revised, 1978.

Values Clarification: A Handbook of Practical Strategies 1972.

Clarifying Values Through Subject Matter, 1973.

Meeting Yourself Halfway, 1974.

Recently, he has extended the values clarification methodology in two new books: Developing Values with Exceptional Children, 1977 and Health Education: The Search for Values, 1977.

His other books include Wad-Ja-Gett? a book on the grading game in American Education, and two books he wrote for families: HELPING YOUR CHILD LEARN RIGHT FROM WRONG, a book on values clarification for families and the other one a book on touching for families and teachers, CARING FEELING TOUCHING.

He is the father of four children, a Navy veteran of World War II, and is interested in canoes, photography, running, bicycling and motorcycle touring. He has done several trips through continental Europe and Greece on motorcycle.

At the present time, he is working to link his many professional and personal experiences into a new theory for helping people live more fully and thus less fragmented lives.



Telegram

LLC023 WAE095(1256)(4-025959E015)PD 01/15/79 1256  
ICS IPMTZZ CSP  
8134721035 TDMT SANIBEL FL 20 01-15 1256P EST  
PMS STEVE FORER CARE OF WESTERN UNION  
WILL CALL  
WASHINGTON DC 20000  
I AGREE TO BE PART OF THE CONSULTING TEAM PET II UNIVERSITY OF  
MARYLAND. AVAILABLE FOR TWO TRIPS TO EUROPE.  
DOCTOR SIDNEY B SIMON  
NNNN

Dr. Howard Kirschenbaum

Resume not available prior to submission of this proposal. Available upon request from the University of Maryland.

Dr. Kirschenbaum is the director of the National Humanistic Education Center. He holds a doctor of education degree from Temple University. He has had extensive experience giving speeches and workshops on humanistic education, values clarification, and human relations.

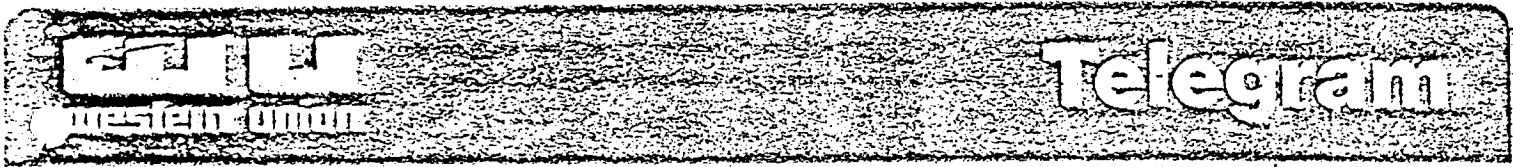
Dr. Joel Goodman

Resume not available prior to submission of this proposal. Available upon request from the University of Maryland.

Dr. Goodman received his Ph.D. in Education from the University of Massachusetts. He is currently assistant director for resource development and consultation services for the National Humanistic Education Center. He has published numerous articles on values clarification and its various applications.



11.60



LLA086 WAE226(2124)(4-063529E015)PD 01/15/79 2124 JAN 15 PM 9:35  
ICS IPMMIZZ CSP  
5185878770 COLLECT IDMT SARATOGA SPRINGS NY 01-15 0859P EST  
PMS STEVE FORER, 3014545956

WILL CALL  
WASHINGTON DC  
DUPE OF TELEPHONED TELEGRAM

WE ARE AVAILABLE THIS WINTER AND SPRING TO ASSIST YOU IN DEVELOPING AN EVALUATION DESIGN, ADVISING ON FORMATIVE AND SUMMATIVE EVALUATION TECHNIQUES, SELECTING OR DEVELOPING INSTRUMENTS FOR FORMATIVE AND SUMMATIVE EVALUATION, AND ANALYSING THE DATA COLLECTED IN THE VALUES CLARIFICATION PROJECT YOU ARE PROPOSING. OUR OWN RESOURCES AND THOSE OF THE NATIONAL HUMANISTIC EDUCATION CENTER WILL BE AT YOUR DISPOSAL  
HOWARD KIRSCHENBAUM JOEL GOODMAN

NNNN

- 79

RESUME

Frank Johnson

EMPLOYMENT RECORD

Counseling Center, University of Maryland  
September 1971 -- Present

Professional appointment as "group counselor" which is a full-time staff position for ten months of the year. In the Counseling Center lead therapy groups, interpersonal skill groups and focused groups such as assertiveness, value clarification, personal life planning, human intimacy, couples communication, anxiety reduction, self esteem. Supervise graduate students in group counseling practicum. Teach Group Dynamics and Leadership, Group Practicum, Helping Skills, and a skills course with both content and field experience for Resident Hall Assistants in the College of Education, Counseling and Personnel Services Department. Teach Gestalt Therapy to clinical and counseling psychology graduate students. Am a clinical instructor in the School of Psychiatry and Human Behavior, and teach Human Intimacy in the School of Medicine. In addition to the counseling supervision, and teaching of students, have led workshops and courses for faculty and staff to increase group process skills. Have also worked primarily at the Counseling Center as a community outreach consultant -- working with such parts of the campus as: Residence Life, Library, Office of Student Development, Financial Aids, Secondary Education, Chapel, Help Center, Conferences and Institutes Office of University College, Physics, Chemistry, Zoology, and the Career Development Center. Have been guest lecturer for classes in Recreation, Family and Community Development, Community Counseling, Health Education, Vocational Rehabilitation, and Organizational Relations. Finally, I administer, train, supervise, and am a resource person for the Interpersonal Growth Groups on the College Park campus. Throughout the past fifteen years I have served as an organization consultant to educational, religious, governmental and business organizations in such areas as management training, team building, racial relations, conflict resolution, problem-solving, planning, inter-personal and group skills training, and community change.

Free Lance Organization and Group Process Consultant  
June 1970 -- September 1971

Led laboratory learning experiences in Personal Growth, Group Dynamics, and Leadership. Consulted with such clients as YMCA, Roman Catholic Diocese of Des Moines, Iowa Conference of United Church of Christ, Iowa State Highway Commission, Hi-Line (Subsidiary of Pioneer) Corporation, Ethyl Corporation, Iowa State Board of Education, O.E.O., Iowa State University Extension Service, University Associates.

Executive Director of Iowa State University Y.M.C.A.  
February 1966 -- June 1970

Staff role related to Student and Faculty programming. Created National Affairs Institute, World Affairs Institute, and Sex and Selfhood Seminar. Worked with Freshman Orientation, and the Foreign Student Office. Began small group human relations training, did one-to-one counseling, and advising of campus organizations. Taught in Counseling Psychology, Industrial Psychology, and consulted with Engineering and Sociological Extension Services. For a period of six months served as acting director of the Ames Y.M.C.A. responsible for a building facility, five staff, and a \$70,000 annual budget. Worked with the Regional and National Y.M.C.A. in training new professionals in the organization. In this capacity taught such concepts as Management by Objectives, Performance Appraisal, Personal Analysis and Goal Setting, the Management Grid, conflict utilization in the organizational setting, recruitment and training of volunteers, leadership development, and the techniques of community change.

Executive Director, Ohio State University YM-YWCA  
September 1963 -- February 1966

Worked with the reorganization of this structure, Program and personal counseling with students, leadership development, campus change, fund raising, recruitment and training of volunteers. Career counseling. New student orientation, volunteer services (in one program over 250 students as tutors in Settlement Houses around city), roving "coffee house," on-campus seminars and workshops.

Campus Minister, Baptist-Disciples Student Center, Ohio State University  
September 1961 -- September 1963

Local campus responsibility and State-wide leadership as the Higher Education consultant for the Ohio American Baptist Convention. Counseling students on both personal and spiritual concerns. Leadership of retreats and conferences.

#### EDUCATIONAL BACKGROUND

B.S. in Education, Ball State University, 1957  
M.Div., Andover Newton Theological School, 1961 -- Emphasis in Pastoral Counseling

#### TRAINING EXPERIENCES.

Program for Community Change Specialists, NTL Institute, Bethel, 1968  
Change in Educational Systems, Intern, NTL Institute, Cedar City, Utah, 1970  
Western Behavioral Science, Training of Trainers, Bloomington-Normal, Illinois, 1969  
Counseling Seminar, Spring 1962, Denison University  
Workshop with Virginia Satir, Weekend 1972  
Career Development Program Y.M.C.A., 1969 and 1970  
Organization Development Lab, Iowa, 1969  
Gestalt Institute of D.C., 1973-74

Jung Winter Seminar, January, 1978  
Cooperation Goal Structuring Workshops, Spring & Summer, 1978  
Minnesota Couples Communication Program Leaders Training, Summer, 1978

#### PROFESSIONAL DEVELOPMENT RECOGNITION

Association for Creative Change (Personal Growth, Group Development, Organizational Development, Experiential Educator)  
International Association of Applied Social Scientists (Laboratory Education)  
NTL Institute of Applied Behavioral Sciences (Professional)  
Mid-Atlantic Association of Trainers and Consultants (Senior Trainer)  
Young Men's Christian Association (Executive Director)  
Association of Sex Educators, Counselors and Therapists (Educator)  
Mentioned in current edition of Marquis "Who's Who in Religion"

#### PROFESSIONAL MEMBERSHIPS

Association for Creative Change (Steering Committee, Conference Design Committee, Professional Recognition Committee)  
International Association of Applied Social Scientists (Peer Review Panel)  
Association of Sex Educators, Counselors, Therapists  
American Personnel and Guidance Association - Division of Specialists in Group Work  
Mid-Atlantic Association for Training and Consulting (Intern Management Team, Intern Coordinator, 1976-1978)  
Cooperation Goal Structuring Network

#### PUBLICATIONS

"Alphabet Soup," Human Relations Annual, Peiffer & Jones, University Associates Press, 1972.  
With Johnson, David W. "How to Choose a Good Sensitivity Group Experience," Contemporary Social Psychology, by David W. Johnson, H. L. Lippencott, 1972.  
Johnson, F. P. et al. Do You Need a Consultant. Consultant Associates, 1974 (Pamphlet).  
David W. Johnson & Frank P. Johnson. Joining Together: Group Theory and Group Skills. Prentiss Hall, 1975.  
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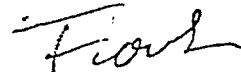
January 16, 1979

Dr. Stephen E. Forrer  
Assistant to the Chancellor for Institutional  
Planning, Research and Development  
University of Maryland  
University College  
College Park, MD 20742

Dear Steve:

I would be happy to assist you in the curriculum design of the PET II  
( ) project should the University of Maryland be awarded the contract.

Sincerely yours,



Frank P. Johnson

VITA

Adelynne Hiller Whitaker

Business Address: University of Maryland University College  
European Division  
APO New York 09102

Home Address: 16 Feuerbach Strasse  
6900 Heidelberg

Telephone: Business 06221 37659 or 57-8757  
Home 06221 33955

EDUCATION:

B.S. Central State University, 1964  
Honors: Alpha Chi, Summa Cum Laude  
M.A. Trinity University, 1966  
Honors: Graduate Assistant  
Ph.D. Emory University, 1973  
Honors: Teaching Fellow  
Grant, National Library of Medicine  
Oral History Project

ORGANIZATIONS:

American Historical Association  
American Personnel & Guidance Association  
Agricultural History Society  
Association of European Representatives of Educational Institutions

RELEVANT EMPLOYMENT:

1977--Present

Assistant Director, University of Maryland European Division.  
(The European Division includes Europe, United Kingdom, Iceland, Azores, Tehran, Crete, Sicily, Turkey. Program encompasses above noted areas and involves approximately 17,000 student enrollments each eight-week term for five academic terms per year.)

