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TODAY'S ENGINEERING

MSU's Sheppard propels Education and Urban Studies School

Despite the apparent novelty of the School of Education and Urban Studies, its emergence, at this moment in the history of Morgan State University, is especially timely given the new mission of the University as the Urban University in the State of Maryland and all of the implications behind this conceptual labeling. An important implication, in my judgment, is the opportunity to effectively meet the needs of the urban constituency both inside the classroom and in the community. As a matter of fact, given this underlined focus by the Board of Regents, we as a university, must absolutely acknowledge the urban community as an extension of our laboratory and classroom.

I should like to expand upon this notion of an urban university. I believe, in addition to fulfilling the requirements of a first class academic school, the School of Education and Urban Studies can and should become the centerpiece for the University's urban mission. During the 1960's and early 1970's, a new kind of university, the urban university, received considerable attention from a variety of sources. The urban university was envisioned as an institution that would make a significant contribution to the problems of urban society. Well, we all know what happened. Public apathy toward the problems of American cities settled in quickly and very little came of the idea of an urban university. Some universities made modest changes and claimed to be urban universities, but they differed in character only slightly from the standard university model. I believe that the urban university can be something more than a university in an urban setting. I further believe the strength of such an institution lies in the broad challenge between institution and community. I believe also that more radical changes must be made within existing institutions (including our own) than have been made to date.

This School would seem uniquely suited to be the "pied piper" in helping Morgan State University achieve its urban mission. For example, an urban studies program is already in place at the undergraduate level; city and regional planning is available at the graduate level. Also, represented in the School of Education and Urban Studies are other diverse networks of an urban community — human service delivery (i.e., mental health, human ecology, social work); an educational system (i.e., elementary education and secondary education, health, physical and recreational education, and science education) and building structures and design of cities (i.e., architecture and landscape architecture). However, as a School and University, we must deliberately and honestly engage in serious dialogue as to what we really want to be and become as an urban university.

What then is the overall mission of the School of Education and Urban Studies? The School of Education and Urban Studies is oriented toward preparing competent professionals for both traditional and non-traditional fields. It commits itself to the University functions of teaching, research and service and expands its efforts within these functions. Its primary mission is as follows:

. . . To prepare students for leadership roles, to contribute to public awareness, and to design activities to improve the quality of life and the urban environment in education, social services, urban systems, health and human ecology. . .

What about the goal(s) for which this School hopes to reach? The following broad goals are cited as examples which will guide the School in achieving its mission.

Dr. N. Alan Sheppard

— To develop an efficient organizational structure and method of operation to accomplish purposes, aims and objectives.

— To become and remain a "professional school of the first rank" with a continuing commitment to excellence that will include a nationally renowned program of studies, faculty, and student body.

— To become the "centerpiece" or "model" for the University in achieving its urban mission via a demonstration of program development and delivery of services for the urban community.

— To become the center for educational studies and research on the educational preparation of minority students (i.e., learning, methods of recruitment and teaching, and educational assessment) in the United States and to become authoritative concerning the educational status, issues and problems of urban educational systems.

— To stimulate increased research and publication activity by the faculty and develop a substantial sponsored - research program.

It seems appropriate to conclude my comments in this first edition of The Spectrum by pointing out some of the major factors which will challenge the School of Education and Urban Studies faculty, administration and staff in the days, months and years ahead. The challenges include:

— Developing and refining the organizational structure for the School.

— Utilizing the strengths and expertise of other parts of the School to broaden and strengthen the experience of our students.

— Continuing the self - examination of all programs to enhance self improvement and program viability.

— Recruiting and retaining students into the various programs and emphasizing both the quantity and quality of the recruits.

— Staying up - to - date in subject matter content and preparing students to do the same throughout their future as professionals.

— Fighting the battle of credit - hour generation at the University level.

— Enhancing both the undergraduate and graduate programs while limiting our doctoral enrollment (or increasing the number of faculty) to a number for which we can provide adequate dissertation supervision.

— Providing the research and scholarly basis for our entire academic program and adequately preparing students for the world of work and personal development.

Finally, Schools or Colleges within a University which prepare for change by working to make themselves better will be the ones ready to seize the opportunities of crisis in any particular endeavor (e.g., education and urban studies). These will be the Schools that will provide leadership in improving and enhancing academic programs in the future. That is where the School of Education and Urban Studies must be, can be and will be. The possibilities . . . the potentials . . . and the opportunities for the new academic entity, the School of Education and Urban Studies, are endless! We, in this School, need only to have the imagination and daring to see such possibilities, potentials and opportunities.

—'Hot' stormy session

Continued from page 1

Baltimore is winding down with a final voter education workshop, set for Tuesday, October 30 at 7 p.m. at Centennial United Methodist Church.

The theme of the workshop is, "Some have died to allow your one vote to make a difference" and will feature: Councilwoman Jacquelyn McClean; Senator Nathan Irby; Rev. Mamie Williams; Rodney Orange and many other local politicians and community activists.

The organization has set its goal for seventy percent minority voter turnout on election day.

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