

Changes in CCC nursing program give students a voice

Thacker

who feel that instructors have not cared for their personal problems, care to listen to how a course could be heartened by suggestions in the College's department.

suggestion of Carolyn chairperson of health at the College, nursing now being included in meetings and dis-

the program is new Taylor said that in every other nursing that she's been in-

are represented at fa- meetings and bi-monthly with all students and take place on the sec- fourth Mondays of each

meetings provide both teachers with an op- hear complaints, talk curriculum and receive clon policies and grading

monthly meetings are dialogues started with students," Taylor said. an opportunity to do solve problems before and get questions for clarification before rumors."

it's good that we can clarification," said Vi Pan- nursing instructor. "If we have this, the faculty know what the students are. I feel that we need and forth discussion."

"Many students, some of whom are returning after a long absence from school, are very frustrated and instructors are being made aware of their problems.

"I feel good that they (the instructors) are listening," said Evelyn Higgins, student representative for the second year nursing students. "Even if they can't do anything about some of the problems, at least they are being made aware of them."

The clarification process became very important when there was a question of grading policy changes made in the middle of the term.

According to Denise Kline, first year student representative, grading breakdown was made more difficult and students were upset about it.

"After talking about it in the meeting, my class went back to the old grading system of 92-100 being an A instead of 96-100 and having to get at least 91 to get a B," Kline said.

Students are also talking to the faculty members about curriculum and what they feel is important and should be implemented.

"Curriculum is a faculty decision," Pentenburg said, "but we can have input even though the final decision is the faculty's."

A lot of new ideas are being looked at for next year's program, Higgins said.

"For example, we want to separate the psych class from gerontology so students can devote more time to each. We would also like to work on getting electives out of the way before entering the nursing program so that students

can show that they can achieve on the college level.

"Some of the returning students would benefit from easing into the nursing program in this way," Higgins said, "instead of taking 18 or 19 hours per term. It would

give people, especially older women returning to school, an initial positive experience."

Kline feels that all students, including the beginning nursing students, could benefit from a little more student-teacher involvement.

At the urging of Taylor, problems in the nursing department are being worked out by students with the help and cooperation of the faculty instead of just being useless complaints made over a cup of coffee.

Athletic study committee votes 'no decision'

The Blue Ribbon Athletic Study Committee voted eight to five not to make specific recommendations for the College's athletic program future, and disbanded after the final committee meeting Nov. 30.

The Board of Education, as a result of the committee's vote, will receive a packet containing 21 separate impressions of the College's athletic program. Seven comments are still due to the committee secretary by the Dec. 10 deadline.

Opinions were split within the committee concerning the inter-collegiate football program. Football was the primary reason for the existence of the committee, despite a letter to the committee asking that the entire athletic program be studied.

The football program drew criticism for its cost factor, out-of-state recruiting and limited interest to students and the community.

There has been some concern on the part of the Board that the

football program has impeded passage of college tax measures.

After having heard testimony from members of the College coaching staffs, faculty, students and community, the committee decided that it would be futile to attempt to recommend a single course of action and present it to the board.

CETA aids unemployed

The Comprehensive Employment and Training Act, better known as CETA, is a federally funded program designed to offer financial assistance to the general public, said Tina Jenson, vocational education unit director of CETA.

CETA, formerly Manpower, has been established for the purpose of financial aid for families and individuals who have been unemployed for an extended period of time and whose incomes are below the norm, said Jenson.

CETA offers a wide variety of services to the individuals who are seeking financial assistance. On the job training, counseling, vocational education, work experience, employment orientation, job search techniques, job development and placement, public service employment, and support services are a basic outline of what the CETA program offers, Jenson said.

The CETA program does not, however, offer any training or financial aid toward professional occupations, she added.

At the College this fall, about 100 students are being funded by the CETA program, Jenson said.

Kent Heaton, director of testing, said that most of the CETA students are concentrated in the vocational training departments rather than the general educational departments because CETA's main objective is to finance people for practical job training rather than professional job training.

Sharon Flavel, a student of graphic design here at the College, is being financially funded by the CETA program and said that the program is helping her tremendously. Flavel said that she is being financially funded by the work experience program, paid \$2.50 an hour and receives checks twice a month.

"The money I receive each month is for my own personal use and is not governed by any guidelines of CETA," Flavel said.

Flavel did say that CETA pays close attention to each individual they finance, and are concerned with each individual's quarterly grades.

CETA reviews each individual before they put them in their designated field of training. The counseling center at the College tests each prospective CETA individual and then puts them in a specific field that best suits their abilities, Heaton said.

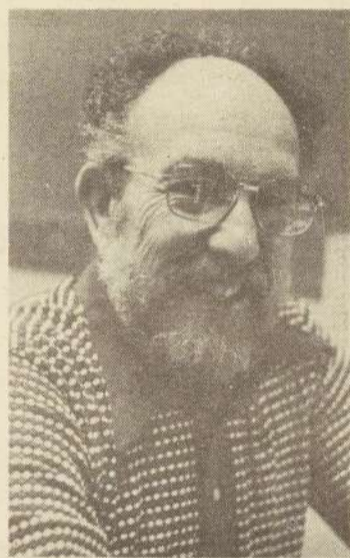
However, students failing to make grades or spend their desig-

nated study time in non-academic areas at the College will be subject to termination of funds from the CETA program, Heaton said.

Families and individuals seeking assistance from the CETA program must live within Clackamas County, Jenson said.

Interviews can be scheduled by phoning 635-4591 on any Wednesday between 8:30 and 9 a.m. or by mail addressed to Marion Hall, P.O. Box 215, Marylhurst College, Marylhurst, 97036.

Platt returns from Britain



Harrison Platt

Harrison Platt, a math instructor at the College, has returned from England with some interesting news about Britain's educational system.

Platt, who was taught at Yeovil College, in southwest England, for several years and felt that the college was better than Clackamas Community College.

"The difference I encountered when I worked with students in England was that they were 16-25 rather than 18-25 with whom I presently work here," Platt said.

"The types of schooling are different. In England, students are required to graduate after they are 16. They are technical, and university colleges. Most students I instructed in England were instructed in themselves toward technical or professional engineering rather than professional engineering."

Platt said that he found Yeovil College easy to adapt to both academically and socially, but found their style of instruction quite different than here at the College.

"There is less student responsibility concerning instruction in Britain, whereas students here at the College are required to practice more independent study," Platt said.

Platt instructs Mathematics 17, 18, 31, 32, GE 101, and GE 211 which is a second-year engineering course called Statics.

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