Responsible for institutional planning, research and program development, faculty development and assessment, and budgets for non-credit programs. These responsibilities include directing needs assessment and evaluation of programs and projects, supervision of proposal writing, accountability for budget, and supervision of program manager evaluators, and facilitators.

Concurrently serving as Director, Mission Related Career Development Project; Director, Military Women & Military Supervisor Skills Training Project; Coordinator, Functional Literacy Test Project; Coordinator, (Heidelberg) Computer Based Instruction Project. These projects are funded by Army Continuing Education Systems, USAREUR, and involve approximately \$750,000. These activities involve budgeting, selection of personnel, directing activities of personnel, and liaison with military sponsors.

1975--1977

Area Director, Germany, University of Maryland European Division

Responsible for academic programs at approximately 120 sites throughout Western Germany, involving approximately 10,000 student enrollments each eight weeks. Responsibilities include planning academic offerings, selecting and assigning faculty, planning and implementing faculty workshops and orientations, selecting and sharing supervision of approximately 100 field registrars located at the various sites with military education service officers, management of three assistant area directors, and planning special topic courses. Served concurrently as Coordinator, Women's Studies Program.

1973--1975

Lecturer, University of Maryland European Division

Classroom lecturer in U. S. History and Women's Studies. Courses taught include HIUS 408, Special Topics in Social History and Special Topics in Women's Studies; HIUS 413, The Progressive Period; HIUS 414, Between the Wars, 1919--1945; HIUS 415, The U.S. Since World War II; HIST 227, Women in American History; and HIST 151-152, American History Survey.

1968--1973

Graduate Student and Teaching Fellow

1964--1968

Managing Editor, Trinity University Press

Responsible for selection of manuscripts, editing, designing and production of University Press publications. Responsibilities included budgetary matters, supervision of production process, liaison with writers, and public relations.

PROFESSIONAL ACTIVITIES:

1978 Sept. Presenter, Workshop "The American Woman," Zweibrucken, West Germany  
Sept. Presenter, Workshop "The Organizational Woman," Schwabis Gmund & Kaiserslautern West Germany and Naples, Italy  
Sept. Presenter, Workshop "The Executive in the Contemporary Organization," Berlin, West Germany

Sept. Speaker, Federal Women's Program, Schweinfurt, West Germany  
Topic: Women and the Socialization Process

Sept. Panelist: Mission Related Career Development, USAREUR ACES Workshop, Bertchesgaden, West Germany

August Presenter, Workshop "The Executive in the Contemporary Organization," Dahn, West Germany

August Presenter, Workshop, "The Organizational Woman," Bamberg and Zweibrucken, West Germany

August Presenter, Workshop, "The American Woman," Baumholder, West Germany

August Speaker, Women's Equality Week, Ramstein, West Germany  
Topic: Women as Managers

June Presenter, Workshop "The American Woman," Kaiserslautern, West Germany

June Grant Reviewer, National Endowment for the Humanities

June Speaker, V Corps Community Life Council, Frankfurt, West Germany  
Topic: Women in the United States Army, Europe

April Speaker, Grafenwoehr Officers & Civilian Wives Club, Grafenwoehr, West Germany  
Topic: The Socialization Aspects of Being a Woman

April Participant, Fourth International Conference for Improving University Teaching, Aachen, West Germany

March Participant, Systems Analysis Approach to Course Planning Workshop, Wiesbaden, West Germany

1977 Oct. Panelist: Air Force Education Workshop, Bertchesgaten, West Germany

Oct. Speaker, Ninth Commanders' Race Relations/Equal Opportunity Conference, Garmisch, West Germany

Oct. Speaker, International Conference, European Branch, American Personnel & Guidance Association, Munich, West Germany  
Topic: Women & Counselors

July Participant, Third International Conference for Improving University Teaching, New Castle, England

May Speaker, Human Relations Council, Wiesbaden, West Germany  
Topic: Women and Power

April Panelist, Seventh Worldwide Armed Services Education Conference, College Park, Maryland  
Topic: Expanding Opportunities for Military Women

1976 Sept. Participant, General Education Development Workshop, US Army & Seventh Army, Bertchesgaden, West Germany

Aug. Speaker, USAREUR Women's Observance Week, Wiesbaden West Germany  
Topic: Women and Power

May Speaker, National Organization for Women, Local Chapter Conference, Wiesbaden, West Germany  
Topic: Women & Educational Opportunity



RESEARCH & PENDING PUBLICATIONS

Agricultural History Symposium, March, 1979 Paper, "Early 20th Century Federal Animal Disease Controls."

Manuscript, "From Arsenic to DDT: A History of Federal Pesticide Controls."

Manuscript, "Job Satisfaction Among Military Women."

VITA

Name: Stephen Edward Forrer

Wife: Audrey

Daughters: Kimberl  
Any

Business Address: University of Maryland University College  
Office of the Chancellor  
University Boulevard at Adelphi Road  
College Park, Maryland 20742

Telephone: Business: (301) 454-4758  
Home: (301) 924-2038

COLLEGIATE INSTITUTIONS ATTENDED:

	<u>Dates</u>	<u>Degree</u>
Gettysburg College	1965-69	B.A.
University of Maryland	1969-72.	M.A., Ph.D.

ORGANIZATIONS:

American Psychological Association (Member)  
American Association of Higher Education  
American Personnel and Guidance Association  
American College Student Personnel Association  
Phi Kappa Phi (Education)  
Psi Chi (Psychology)

RELEVANT EMPLOYMENT:

1978 - Present

Assistant to the Chancellor for Institutional Planning, Research and Development, University of Maryland University College.

Responsible for institutional planning, research and program development. These responsibilities include needs assessment, the development of educational responses to the needs of part-time students; the improvement of organizational and budgetary policies to implement educational programs; the evaluation of program and research to further the understanding of adult development and learning.

1974 - 1978 (6/75 - 6/77 1/3 Time)

Coordinator - Operational Services, the Extended Learning Institute, Northern Virginia Community College, Annandale, Virginia

The Extended Learning Institute was developed to provide curriculum based on time/space free principles through the use of various media to include television, radio, print-base. The goal is to provide the Northern Virginia community with an open alternative learning system. The Institute develops and produces curriculum packages as well as the adoption of packages already available. Its duties generally included development of learning packages based on objectives consultation with faculty and generally providing the administrative support for the entire effort. Administrative responsibilities included program delivery and development, counseling and career development program, credit by examination, admissions, registration, records, business affairs, advisement and coordination and integration of the Institute into the Community College System.

6/75 - 6/77 (2 1/2 time)

Director - Project CENTS, the Extended Learning Institut  
Northern Virginia Community College, Annandale, Virginia.

The CENTS Project (Career Education for Non-Traditional Students) is a project funded by the USOE for the 1975-77 fiscal years. The objectives of the project were to: (1) demonstrate how a two-year community college can provide career education to adults and non-campus based students; (2) develop and design a relevant and functional career development model which describes specifically the adult student and provides the rationale for development of specific behaviorally related career skills for (3) develop and design a replicable series of validated career development skills packages to include Self-Appraisal, The Work of Work, Decision Making, Education and Training, and Transition Skills. The project has a staff of eight and is funded at \$219,000 (\$176,000 from USOE.) Staff responsibilities include liaison with USOE, other institutions of higher learning, coordination of the project within the NVCC system. Administrative responsibilities include program development and coordination, budget and fiscal control, direction of staff in writing and field testing, evaluation, editing.

Fall 1972 - Fall 1974

Graduate Professor and Program Director, Department of Counseling and Personnel Services, University College/Far East Division, University of Maryland.

Responsibilities included teaching, administration, development and coordination of the Graduate Counseling and Personnel Services Program in Okinawa, Japan (enrollment approximately 35 Included academic advising of master's level students, admission advisement of seminar papers program development; public relations work, research faculty selection and development, community outreach, practicum placement and coordination, academic duties as official representative of the College of Education and Graduate School in the Far East. Graduate courses taught included: Introduction to Counseling and Personnel Services, Occupational Choice and Personality Appraisal, Personality Theory, Counseling Theory, Psychological Testing, Research Seminary, Special Seminar, Special Problems, Practicum.

Spring 1972

Administrative Intern, Office of the Chancellor, University of Maryland.

This position included close contact with the Chancellor's immediate administrative staff. Duties included work with the University Budget Office, Student Affairs, Legal Counsel to the Chancellor.

1971-72

Administrative Assistant to Director, University of Maryland Counseling Center.

This position included close contact with all aspects of the administration of a large university counseling facility. Specific areas included placement and career counseling, individual counseling, reading and study skills, research and data processing. Special projects included the administration of the ACPA Counseling Center Data Bank, development of a peer counseling proposal, various research projects, advising of the Student Advisory Board.

ADDITIONAL EMPLOYMENT

1975 - Lecturer (part-time), Master of Arts in Teaching Program Trinity College, Washington, D. C.

1974-Present - Lecturer (part-time), Department of Counseling and Personnel Services, University of Maryland, College Park, Maryland.

1975 - Present - Lecturer (part-time), Graduate School, George Mason University, Fairfax, Virginia.

PUBLICATIONS

Book:

Forrer, S. E., et al. Career Emphasis Series. Olympus Publish Salt Lake City, 1977.

- Volume 1 - Introduction (15 pages)
- Volume 2 - Decisions (64 pages)
- Volume 3 - Work (64 pages)
- Volume 4 - Self (64 pages)
- Volume 5 - Preparation (64 pages)
- Volume 6 - Change (Part I - Job Finding; Part 2 - Job Keeping) (120 pages)

Articles:

Forrer, S.E., Sedlacek, W.E., Agarie, N. Racial Attitudes of University Students. Research in Higher Education. Vol. 6, No. 1, 1977.

Forrer, S.E., et al. Career Skills Attainment - A Program Approach. Journal of College Student Personnel, 1977. Vol. 18, No. 3, pp. 1-4.

Cooper, J.F., Forrer, S.E., et al. Goal Attainment Scaling: A Program Evaluation Tool. Journal of College Student Personnel. Vol. 18, No. 6 1977.

Forrer, S.E. Battered Children and Counselor Responsibility. The School Counselor. 1975, Vol. 22, No. 3, 161-165.

Forrer, S.E. Environmental Perceptions of College Drug Users and Non-Users. Journal of College Student Personnel. 1975, Vol. 16, #1, 64-70.

Forrer, S.E., Sedlacek, W., and Agarie, N. Measuring Japanese Racial Attitudes. University of Maryland Cultural Study Center Research Report 4-75, 1975.

Forrer, S.E. Dissemination Systems in University Orientation: An Experimental Comparison, Journal of College Student Personnel. 1974, Vol. 15, #9, 394-399.

Forrer, S.E. Youth Councils: The Community Accepting Responsibility Background Paper for National Institute of Education and the American Personnel and Guidance Association, 1974.

Sedlacek, W., Brooks, G., Forrer, S.E., Agarie, N. Situational Attitude Scale - Forms A, B, O: Japanese Translation. Cultural Study Center: University of Maryland, Copyright 1973.

Forrer, S.E. The College Environment: Implications for Research. University of Maryland Counseling Research Journal, 1970-71, 2(1), 7-2

Forrer, S.E. Student Drug Use. University of Maryland Counseling Research Journal, 1969-70, 1(2), 20-37.

#### PRESENTATIONS

Commissioner's National Conference on Career Education, Houston, Texas, November 1976; "The Community College and Career Education."

Association for Career Development in Higher Education, Hagerstown Junior College, October 1976; "Higher Education and the New Vocational

American Personnel and Guidance Association, Chicago, Illinois, April 1976; "Career Education for Adult Students - A Systems Approach."

American Personnel and Guidance Association, Chicago, Illinois, April 1976; "University Orientation - Blueprint for Change."

American College Personnel Association, Chicago, Illinois, April 1971; "Innovations in Counseling", with Thomas Magoon.

### INSTRUCTIONAL TELEVISION

Producer and Project Director - "Adults in Transition" - a 30-minute program designed to introduce the topic of adult mid-career crisis and techniques designed to help adults cope with such situations. 1976, Northern Virginia Community College.

### CURRENT TOPICS UNDER RESEARCH

Six-year Follow-up Study of Graduates from an Overseas Graduate Program in Counseling.

Seven-year Trend Study of University Counseling Centers, with Dr. Thomas Magoon, UMD.

Differential Career Maturity of Asian American Students as Compared to Majority White Students.

Variables in Successful Mediation of Open Learning Systems.

### CONSULTATION

American Personnel and Guidance Association, Washington, D.C., 1974.

Pediatric Clinic, Kue U. S. Army Hospital, Okinawa, 1972-74.

Family Services Center, Day Care, University of Maryland.

U. S. Army Drug and Alcohol Suppression Activity, Kue Army Hospital, Okinawa, 1972-74.

Child Abuse Council, Kue Army Hospital, Okinawa, 1973-74.

Department of Defense, Office of Dependent Schools, Pacific Area, 1974.

Alabama Open Learning System - Acting as Third Party Evaluator for the Fund for the Improvement of Post-Secondary Education Grant, 1976-7.

Fund for the Improvement of Post-Secondary Education (HEW). Resource consultation in the area of adult education, 1976, 1978

St. Louis, Missouri, Community College District - Career Education.

Mitre Corporation, McLean, Virginia - Career Development for Employees

University of Maryland European Division, 1977-8, Adult Basic Skills Development Program

William Edward Sedlacek

Born: January 4, 1939  
Chicago, Illinois

Business Address:

Counseling Center  
Shoemaker Building  
University of Maryland  
College Park, Maryland 20742

Home Address:

1217 Highland Drive  
Silver Spring, Maryland 20910

Phone: 301 -454-2931

Home Phone: 301-585-7978

<u>Education</u>	<u>Major</u>	<u>Minor</u>
B.S. 1960 Iowa State University	Industrial Administration	Industrial Relations
M.S. 1961 Iowa State University	Industrial Psychology	Statistics
Ph.D. 1966 Kansas State University	Industrial Psychology	Statistics

Fields of Professional Interest:

Intercultural research, social change, measurement and evaluation, personnel/student selection and development.

Copyrights:

Situational Attitude Scale (SAS), with Glenwood C. Brooks, Jr. The SAS is a measure of racial attitudes published by Natresources, Inc., Chicago, Illinois.

*Situational Attitude Scale Manual*, with Glenwood C. Brooks, Jr. Published by Natresources, Inc., Chicago, Illinois, 1972.

*Racism in American education: A model for change*, (with Glenwood C. Brooks, Jr.). Chicago: Nelson-Hall, Inc., 1976.

*Racism in society: A behavioral model for change*. Teaneck, New Jersey: Sigma Information, Inc., Behavioral Sciences Tape Library # 82220; 1974.

Editorships:

Editor, *Counseling and Personnel Services Journal*, University of Maryland, College Park, 1969.

Editorial Board, *College Student Journal*, 1972-75.

Reviewer-at-large, *American Educational Research Journal*, 1976.

Honors and Awards:

Research Fellowship - Greater Kansas City Mental Health Foundation, 1962-63.

## Experience

Graduate Assistant - Iowa State University, 1960-61.

Assisted in the teaching of industrial and general psychology courses, including constructing and scoring examinations.

Director of Summer Employment - Placement Center, Kansas State University, 1961-62.  
Responsible for summer employment program including interviewing students, contacting organizations and evaluating opportunities. Conducted some placement surveys.

Research Fellow - Greater Kansas City Mental Health Foundation, 1962-63.

Engaged in personnel research in public and private industry, including the design of several studies. Administered various psychological instruments and interviewed employees.

Research Assistant - Placement Center, Kansas State University, 1963-64.

Responsible for intra-university communication on placement activities. Conducted several placement surveys.

Instructor - Evening College, Kansas State University, 1964.

Taught undergraduate courses in personnel psychology.

Research Psychologist - Association of American Medical Colleges, 1964-66.

Engaged in research relating to medical education involving selection and evaluation of students and physicians and evaluation of various aspects of medical education. Had both major and advisory responsibilities for varied research projects.

Visiting Lecturer - National College of Education, Evanston, Illinois, 1966-67.

Taught graduate courses in group dynamics, statistics and individual differences.

Associate Professor (part-time), Roosevelt University, Chicago, Illinois, 1966-67.

Taught graduate and undergraduate courses in statistics, learning and experimental psychology.

Assistant Director for Basic Research (Acting), Division of Education, Association of American Medical Colleges, 1966-67.

Responsibility for administering the Office of Basic Research. Designed and conducted studies relating to medical education. Administered dissemination of research to schools and researchers.

Research Advisor, Cultural Study Center, University of Maryland, 1969-

Advise and help design studies relating to the interaction among student cultural subgroups. Research is done from the point of view of people within a given culture. The object of the research is organizational change.

Assistant Professor - Department of Measurement & Statistics, College of Education, University of Maryland, 1967-1971.

Teach courses in measurement, statistics and research.

Associate Professor - Department of Measurement and Statistics, College of Education, University of Maryland, 1971 -

Assistant Director, Counseling Center; Director of Testing, Research & Data Processing, University of Maryland, College Park, 1967 -

Responsibility for University testing programs and the research program on student life. Design and conduct studies on the University as a social system. Coordinate data processing for all Student Affairs offices. Supervise and coordinate the activities of professional staff and graduate students.



Background - 2.

Honorary and Professional Societies:

American Educational Research Association

American Personnel and Guidance Association (Member, National Commission on Academic Testing and Prediction, American College Personnel Association, 1968-)

American Psychological Association (Member, Local Arrangements Committee, 1965 Annual Convention)

Eastern Psychological Association

Institute for Continuing Professional Education

InterAmerican Society of Psychology

Midwestern Psychological Association (Chairman, Educational Psychology Session, 1966)

National Council on Measurement in Education

Psi Chi

Association of American Medical Colleges, Individual Member

Other:

Abstractor of *Journal of Negro Education* in *Psychological Abstracts*, 1971-75.

American Personnel and Guidance Association representative to the College Entrance Examination Board, 1972-77.

Standardized Testing Committee - American Personnel & Guidance Association, 1976-77.

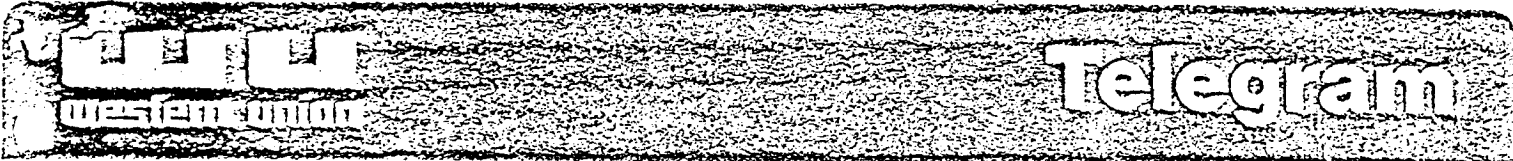
Reviewer of books and materials, American Personnel & Guidance Association, 1977-

Member of advisory committee to Howard University College of Medicine concerning prediction of student success, 1978 -

- Sedlacek, W.E. Institutional characteristics associated with increase in medical class size. *Journal of Medical Education*, 1977, 52, 138-139.
- Troy, W.G., Sedlacek, W.E., & Chapman, T.H. An evaluation of three methods of racism-sexism training. *Personnel and Guidance Journal*, 1976, 55, 196-198.
- Christensen, K.C., Birk, J.M., Brooks, L., & Sedlacek, W.E. Where clients go before contacting the university counseling center. *Journal of College Student Personnel*, 1976, 17, 396-399.
- Sedlacek, W.E. Test bias and the elimination of racism. *Journal of College Student Personnel*, 1977, 18, 16-20.
- Miyares, J., Brooks, G.C., Jr., & Sedlacek, W.E. Expectations of black and white university freshmen. *Journal of Non-White Concerns in Personnel and Guidance*, (in press).
- Merritt, M.S., Sedlacek, W.E., & Brooks, G.C., Jr. Quality of interracial interaction among university students. *Integrated Education*, 1977, 15, (3) 37-39.
- Sedlacek, W.E. and Brooks, G.C., Jr. Predictors of academic success for university students in special programs. *Journal of Non-White Concerns in Personnel and Guidance*, (in press).
- Christensen, K.C., Birk, J.M., Brooks, L., & Sedlacek, W.E. A followup of clients placed on a counseling center waiting list. *Journal of College Student Personnel*, 1977, 18, 303-311.
- Fago, D.P. and Sedlacek, W.E. Career attitudes related to traditional and non-traditional views of occupational prestige. *Journal of Instructional Psychology*, 1977, 4, # 4, 47-53.
- Foster, M.E., Sedlacek, W.E., & Hardwick, M.W. A comparison of dependent commuters, independent commuters and resident students. *Journal of the National Association for Women Deans, Administrators and Counselors*, (in press).
- Handley, A.A. and Sedlacek, W.E. Characteristics and work attitudes of women working on campus. *Journal of the National Association for Women Deans, Administrators and Counselors*, 1977, 40, 128-134.
- Forrer, S.E., Sedlacek, W.E., & Agarie, N. Racial attitudes of Japanese university students. *Research in Higher Education*, 1977, 6, 125-137.
- Foster, M.E., Sedlacek, W.E., Hardwick, M.W., & Silver, A.E. Student affairs staff attitudes toward commuters. *Journal of College Student Personnel*, 1977, 18, 291-297.
- Shueman, S.A. and Sedlacek, W.E. An evaluation of a women's studies program. *Journal of the National Association for Women Deans, Administrators and Counselors*, 1977, 41, 7-12.
- Sedlacek, W.E. Should higher education students be admitted differentially by race and sex: The evidence. *Journal of the National Association of College Admissions Counselors*, 1977, 22, # 1, 22-24.

- Carrington, C.H. and Sedlacek, W.E. Attitudes and characteristics of black graduate students. *Journal of College Student Personnel*, 1977, 18, 467-471.
- Sedlacek, W.E. and Webster, D.W. Admission and retention of minority students in large universities. *Journal of College Student Personnel*, 1978, 19, 242-243.
- Chaples, E.A., Sedlacek, W.E., & Miyares, J. The attitudes of urban tertiary students to aborigines and New Australians. *Politics*, 1978, 13, # 1, 167-174.
- Johnson, D.H., Weiss, K.L., & Sedlacek, W.E. A comparison of the needs of returning and traditional students by sex. *Journal of the National Association for Women Deans, Administrators and Counselors* (in press).
- Webster, D.W., Sedlacek, W.E., & Miyares, J. A comparison of problems perceived by minority and white university students. *Journal of College Student Personnel* (in press).

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PMS STEVE FORRER, WILL CALL

WASHINGTON DC

I WOULD BE PLEASE TO SERVE AS TRAINER FROM FEBRUARY TO SEPTEMBER FOR UNIVERSITY OF MARYLAND IN PET TWO IF AWARDED. AVAILABLE TO TRAVEL TO EUROPE IMMEDIATELY

ALICIA MONTALVO

NNNN

CURRICULUM VITAE

*Pr  
Shirley Henry*

PERSONAL DATA

name: Alicia Montalvo  
address: 109-23 71 Road  
Forest Hills, New York 11375  
telephone: (212) 544-9366 SA 2-8830

EDUCATION:

- P.D. Bank Street College, Educational Leadership Program in Supervision and Administration called, "The Principal as an Educational Leader", 1975
- M.A. Bank Street College, Early Childhood Education, 1973  
Title of thesis, "Diary of an Open Classroom".
- B.S. Queens College, Early Childhood Education, 1968
- A.A. N.Y.C. Community College, Graduated with Honors, 1966

EMPLOYMENT:

- 1976 - First and Second Grade Teacher: P.S. 3, Brooklyn, N.Y.
- 1975 - 1976 Bilingual Teacher Corps: City College, Manhattan, N.Y.  
Taught graduate courses in bilingual curriculum and classroom organization. Performed advisory work with teachers, interns, and administrators involved with the program. Produced a video-tape on Values and Culture to be used as a teacher training tool.
- 1974 - 1975 Advisor in Lillian Weber's Workshop Center for Open Education, City College, N.Y.C. Gave workshops at the center, and performed classroom advisory work with teachers involved in the open classroom approach.
- 1973 - 1974 Teacher Trainer at Bi-Lingual Mini School in District 4. Helped teachers provide a more open environment, attitude and curriculum in their classroom.
- Brooklyn College: Early Childhood Dept., title of course I gave was, "Early Childhood Education in the Urban Setting".
- 1968 - 1973 P.S. 101, Manhattan: Worked as a Pre-K, Summer Headstart, First, and Second teacher.
- In the Summer Headstart Program I worked as Curriculum Assistant for District # 4. I also introduced and set up the first open classroom at P.S. 101. In addition to this I gave a district wide course on Techniques in the Open Classroom and wrote the Bilingual/Open Early Childhood component for the district's E.S.S.A. proposal.

CONSULTING EXPERIENCE:

- 1975 Follow Through Program, San Juan, Puerto Rico: Developed and conducted a two week training program which involved ninety teachers, paras, and administrators. The program consisted of workshops in Values Clarification, and goals, techniques, planning and intergration of curriculum in Open Education.
- 1974 Centro de Orientacion y Servicios, Ponce, Puerto Rico: Lectured and gave workshops on Values Clarification, reading, and open classroom techniques to teachers, tutors, and administrators.
- City College: Lectured on the Bilingual Open Classroom approach to graduate and undergraduate students.
- 1972 Fordham University - Invited Address: Lectured on the Open Classroom" to students at the invitation of Mrs. Mae Murphy, Early Childhood Supervisor in District # 4, and faculty member at Fordham University.

COMMUNITY INVOLVEMENT:

Board Member of:

NACOPRW, N.Y. (National Conference of Puerto Rican Women)  
PRACA (Puerto Rican Association for Community Affairs)  
AGUILAR SENIOR CITIZENS  
BANK STREET COLLEGE ALUMNI COUNCIL  
PRACA DAY CARE

Chairperson and Founder of the Bank Street College Alumni Council's Scholarship Fund for underprivileged minority group children.

Was instrument in bringing six members of the Puerto Rican Early Childhood Consortium to Bank Street College, tuition free.

Member of Nuevo Mundo Democratic Club in East Harlem.

AWARDS AND SCHOLARSHIPS:

Outstanding Elementary Teachers Award for 1972.

Bank Street Scholarship

FOREIGN TRAVEL:

- 1977 July, People's Republic of China: Visited Peking University, Medical Schools, Day-Care Centers, Elementary Schools, and Schools for the Handicapped. Met and discussed with teachers and administrators differences and similarities in educational philosophy, curriculum, community involvement, and teacher training programs in our two countries.
- 1973 July, Japan: Visited public elementary school in Shinjiku area of Tokyo. Spent two full days observing kindergarten classes, inspecting instructional materials, and conferring with principals and teachers.

Also visited the private elementary school attached to Seikei University located in the suburbs of Tokyo. Discussed with teachers

the curriculum offered to students here. Visited classrooms and school grounds.

August, Republic of the Philippines: Visited parochial elementary school in Tagbilaran, a town in the island of Bohol. Visited early childhood classrooms. Discussed and compared with teachers curriculum, teacher made materials, school budget, parent involvement, as well as problems encountered by teachers in both our countries.

1971 July, United Kingdom: Visited several Infant Schools in London's working class districts, as well as middle class schools in Shrewsbury, England. Observed open corridor, open classroom, and schools without walls programs. Examined educational materials and facilities available in both old and new schools. Discussed and compared school-home problems and learning disabilities of disadvantaged children.

1970 September, Copenhagen - Denmark: Visited nursery schools, inspect equipment, educational materials, and facilities available to children and teachers. I also observed teacher techniques, peer interaction, performance, and transitional periods of 3, 4, and 5 year olds.

---

PROFESSIONAL REFERENCE

Ms. Yolanda Sanchez, Director  
PRACA  
80 Fifth Avenue rm. 1204  
New York City, New York 10011

Sister Isolina Ferre  
Centro de Orientacion Y Servicio  
La Playa, Ponce  
Puerto Rico

Mrs. Selma Knobler  
Faculty Advisor  
Bank Street College  
610 West 112 Street  
( New York, N.Y. 10025

Dr. Gordon Kloph  
Dean  
Bank Street College  
610 West 112 Street  
New York, N.Y. 10025

Mrs. Servia Barney  
Director  
Follow Through Program  
Education Department  
Hato Rey, Puerto Rico

Dr. Lillian Weber  
Workshop Center for Open Educat  
City College  
140 Street & Convent Avenue  
New York, N.Y. 10031

Telegram

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PMS STEVE FORRER

WCWU

WASHINGTON DC

I WILL BE HAPPY TO BE TRAINER FROM FEBRUARY TO SEPTEMBER FOR UMD IN  
PET 2 IF AWARDED AVAILABLE FOR TRAVEL IMMEDIATELY

( JON M ROSENBAUM

NNNN

1979 JUL 13 0810E 11



PERSONAL RESUME FOR JON M. ROSENLAUB *letter*

Address: 74 Ann Avenue (home)  
Battle Creek, Michigan 49017  
616-963-4007

182 Capital NE (work)  
Battle Creek, MI 49017  
616-962-7551

Personal: Age 34 6'1½" 170 lbs Single U.S. Citizen

Education: MA, 1971, Teaching Business in the Community College,  
Western Michigan University

BA, 1967, Business and Distributive Education, Michigan  
State University

Attended Kellogg Community College, 1962-63, Business

Areas of  
Specialization: Management, Education, Marketing, Humanism, Distributive  
Education

Experience: Kellogg Community College, Battle Creek, Michigan

Instructor of Business

1976  
to  
Present  
Teach "Introduction to Business 101" and "Mathematics of  
Finance III." The emphasis of these courses is on the  
development of the total person.. Both behavioral and human-  
istic approaches are used..

Nazareth College, Kalamazoo, MI

1973  
to  
Present  
Instructor of Business in Continuing Management Education  
Teach "Conflict Resolution at Work-Interpersonal." This  
experiential course designed by me focuses on personal  
awareness, analysis, prevention and conflict resolution  
skills.. Designed for managers, supervisors, personnel staffs,  
and union representatives.

Management Training/Consultation.

1973  
to  
Present  
Conduct training/consultation in regional industries/organ-  
izations on conflict resolution, personalizing work, group  
leadership, interpersonal skills. Client system/students  
include Head Paper Co., Union Pump Co., Y Center of E.C.,  
other social agencies and businesses.

Y Center of Battle Creek, Battle Creek, Michigan

1973  
to  
Present  
Outreach Coordinator  
Responsibilities:  
1.. Staff Development/Training and Volunteer Development:  
Values Clarification integration into program; design,  
and implement volunteer program  
2.. Program Development w/community agencies: Veterans Admin.,  
Psychiatric Program, Adult Developmentally Disabled Program,  
Community Health Clinics, Recreation program w/teens Pegasus,  
Recreation program w/Lig Brothers/Sisters, Family Recreation/  
Communications program.  
3.. Program Development w/Y members and public: First Aid Courses  
Cardiopulmonary Resuscitation Clinics, Walking Club, Cross  
Country Skiing  
4.. Grantsmanship: VA & DD, CETA, Child Abuse Prevention program  
5.. Promotion and Public Relations: Promotion using public  
service media time, slide presentation promo, news releases..

Battle Creek Central H.S., Battle Creek, Michigan

1975  
to  
1976  
Adult High School Teacher, responsibilities included teaching  
English and English Lit. to HS adult dropouts. Emphasis was  
on personal awareness and development..

1976 Athens H.S., Athens, Michigan  
Adult H.S. School Teacher  
Responsibilities were to teach accounting

1967 Adria Public Schools, Adrian, Michigan  
to Business Teacher Grades 9-12  
1969 Responsibilities:  
1.. Teach/coordinate subjects/programs: Cooperative Training Program, General Business, Business Math., Retailing, Marketing, Management, Sales, Advertising, Recordkeeping, and Accounting  
2.. Member of Curriculum Revision Committee  
3.. Freshman Tennis Coach

1966 Robinson's Department Store, Battle Creek, Michigan  
Salesman Men's Department  
Responsibilities:  
1.. Sell men's clothing  
2.. interact with the public effectively  
3.. Involve myself in department work

1964 Hubble Oil Co., Battle Creek and Kalamazoo  
Sales Promotion  
Responsibilities included assisting in implementing sales promotion program for retail petroleum outlets in this region..

1959 Rosenbaum Sales, Battle Creek, Michigan  
to Manager of Properties  
1974 Responsibilities included overseeing and maintaining apartment buildings for the family business..

Publications: "Treating Psychiatric Patients at the Y?.. ..Yes.. ..And Successfully," Perspective, January 1978

"How to Organize Health Clinics at Your Y," Journal of Physical Education, July-August, 1978

Special Experiences:  
1.. National Humanistic Education Center workshops led by Dr.. Howard Kirschenbaum and staff.. Topics: "Introduction to Humanistic Educ.." and "Enhancing Self Esteem in the Schools.."  
2.. Values Clarification and Personal Growth workshops led by Dr.. Sidney Simon..  
3.. "Building Positive Group Climates" led by Dr.. Merrill Harnin  
4.. Completion of Human Development Training Institute's "Magic Circle" curriculum design and "A Curriculum on Conflict Mgt.."  
5.. Completion of "The Carkhuff Method" helping model  
6.. Completion of interpersonal communications and non-verbal communications courses, and "Self-Defeating Behavior" model designed by Dr.. Milton Cudney

Activities: Volunteer teacher of basic educ.. skills at Battle Creek Adult Educ.. Center, E.C.. Marathon Swim Committee, United Way Campaign, Red Cross CPR Instructor..

Interests: Swimming, Jogging, Tennis, Jazz, Human Behavior, Literature, History, Stereo, Travel, Trumpet, and Guitar

References: Furnished upon request

Special Experiences/Training/Workshops

1. Experience in sensitivity groups at Western Michigan University, 1977
2. Effective communication workshop, sponsored by Calhoun County Intermediate School District, 1975
3. Self-Defeating Behaviors Workshop, designed by Dr. Milton Guzik, M.D., 1978
4. Introduction to Humanistic Education workshop, National Humanistic Education Center, Dr. Howard Kirschenbaum the staff, 1976
5. Balancing Self Esteem in the Homes and Schools, IHHC, Dr. Arayti Loren-Holteisen, 1976
6. The Carlhuri Method, helping/counseling model taken at WMU, 1976
7. Completion of about one-half of the I.A. program in Counseling and Personal at WMU.
8. Building Positive Group Climates workshop, Dr. Merrill Korman, 1976
9. Values Clarification workshop, Michigan Education Association Workshop, Dr. Sidney Simon, 1976
10. Personal Growth workshop, Dr. Sidney Simon, 1976
11. Beyond Values Clarification workshop, Michigan Education Association Workshop, Dr. Sidney Simon, 1976
12. Logic Circle workshop, conducted by Human Development Program, 1977
13. Conflict Management in the Classroom, Human Development Program, 1977
14. Verbal Communications course taken at the University of Hawaii, 1977

6-80

UNITED STATES DEPARTMENT OF JUSTICE

Telegram

LLC103 WAA073(1452)(4-024386E013)PD 01/13/79 1452

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4023330650 COLLECT IDBN OMAHA NE 25 01-13 0252P EST

PMS STEVE FORRER

WILL CALL

WASHINGTON DC

I WILL BE PLEASED TO SERVE AS A TRAINER FOR THE UNIVERSITY OF MARYLAND IN THE PET II PROGRAM AND AM AVAILABLE FOR IMMEDIATE TRAVEL

SHIRLEY L HENRY

NNNN

Biographical Data:

Name: Shirley L. Henry

Address: Residence: 25 Canning  
Council Bluffs, Iowa 51501  
Telephone: (712) 323-3985

Business: AEA 13  
Box 1109  
Council Bluffs, Iowa 51501  
Telephone: (712) 366-0502

Date of Birth: October 3, 1934, Dawson, Iowa

Current Position: Consultant, Values Clarification-Drug Education,  
Area Education Agency 13, Council Bluffs, Iowa.  
Responsible for teacher training, inservice and  
consultant services to thirty-three school districts  
in a seven county area.

Credentials on File: Office of Career Planning and Placement  
Illinois Hall  
Drake University  
Des Moines, Iowa

Educational Training: Simpson College, Indianola, Iowa 1952-55  
Harris Teachers College, St. Louis, Missouri 1962 BA  
Drake University, Des Moines, Iowa 1966-69 MA

Universities where other graduate work has been completed: College of St. Benedict, St. Joseph, Missouri  
Creighton University, Omaha, Nebraska  
University of Southern Illinois, Carbondale, Illinois  
Drake University, Des Moines, Iowa  
(16 hours completed towards Ed.S. degree)

Credentials Held: Iowa Permanent Teaching Certificate  
Iowa Guidance and Counseling Certificate  
Missouri Permanent Teaching Certificate

Experience: Teacher (Kindergarten), Wellman Independent School  
District, Wellman, Iowa 1955-57

Teacher (2nd Grade), Mehlville R-9 School District,  
St. Louis, Missouri 1957-58

Maternity Leave 1958-59

Teacher (Kindergarten), Mehlville R-9 School  
District, St. Louis, Missouri 1959-60

Nursery School Instructor/Owner, Henry Rowen  
Nursery School, St. Louis, Missouri 1960-61

Experience Continued:

Teacher (2nd Grade), Mehlville R-9 School District, St. Louis, Missouri	1961-Spring
Teacher (Kindergarten), Mehlville R-9 School District, St. Louis, Missouri	1962-Fall
Teacher (Kindergarten), Des Moines Community Schools, Des Moines	1962-63
Teacher (6th Grade), Northeast Hamilton Schools, Blairsburg, Iowa	1963-64
Maternity Leave	1964-65
Teacher (6th, 7th, 8th, Departmentalized) Northeast Hamilton High Schools, Blairsburg, Iowa	1965-66
Teacher (6th Grade), West Des Moines Community Schools, West Des Moines, Iowa	1966-69
Teacher (9th Grade, Social Studies), West Des Moines, Iowa	1969-70
Facilitator (9th Grade Social Behavior, group guidance), West Des Moines, Iowa	1970-73
Consultant, Values Clarification/Drug Education, Pottawattamie County AEA 13	1973-78

Professional Organiza-  
tion Membership:

AEA 13 Educational Association  
Iowa State Education Association  
National Educational Association  
Adirondack Mountain Humanistic Education Center  
Association for Supervision and Curriculum Development  
Iowa Personnel and Guidance Association  
American Personnel and Guidance Association

Other Memberships &  
Activities:

Salem Methodist Church  
Salem Methodist Church Administration Board  
Salem Methodist Church Senior Youth Leader  
Southwest Iowa Council on Experimental Ministries  
Advisory Board  
A.A.U.W.  
Pi Beta Phi

Most Recent Professional Experience:

I have had teaching experience at all levels, K-9. As a teacher in the West Des Moines Schools I developed two courses for the 9th grade. The first was a basic social studies course and the second was a values clarification skill development course specifically designed for freshmen.

Most Recent Professional Experience Continued:

My most current work has been as a consultant with the AEA 13 Values Clarification, Drug Education Program. I am responsible for a seven county area which includes thirty-three school districts. My primary responsibility is teacher training both for affective classroom techniques and leadership in establishing peer groups modeled after the Positive Peer Culture approach. This work has included conducting numerous staff development inservice workshops, in-depth training of selected teacher groups and conducting student workshop sessions in classrooms. The teacher training segment of this program calls for in-depth training of forty teachers per year. This training is designed to develop skills in the use of the valuing approach for the classroom. The teachers are trained to become resource/facilitator persons to their home school districts. The ultimate goal is to impact student behavior which is anti-social/self destructive in nature. I have been directly involved with planning, writing, and implementing the program.

I have conducted adult and youth peer leadership training programs for the states of Nebraska and Iowa as well as training our own AEA 13 Peer Program for Youth Leaders.

I have facilitated numerous adult training workshops throughout the midwest. The scope and design of these workshops has been to teach the use of the valuing approach in decision making, critical thinking, and personal relationships.

Professional Interests:

I am interested in broadening the scope of my professional experience, and further expanding the audience for training workshops beyond the field of education.

Geographic Preferences:

None

I am not tied by family or personal business responsibilities to any geographic location. I have one son who will be a sophomore at Iowa State University next fall. Financial responsibilities for his education have been met.

WESTERN UNION

Telegram

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PMS STEVEN FORRE

WILL CALL

WASHINGTON DC

I AM STILL INTERESTED AS A TRAINER FOR THE UMD PET 2 PROJECT FROM  
FEBRUARY 27 TO SEPTEMBER 30

LINDSAY CRAWFORD

NNNN



Employment and Experience - continued

3. Coordinator of setting up a training program for Human Relations Commission members. The training program will be on employment and housing. The content will include current Civil Rights Law and its development, distribution of case handling procedures, case investigation, conciliation, and a Commission panel.
3. Coordinator of an employment workshop for local employment agencies so that they will know what is expected of them when they refer people for jobs. I am also contacting various government agencies to ask for their labor specialist to help with our workshop.
4. Assistant Coordinator for Human Relations programs for the Allentown Police Academy. I was recently appointed to the Committee on Police and Community Relations for the Police and Community Relations Institute at Lancaster, Pennsylvania.
5. Served as a resource person for Western Electric Company's Awareness Program for their professional and non-professional staff. The program dealt with labor and non-labor problems about minorities and females in industry.
6. Member of the National Alliance of Businessmen Youth Committee. The purpose of the Committee is to try to get disadvantaged youth jobs for the summer with industry and small businesses.
7. Coordinator for the Annual Human Relations Retreat for youth. The purpose of the retreat was to bring together youth from different races, religions, and nationalities to talk about their culture and other cultures, and to discuss some social problems. The group spent the entire weekend at Blue Mountain Camp in Hamburg, Pennsylvania.
8. Lecturer to civic groups, schools, and colleges about the Allentown Human Relations Commission and the different anti-discrimination laws.

International Association of Official Human Rights Agencies

The training I have received from this Association deals with Civil Rights Laws in employment. We are trained to pick out discriminatory policies and practices which are used by employers and unions. We are also taught federal guidelines for employment by E. E. O. C. Testing is also included in the training. We are dealing with unions and how to help them with their problems. My training for the last two years has been of a continuing nature. This training is not open to the public unless an agency (local, state, or federal) belongs to the International Association of Official Human Rights Agencies. My knowledge of local, state, and federal laws has helped me in my job. I also have contacts in other states.

RESUME

Mindy Gilmore Crawford  
1302 South Lumber Street  
Allentown, Pennsylvania 18103

Marital Status: Married, three children  
Telephone: 462-0728 Age: 36

Education

Overbrook High School	1958	Philadelphia, Pennsylvania
Pennsylvania Institute of Criminology	1961-1962	Studied criminal investigation and penology.
Charles P. Morris School of Advertising	1963-1964	Studied advertising psychology, stage production, marketing research.
Philadelphia Community College	1965-1966	Studied psychology and legal problems.
Muhlenberg College	1970-1972	Allentown, Pennsylvania - Studied sociology as my major.
Department of Defense Race Relations Institute	1976	Certified Instructor
Pennsylvania State Police	Present	Certified Human Relations Instructor.

Dr. Sidney B. Simon  
Personal Growth Workshops and Value Clarification 8/23/77 & 8/24/78

Employment and Experience

Allentown Human Relations Commission 1971-present

Duties:

1. Investigate complaints of discrimination in employment, housing, education, and public accommodations. When a person wishes to file a complaint of discrimination, it is my responsibility to take all information, contact the respondent and other persons involved in the complaint for a fact-finding conference. If the facts show cause, I would ask the respondent to meet with me for a conciliation agreement. If there is no cause, the case is closed.

Employment and Experience - continued

Haverford and Allentown State Hospital

While I was at Haverford State Hospital, I gained much knowledge in working with people who have problems and how to relate to them on a one-to-one basis. I had to plan many kinds of programs for in-service patients and staff. I was responsible for patients going off hospital grounds to various activities, such as movies, plays, bowling, baseball, etc. I was also part of a health team, which would evaluate patient's discharge, and a member of a team for new case conferences. At Allentown State Hospital, I was a Nursing Aid II, which meant I had to supervise staff and patients and pass out medication, write progress reports on patients and staff, and attend doctors' conferences.

Hahnemann Medical College

I worked with the Community Activities department. My job was to work with people in a given community. My duties included doing follow-up work on patients just released for hospital counseling, placing people in jobs, and working with industry in special programs for hard core placement. The industries were Sunoco, Atlantic, General Electric, Whitman, Nabisco, Opportunities Industrialization Center, and Boeing. While working with the Center, I attended classes in psychology and self-awareness, sociology, and pharmacology. Our department was under Dr. Van Buren, who was head of the Department of Psychiatry for the College. Our program was going to be cut so I returned to Haverford and later transferred to Allentown because of attending Muhlenberg College.

Other Activities

Member of Cetronia Ambulance Corps, Lehigh County Uniform Deputy Sheriffs, board member of the Negro Cultural Center, past board member of the Lehigh Valley Bail Fund, past board member of the Prison Society, past trustee of the Bail Fund, and committee chairman of the Boy Scouts and Cub Scouts.

I was a member of the Mayor's Drug Commission. I was also a member of the Mayor's Task Force on police and community relations.

Past board member of Allentown Youth Commission, present board member of Lehigh Valley Mental Health Association, present board member of Department of Public Assistance, Education Committee for the Allentown Municipal Employees Federal Credit Union, Staff Sergeant in the Pennsylvania National Guard.

RESUME

Robert C. Griffin, Jr.

DATE OF BIRTH: April 27, 1939  
MARITAL STATUS: Married  
PRESENT POSITION: Director of Residential Treatment and Prevention Services  
Operation PAR, Inc.  
2400 Ninth Street, So.  
St. Petersburg, Fl. 33705  
(813) 822-5242

HOME MAILING ADDRESS: 155 110th Avenue  
Treasure Island, Fl. 33706  
(813) 360-2928  
725-5207

PRESENT POSITION:  
(August, 1977 to present)

Director, Residential Treatment and Prevention Services,  
Operation PAR, Inc.

Scope of Services:

1. Assumed responsibility for consultation and limited supervision for residential treatment services.  
(Functioned primarily as trouble shooter, adviser, and treatment resource to Center Director, previously Clinical Director of the Residential Treatment Center.)
2. Assumed responsibilities for newly-funded Primary Prevention Program with responsibilities to develop and implement:

- a. A school-appropriate group-based life-management approach (design and lead life-management groups for identified students, grades 1-5);

(Life-management objectives for these groups were:

- To develop improved listening skills;
- To provide practice in following simple and complex instructions;
- To extend continuum of feeling vocabulary;
- To experience an opportunity to explore feeling, thoughts, beliefs, attitudes in a non-threatening environment;
- To increase skills used in responding to others in a positive manner;
- To explore and define reasons for rules in inter-personal relationships;

*Aug- 584-8585*

- To explore and define success as it relates to self-respect and self-regard.)
- b. An Effective Parenting Group system for parents (utilized Systematic Training for Effective Parenting materials as core material for parent groups); and
- c. A network support system for school community parents (provided training utilizing The Skilled Helper, by Gerard Egan, as core material for ten parents who had completed one cycle of parent groups and who were functioning as co-leaders in a second cycle of parent groups.)

(June, 1975-July, 1977)

Director, Therapeutic Community, Operation PAR, Inc., an adult drug-free residential treatment center

Scope of Services:

1. Re-design, develop and implement residential treatment strategies for client population with history of severe drug dependency (primarily opiates) who also had histories of extensive involvement with the criminal justice system. (In June, 1975, client population was primarily white male; out of 17 residents there were two females and one black male. By July, 1977, program matrix was 60. Forty percent (40%) or more were black, and at least 14 residents were female.)
2. Assumed administrative and clinical responsibilities for a treatment staff of over 25. (In June, 1975, Center staff numbered less than eight with no formal clinical training. In July, 1977, Center staff numbered 25-plus with the majority holding formal degrees accompanied by previous experience as well as receiving in-service clinical training on the job.)
3. Coordinated and supervised a contract with State Department of Offender Rehabilitation allowing up to eight prisoners to receive residential drug abuse treatment services at the Center.
4. Designed, implemented, and coordinated an 18-bed in-jail treatment program for county inmates as part of program court diversionary project.

5. Instituted weekly staff development training supplemented by periodic on-sight special training experiences. (Special staff training experiences included three different training opportunities with Dr. Sidney Simon, two days training in Interpersonal Process Recall, and two days training in short-term Family Crisis Mediation services. In each instance, no less than twenty residents were also involved and in two out of the three experiences, all residents were involved.)
6. Supervised out-patient services for a client population with a matrix of 30.
7. Supervised placement in Treatment Center of Master's level practicum students and interns in Rehabilitation Counseling and AA level students in a local Human Services Program. (Required all students to participate in Saturday morning training sessions three hours each Saturday, continued throughout practicum or internship. Materials presented ranged from basic counseling skills and techniques to the staffing of assigned clients.)

Supervisors: Shirley Coletti, Executive Director, Operation-  
PAR, Inc.

Dr. Peter Caffentzis, Clinical Director,  
Operation PAR, Inc.

PREVIOUS NON-ACADEMIC POSITIONS AND EXPERIENCE:  
(January - June, 1974)

Director of Training: Florida Single State Agency Drug  
Abuse Program

Scope of Services:

1. Supervise and coordinate duties of Developmental Training Specialist, Educational Liaison and other staff assigned to the training section.
2. Develop training grants for use by the Program with emphasis on drug abuse.
3. Identify groups in need of training.
4. Identify training resources currently available.
5. Design training sessions, seminars, and workshops to provide training to the identified groups.
6. Implement the designed training models using state and federal drug abuse resources as well as resources identified in (4) above.

7. Assume overall responsibility for the development of internship programs for graduates and undergraduates in drug abuse services.

Supervisor: Frank D. Nelson, Chief, Florida Bureau of Drug Abuse Prevention

(1970-1973)

Co-founder and Executive Director: Metro-Atlanta Mediation Center, Inc., Atlanta, Georgia

Scope of Services:

1. Assumed administrative responsibilities for Georgia non-profit corporation.
2. Planned, coordinated and directed efforts in innovative youth and family social service systems.
3. Coordinated and interpreted direct service efforts to Managing Board of Directors.
4. Coordinated and directed corporate funding strategies.

Supervisor: Henry Hall Ware, III, Secretary, Board of Directors

(1972-1973)

Director: Chrysalis (Metro-Atlanta Mediation Center, Inc., Project), an adolescent therapeutic community.

Scope of Services:

1. Developed and implemented residential treatment strategies for poly-drug involved youth (ages 13-19).
2. Assumed supervisory and clinical responsibilities for staff of nine.
3. Assumed responsibility for administrative and fiscal duties.

Supervisor: Henry Hall Ware, III, Secretary, Board of Directors

(1970-1972)

Director: The Bridge (Metro-Atlanta Mediation Center, Inc., Project), a runaway and family counseling center.

Scope of Services:

## VITA

ROBERTA PARKER MARTIN  
164 Edgewood Drive  
Starkville, Mississippi 39759

Telephone: Office 601/325-4030

Home 601/323-1570

### I. EDUCATION

Ed. D., Counselor Education, Mississippi State University, 1976.  
Major: Counselor Education; Minor: Educational Psychology.  
Dissertation: "The Effects of Values Clarification on Change in Value Priorities as Measured by Rokeach's Value Survey."

M.A., Presbyterian School of Christian Education, Richmond, Virginia, 1955. Majors: Christian Education and Theology.

B.A., St. Andrew Presbyterian College, Laurinburg, North Carolina, 1963. Majors: Bible and Christian Education; Math.

### II. WORK EXPERIENCE

Humanistic Education Specialist for Mississippi Educational Service Center (MESCC), Division of Continuing Education, Mississippi State University. The MESCC is funded by HEW to aid in problems arising in public school desegregation and sex discrimination. The specific responsibilities of the job involve conducting workshops for teachers, administrators, etc. in all areas of humanistic education, especially values clarification and values education, as it applies to enhancing self-concept and decision-making skills. 1977 to present.

Professor in Counselor Education (part-time) for Mississippi State University. Courses include: Supervised Experience in Counseling; Counseling Theory; Educational and Occupational Information; Group Techniques and Procedures; and Statistics. 1976 until present. Also have taught at Meridian, Mississippi, Branch of MSU; Jackson, Mississippi, Branch of MSU; and Columbus, Mississippi, Air Force Base.

Director of Christian Education, First Presbyterian Church, Starkville,, Mississippi, 1965-68.

Director of Christian Education, Third Presbyterian Church, Charlotte, North Carolina, Summers of 1963 and 1964.

Counselor for drop-out program in inner-city, Richmond, Virginia, 1963-65.



### III. VALUES CLARIFICATION AND OTHER WORK RELATED EXPERIENCES

Have participated in workshops led by Sid Simon as follows:

- Personal Growth, Madison, Connecticut, 1978.
- Values Clarification, Mississippi State University, 1978, Coordinator.
- Values Clarification, New Orleans, Louisiana, 1977.
- Values Clarification, New Orleans, Louisiana, 1976.
- Values Clarification, Memphis, Tennessee, 1976.

Also: Invitational Conference for Value Clarification Trainers, Sagamore, New York, 1978.

Have led workshops in values clarification for:

- Mississippi Personnel and Guidance Association at District and State Conventions, 1976, 1977, 1978.
- American Personnel and Guidance Association at National Convention, Washington, D. C., 1978.
- American Association of University Women at Local, State, and National Meetings, 1976, 1977, 1978.
- American Association of Counselor Educators at National Convention, New Orleans, Louisiana, 1977.
- Mississippi Association of Curriculum Evaluation and Supervision, 1978, Jackson, Mississippi.
- Presbyterian Church in United States, Synod Level Conferences, 1975, Montgomery, Alabama and 1976, Nashville, Tennessee.
- Mississippi Girl Scout Leaders, 1978.
- Public School Systems throughout Mississippi, 1977, 1978.
- Gerontology Council of Mississippi, 1978.
- American Personnel and Guidance Association Regional Meeting, 1978, Dallas, Texas.
- Baptist State University, 1978, Walnut Ridge, Arkansas.
- Mississippi Employment Service, 1976, 1977, 1978.

Presented Paper "What About Counseling Theory," American Personnel and Guidance Association, National Convention, 1976, Chicago, Illinois.

### IV. CHURCH RELATED

Elder, Trinity Presbyterian Church, Starkville, Mississippi.

Official Delegate to General Assembly of Presbyterian Church in United States, 1976.

IV. CHURCH RELATED (continued)

Participated in pilot project of Presbyterian Church in United States in exploring role of women, 1975.

Creative Worship, Chairperson, 1973, 1974, 1977, 1978.

Taskforce for Theology and Culture for Presbyterian Church in United States, 1977 to present.

Presbytery Taskforce on Education, St. Andrew's Presbytery, Mississippi, 1975 to present.

Taskforce for Relationship Between Psychotherapy and Theology, Presbyterian Church in United States, 1978.

Taught Sunday School 11 years.

V. PROFESSIONAL ORGANIZATIONS

American Personnel and Guidance Association.

Association of Measurement and Evaluation in Guidance.

Association for Humanistic Education and Development.

Association for Religious and Values Issues in Counseling, 1978 Nominee for Board of Directors at National Level.

Association for Counselor Education and Supervision.

Mississippi Personnel and Guidance Association, Chairperson, Professional Standards Committee, 1976, 1977; Chairperson, Committee on Human Rights, 1978, 1979.

Other: American Association of University Women, Chairperson, Committee on Women, 1977-78.

Day Care Centers of Starkville, Mississippi, Board of Directors, 1970-74.

Den Mother, Cub Scouts, 1976-78.

VI. PERSONAL

Born: November 23, 1940, and reared in Wilson, North Carolina.

VI. PERSONAL (continued)

Personal interests: vegetable gardening, swimming, walking, meeting people,  
listening to music.

Married to Edward C. Martin, Jr., Professor of Landscape Architecture,  
Mississippi State University.

Children: E. Curtis Martin, III, age 10  
Andrew P. Martin, age 7 1/2

VII. REFERENCES

Dr. Warren F. Housley, Head, Department of Counselor Education  
Mississippi State University  
P. O. Drawer GE  
Mississippi State, MS 39762

Dr. Norvel L. Burkett, Director  
Mississippi Educational Service Center  
Division of Continuing Education  
Mississippi State University  
P. O. Drawer NX  
Mississippi State, MS 39762

Dr. Joe R. Underwood, Professor of Counselor Education  
P. O. Drawer GE  
Mississippi State, MS 39762

Dr. Kathie S. Gilbert, Professor of Economics  
P. O. Drawer JE  
Mississippi State, MS 39762

Dr. Herbert M. Handley, Professor, Elementary and Secondary Education  
P. O. Box 5365  
Mississippi State, MS 39762

Rev. Robert J. Lake  
Trinity Presbyterian Church  
P. O. Box 794  
Starkville, MS 39759

RÉSUMÉ

JAY T. NUTTER  
1777 S.E. 15th Street  
FORT LAUDERDALE, FLORIDA 33316  
(305) 462-1725

EXPERIENCE: 1971 - Present

DIRECTOR OF VOCATIONAL EVALUATION. Easter Seal Rehabilitation Center, Fort Lauderdale, Florida.

MAJOR RESPONSIBILITY: To coordinate the activities of seven full time and two part time staff members.

The staff consists of three vocational evaluators, one vocational instructor, one psychologist, two secretaries, and two drivers. The staff is responsible for evaluating the vocational potential of physically and emotionally handicapped individuals (ages 15-60) referred by the Office of Vocational Rehabilitation.

Devised and implemented a program of vocational evaluation which was funded in 1971 for \$25,000 through a grant from the Office of Vocational Rehabilitation. The success of the program has increased the program's funding capacity to \$140,000 in 1978. During the past seven years, client referrals have risen from 150 to 500 per year.

In 1972, the evaluation center was designated the "model" program in the State of Florida for vocational evaluation and adjustment. As a result of this recognition, in 1973, the evaluation center was designated the primary training center for evaluators and adjustment personnel for the State. Since that time, the majority of vocational evaluators and adjustment personnel in the State of Florida have been trained through this facility.

Devised and implemented an additional program in 1975 called "IMAGE" through a grant from the Office of Vocational Rehabilitation. This program was new in its approach to the field of vocational rehabilitation in that it humanized the vocational process by allowing clients in weekly workshops to clarify their values, to examine their self-concepts, and to take responsibility for their actions.

In 1972 and 1977, the State Citation for outstanding service in working with the emotionally and physically handicapped was awarded to me by the Department Health and Rehabilitation Services. From 1974-1977, served on the Board of Directors of the Florida Association of Rehabilitative Facilities.

(continued)

1969-1971

VOCATIONAL EVALUATOR. Miami Adult Center, Miami, Florida.  
MAJOR RESPONSIBILITY: In a sheltered workshop setting, to evaluate the vocational potential of non-active alcoholics (ages 20-65) and to run two personal growth groups per day.

1968-1969

SENIOR COUNSELOR. Women's Job Corp Center, Poland Springs, Maine.

MAJOR RESPONSIBILITY: To coordinate a staff of four counselors and two secretaries. The counselors worked with a group of culturally and educationally deprived young ladies (ages 15-23) to help them to improve their self-image. Was also responsible for training the counselors in group processes based on an eclectic approach.

1966-1968

COUNSELOR. Women's Job Corp Center, Charleston, West Virginia.  
MAJOR RESPONSIBILITY: To conduct individual and group therapy sessions with sixty young ladies (ages 15-23) who were identified as the incorrigible element of the center. As a result of this work, tensions between the administration and the young ladies were considerably reduced. Was also responsible for conducting inservice training sessions for the other counselors at the center.

1964-1966

DIRECTOR OF SOCIAL SERVICES. Kaiser Foundation Hospital, Fontana, California.

MAJOR RESPONSIBILITY: To conduct individual and marriage counseling with patients who requested psychological services. Also referred patients to appropriate community agencies and dispensed emergency funds to those individuals who could not pay their medical expenses.

1963-1964

SOCIAL WORKER. State Department of California, El Monte, California.  
MAJOR RESPONSIBILITY: To provide counseling services and financial aid to families with dependent children. (AFDC).

EDUCATION:

Bachelor of Arts (B.A.) Major: History and Government. Minor: Psychology, University of Maine. Graduated with distinction (cum laude) in 1961.

(continued)

ADJUNCT PROFESSOR. Behavioral Sciences Center, Nova University. Responsible for supervision of counseling and guidance practicum students and for teaching graduate level courses in career development and counseling principles and techniques. Author of the Nova University Handbook for Guidance and Counseling Practicum.

PSYCHOTHERAPIST. Private Practice. Includes individual, marriage, family, and group therapy.

1972-1977

TEACHER SPECIALIST IN CURRICULUM AND COUNSELING, INSERVICE COORDINATOR, AND EXCEPTIONAL STUDENT COORDINATOR. Career Education Project. The School Board of Broward County, Florida. MAJOR RESPONSIBILITY WAS TO AID ADMINISTRATORS, COUNSELORS, AND TEACHERS IN 145 SCHOOLS IN DEVELOPING AND IMPLEMENTING CAREER EDUCATION CURRICULA FOR ALL STUDENTS AND IN ALL AREAS OF INSTRUCTION.

Selected by the former project director to assist in developing a workable career education model, including placement and follow-up services, to be implemented county-wide. Active in working with district- and State-level staff to make career education a part of the total instructional program for the school district. Resultant Broward County model influenced the 1973 Florida Legislature's decision to fund career education State-wide.

Assisted in developing the yearly career education project proposal for State funding. Devised the career development process for exceptional students. Developed the research model for an alternative school program based on career education. Devised the system for interrelating the six prevocational subject areas. Involved in evaluation of project's process objectives and student product objectives.

Won support of school administrators and faculties for career development as a critical need and an appropriate educational responsibility. Worked closely with select counseling staffs to incorporate transactional analysis, reality therapy, values clarification, and other self-awareness concepts into various home/team base guidance programs. Assisted the training of school guidance personnel in the use of individual and group career counseling techniques.

Worked closely with the former Director of Inservice Education in devising the system for implementing all career education workshops. Coordinated project's inservice education program involving over 6,000 teachers, including responsibility for sizeable inservice budget.

Author of two self-instructional teacher inservice manuals related to career development. Career education papers presented at conventions of the Florida Elementary, Middle, and High School Teacher Associations, and at conventions of the Florida and American Personnel and Guidance Associations.

(continued)

page three

INSTRUCTOR. Curriculum and Instruction Department, Florida Atlantic University. Responsible for teaching a graduate level course in career education.

1968-1972

TEACHER OF MATHEMATICS AND ELEMENTARY TEACHER. The School Boards of Cumberland County, Maine and Dade and Broward Counties, Florida. Grade Levels - 4th, 8th, 9th, 10th, and 11th. Also taught courses in reading and language arts.

SCHOOL COUNSELOR. The School Board of Broward County, Florida.

EDUCATION:

Bachelor of Science (BS). Elementary Education, Mathematics. West Virginia State College. Graduated in 1968.

Master of Education (MEd). Counseling and Guidance. Florida Atlantic University. Graduated in 1972.

Education Specialist (EdS). Counseling and Guidance. Florida Atlantic University. Graduated in 1974.

PERSONAL:

Age-31. Birthdate- April 2, 1947. Height-5'4". Weight - 105lbs. Sex identification - Female. Ethnic identification- Black. Marital status- Married. Health- Excellent.

REFERENCES:

Attached.

Master of Arts (M.A.). Counseling Psychology.  
University of New Mexico. Graduated in 1963.

Post Master's work in psychology. Completed three  
semester credits at the University of Maine and ten  
semester credits at Florida's Nova University.

PERSONAL:

Age: 41, Birthdate: April 17, 1937. Height: 5' 11".  
Weight: 173 lbs. Sex identification: Male. Ethnic  
identification: Caucasian. Marital status: Married.  
Health: Excellent.

REFERENCES:

WILLIAM RAGUCHA  
State Department of Vocational Rehabilitation  
Program Analyst  
Rehabilitation Facilities Program  
1309 Winewood Boulevard  
Tallahassee, Florida 32301

JAMES MACEDON  
Program Director of Broward County  
Vocational Rehabilitation  
Health and Rehabilitative Services  
120 East Oakland Park Boulevard  
Fort Lauderdale, Florida 33334

RICHARD WAYNE  
Broward County Assistant Network Manager  
Health and Rehabilitative Services  
2800 East Oakland Park Boulevard  
Fort Lauderdale, Florida 33311

EARL DOWNEY  
Supervisor of Broward County  
Blind Services  
Department of Education  
375 West Oakland Park Boulevard  
Fort Lauderdale, Florida 33311

DR. JAMES SMITH  
University School Director  
Nova University  
7500 Southwest 36th Street  
Davie, Florida 33314



RESUME

Juanita B. Nutter  
1777 S.E. 15th Street  
Fort Lauderdale, Florida 33316  
(305) 462-1725

EXPERIENCE: 1977 - Present

HUMAN RELATIONS SPECIALIST. Emergency School Aid Act (ESAA) Project. The School Board of Broward County, Florida.  
MAJOR RESPONSIBILITY: TO PROVIDE SCHOOL PERSONNEL TRAINING IN THE IDENTIFICATION OF STUDENTS WITH SOCIAL AND/OR EMOTIONAL PROBLEMS AND TRAINING IN THE TREATMENT OF THOSE PROBLEMS THROUGH THE USE OF REALITY THERAPY, TRANSACTIONAL ANALYSIS, VALUES CLARIFICATION AND GESTALT THERAPY TECHNIQUES.

Selected by the county-level personnel screening committee to assist in developing a workable human relations model to be implemented in the 48 ESAA Project schools. Part of this model includes a peer involvement program, a parent guidance program, and community involvement strategies.

Beginning in 1975, assisted in developing the yearly ESAA project proposal for federal funding. Assisted in developing project's research design and involved in evaluation of project's process objectives and student product objectives.

As a result of the success of the Broward ESAA Human Relations Team, requested by the superintendent to trouble-shoot for the county. Human relations paper presented at the Florida Personnel and Guidance Association convention.

CONSULTANT TO PALM BEACH COUNTY SCHOOLS. Human relations trouble-shooter.

CONSULTANT TO STATE DEPARTMENT OF EDUCATION. Teacher inservice manual writer.

ADJUNCT PROFESSOR. National Teacher Education Program, Nova University. Responsible for teaching a graduate level course in educational psychology.

1972- Present

CONSULTANT TO BROWARD COUNTY SCHOOLS. Federal projects proposal writer. (All proposals have been funded.)

CONSULTANT TO MANY FLORIDA SCHOOL SYSTEMS AND STATE AGENCIES. Career development specialist. Conducted numerous workshops related to career development and self awareness concepts with major focus on values clarification.

(continued)

WESTERN UNION

Telegram

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PMS STEPHEN FORRER, FONE FOR PICK UP 3017743296

WASHINGTON DC - 5 *Yield Bank Ct Prinkles md 20727*

I WILL BE PLEASED TO SERVE ON THE PROFESSIONAL STAFF FOR THE UNIVERSITY OF MARYLAND AND PET II IF AWAPDED. I WILL BE AVAILABLE FEBRUARY THUR AUGUST 1979. AVAILABLE IMMEDIATELY FOR TRAVEL TO EUROPE

MEREDITH STANFORD

NNNN

S	NO.	To
S	1141 7128	<i>Mail</i>
E		

RESUME

Meredith Stanford  
354 School Street  
Watertown, Massachusetts 02172  
(617) 923-1133

Boston University  
Department of Humanistic and Behavioral Studies  
232 Bay State Road. Boston, Massachusetts 02215  
(617) 353-4614

PROFESSIONAL EXPERIENCE:

- 1975-present Faculty, Boston University, Department of Humanistic and Behavioral Studies  
As advisor to the masters program concentration in values and moral education  
I have developed a resource center to advise students of opportunities to  
further their particular interests in this field and developed a program  
of courses designed to meet those needs. I've taught graduate and field-  
based undergraduate courses in:  
Applied Philosophy of Education  
Education and Moral Development  
Values in Education  
Humanistic Psychology: Educational Perspectives  
Women in Literature: Psychology and Values  
Laboratory in Humanistic Education co-led with Paul Nash
- 1976-present Faculty, Middlesex Community College, Department of Social Sciences  
Social Psychology Humanistic Psychology  
Psychology of Personality Values Clarification  
Human Relations General Psychology
- 1977-present Faculty, Lesley College, Graduate School of Counselor Education  
Values Clarification
- 1977-present Clinical Supervisor, Boston University, Department of Counselor Education  
The Human Service Workers program is comprised of masters candidates  
whose work as counselors in prisons, pre-trial programs, adolescent  
residential treatment centers, and alternative school settings is  
supervised both in on-site visits and weekly group meetings to discuss  
work related cases, provide support, and develop continuing professional  
growth experiences.
- 1974-76 Educational Consultant and Teacher Trainer, Boston University  
Through a FIPSE grant for the Open Enrollment Teacher Training Project  
I trained graduate students in medical anthropology, English, political  
science, feminist perspectives in anthropology, and urban history  
in a series of workshops and videotape sessions to teach first with a  
master teacher in the Metropolitan College, then placed them the following  
year in a community college and supervised the transfer of skills to a  
community-based student population.
- 1975 Individual and Group Counselor, Center for Alternative Education  
In this alternative educational setting based on Glasser's Reality Therapy  
I counseled bright, underachieving adolescents in one-to-one and small group  
meetings as well as participating in group meetings involving the entire  
school community.

- 1974-76 Teaching Fellow, Boston University, Department of Humanistic and Behavioral Studies: HB 102 Search for Educational Identity  
In this undergraduate educational philosophy course required for teacher certification I gave periodic lectures, led a small group discussion, supervised and arranged for field experiences, and did individual academic counseling.
- 1973-74 Media Resource Teacher, Project Triad, Horace Mann School, Rochester, New York  
As a consultant to special needs children K-3 with both reading and interpersonal adjustment problems, I used videotape, filmmaking, microfiche and still photography to supplement small group and individual sessions, parent involvement, multi-ethnic studies, and self-awareness exercises to elevate self-concept, social development, and school achievement.
- 1971-73 Reading Teacher, Second Grade, Albert Einstein School, Chicago, Illinois  
This federally funded ESEA reading project for disadvantaged inner city children utilized intensive small groups and self-motivating open classroom techniques to stimulate reading achievement through personal success.
- 1970-71 Team Teacher, Third Grade, Mary C. Terrell School, Chicago, Illinois  
The expertise of each teacher in a large group setting involving several classes of third graders in a Title One Team Teaching Project was alternated with the personalized attention of a small group.

#### EDUCATION:

- 1976-present Doctoral Candidate, Boston University, Department of Humanistic and Behavioral Studies  
Course Work, Clinical Practice, Oral Comprehensives completed
- 1974-75 Masters Degree Awarded, Boston University, Department of Humanistic and Behavioral Studies
- 1973-74 Graduate work in counseling and guidance, human development, and personal theory, University of Rochester, Department of Foundations of Education
- 1970 Teacher certification in elementary education, Northeastern University, School of Education
- 1966-70 Bachelor's Degree in English, philosophy, psychology, and education  
University of Illinois, College of Liberal Arts

#### CERTIFICATION:

- 1970 Teacher K-3, Chicago Board of Education  
1974 Teacher K-8, Commonwealth of Massachusetts  
1975 Guidance Counselor, Commonwealth of Massachusetts

#### PRESENTATIONS:

- November 1977 "Values and Moral Education: Male/Female Roles", Connecticut Association of Independent Schools, New Haven, with David Pargel.
- October 1977 "Use of Feedback in Organic Workshop Design", New England Regional Values Clarification Trainers Network, Boston
- May 1977 "Values Clarification", Newton North Psychological Education Conference, Newton, with Sidney Simon
- April 1977 "Values in Humanistic Education", Humanistic Education Conference - Boston



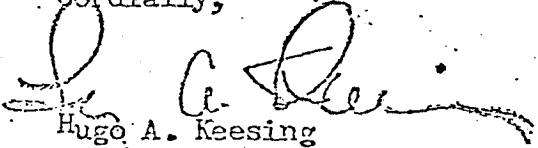
January 15, 1979

Dr. Stephen E. Forrer  
Assistant to the Chancellor for Institutional  
Planning, Research and Development  
University of Maryland  
University College  
College Park, MD 20742

Dear Steve:

I would be pleased to serve as a values clarification trainer for the University of Maryland in the PET II Program if that contract is awarded to you. I can depart for Europe immediately and I will be available through September 1, 1979.

Cordially,

  
Hugo A. Keesing

PROFESSIONAL VITA

HUGO A. KEESING

University of Maryland  
University College  
College Park, Maryland 20742  
(301) 454-4931

47 Cable Hollow Way  
Upper Marlboro  
Maryland, 20870  
(301) 336-2532

Personal Data:

Birthdate: November 15, 1943  
Birthplace: Netherlands  
Citizenship: U.S.

Education:

Duke University, 1961-65 - B.S. In Psychology  
George Washington University, 1965-67 - M.A. in Clinical Psychology  
Adelphi University, 1967-70 - Ph.D. (1973) in Behavior Research  
(Psychology)

Professional Experience:

Current - Coordinator, Faculty Development - University of Maryland  
University College - Lecturer in Psychology and American  
Studies

1974-76 - Lecturer, University College  
1973-74 - Area Director, United Kingdom - University of Maryland  
University College, European Division  
1970-73 - Lecturer, Overseas Divisions, University of Maryland  
1966-70 - Various part-time teaching and research positions

Membership in Professional Organizations:

American Psychological Association; Eastern Psychological Association;  
Popular Culture Association

Publications:

Keesing, Hugo A. "The pop message: A trend analysis of the psycho-  
logical content of two decades of music." In Adolescent Behavior

Publications:(continued)

and Society: A Book of Readings - 2nd Edition. Rolf E. Muuss (Ed.)  
New York: Random House, 1975, pp. 543-550.

Keesing, Hugo A. "Annotated bibliography of pop/rock music." Popular Culture Methods, III:1 (April 1976), pp. 4-22.

Keesing, Hugo A. "Anatomy of a hit." In Popular Culture and the Mass Media: A Reader. Christopher Geist (Ed.) Bowling Green: Popular Culture Press, 1977, pp. 83-99.

Papers and Presentations:

Keesing, Hugo A. "Turned on and tuned in--or turned off? Assessing the radio listener." Invited address before the First Annual American Forces Network Broadcasting Conference, Wiesbaden, Germany, November 12-16, 1973.

Keesing, Hugo A. "The pop message." Delivered at the Forty-Fifth Annual Meeting of the Eastern Psychological Association, Philadelphia, Pennsylvania, April 18-20, 1974.

Keesing, Hugo A. "Faculty Development for Adjunct and Part-Time Faculty." Delivered at POD Network National Conference, Zion, Illinois, October 23-26, 1977.

Keesing, Hugo A. "Culture in the grooves: American history at 78, 45, & 33 1/3 rpm." Delivered at the Eighth National Convention of the Popular Culture Association, Cincinnati, Ohio, April 19-22, 1977.

Klarman, C.B. and Keesing, H.A. "A Model Program for Increasing Teaching Effectiveness in the Biological Sciences." Delivered at Plant Sciences Conference, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, June 25-29, 1978.

Keesing, Hugo A. "Maryland's Comprehensive Program to Improve Faculty Who Deal with Adults." Presented before the Mid-Year Meeting of Council on Extension and Continuing Education, NASULGC, College Park, Maryland, June 27-28, 1978.

Special Training:-

IDEA Consultant - Fall IDEA Workshop, Kansas State University (Center for Faculty Evaluation and Development), October 13-15, 1976.

Teaching Improvement Consultant - University of Massachusetts Clinic to Improve University Teaching, January 19-23, 1977.

Faculty Growth Contracting - Gordon College (Wenham, Massachusetts) Workshop, June 13-15, 1977.



## PROFESSIONAL VITA

MARILYNN A. DRAXL

Chancellor's Office  
University of Maryland  
University College  
College Park, MD 20742

47 Cable Hollow Way  
Largo, MD 20870  
(301) 336-2532

### Personal Data

Birthdate: September 1, 1946  
Birthplace: Rochester, NY

### Education

Adelphi University, Behavior Research Program of the Institute of Advanced Psychological Studies, 1968-1971; Ph.D. awarded: May, 1978

The Behavior Research program is a broadly based program designed to prepare students for careers in research and teaching. The emphasis of the curriculum is coursework and experience in research design, psychometrics and statistics. In addition, I completed a series of seminars in Developmental Psychology, Perception and Cognition, Social Psychology, Clinical Psychopathology and Psycholinguistics.

Dissertation: Show and Tell: A Comparison of Verbal and Attentional Probes in Children's Discrimination Learning.  
Chair: Dr. Sheridan A. Phillips

Marymount Manhattan College, New York City, 1965-1968; B.A. in Psychology

Nazareth College of Rochester, 1964-1965

### Professional Experience

Assistant Special Projects Coordinator, University of Maryland, University College. 1978-present

My primary responsibility as a Special Projects Coordinator has been the preparation and packaging of testing manuals and other written materials specified under grants and contracts administered by the University of Maryland. In addition, I have been responsible for the design of evaluation instruments for these projects and the coordination of evaluation activities. I also assist in the design, development and procurement of grants and contracts. Finally, I have participated in curriculum development and logistics design for training projects and education courses sponsored by the University of Maryland.

Lecturer in Psychology, University of Maryland, University College: Overseas and Stateside Divisions: 1971- present

As a faculty member with the University of Maryland in Europe, the Atlantic and the Baltimore/Washington area, I have spent much of the past eight years teaching psychology and related courses to adult part-time students. Overseas the students were primarily military personnel and their dependents. Statewide they have included special groups such as the police. In every instance they have shared the recognized characteristics of adult learners: they are highly motivated and appreciate a structured learning environment in which they can actively participate in the educational process.

Teaching for UMUC has taken me to 17 locations in 11 different countries. In addition to the extensive travel associated with my teaching I participated on many levels of the educational process. My regular activities included organizing, promoting and sometimes filling my own classes, counseling students in academic and career decisions, and developing community awareness of UMUC through guest lectures to military and civilian organizations. My years of contact with the military have extended my awareness of the unique characteristics and problems of that group vis-a-vis education and training.

Adjunct Lecturer, Nassau Community College, Hempstead, NY: Spring and Summer Semesters, 1971.

Research Assistant to Dr. Sonia F. Osler, 1969-1971. The research concerned the development of classification skills, concept attainment and perceptual and verbal coding in young children. I participated in all aspects of this research program including experimental design, coordination with the public school systems, data collection and statistical analyses.

Research Assistant to Dr. Ernest Kramer, 1968-1969. The research concerned patient-therapist styles of interaction. My responsibilities included designing research materials, coordinating the research with local mental health facilities, interviewing subjects and routine data analyses.

#### Undergraduate Courses Taught

Introductory Psychology  
Statistics for the Behavioral Sciences  
Developmental Psychology  
Adolescent Psychology  
Personality and Adjustment  
Abnormal Psychology  
Advanced Abnormal Psychology  
Social Psychology  
Mental Hygiene

Other Professional Activities:

Leader and co-leader of microteaching workshops.

Participants in 2nd and 4th International Conferences on Improving University Teaching (1976;1978).

Selected to participate in Kellogg-funded workshop on "Introducing Innovations in Higher Education" (11/77).

Participated in CAEL Workshop on evaluating experiential learning, Cleveland, Ohio, October 10-12, 1976.

Attended Middle States CAEL Regional Conference on "Issues of Experiential Learning," Delaware County C.C., Media, Pennsylvania, November 15-16, 1977.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE  
UNIVERSITY BOULEVARD AT ADELPHI ROAD  
COLLEGE PARK, MARYLAND 20742



OFFICE OF THE CHANCELLOR

January 16, 1979

Dr. Stephen E. Forrer  
Assistant to the Chancellor for Institutional  
Planning, Research and Development  
University of Maryland  
University College  
College Park, MD 20742

Dear Steve:

It is with pleasure that I accept your offer to serve as a trainer for the University of Maryland in the PET II project if that contract is awarded to you. I am available for immediate travel to Europe.

Cordially,

*Marilynn A. Draxl*

Marilynn A. Draxl  
Assistant Special Projects  
Coordinator

*The Worldwide Continuing Education Campus*