DOCUMENT RESUME

ED 158 812 JC 780 470

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TITLE General Education in a Changing Society. General Education Program, Basic Skills Requirements, Standards of Academic Progress at Miami-Dade Community College.
INSTITUTION Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE 78
NOTE 98p.
AVAILABLE FROM Auxiliary Services, Miami-Dade College, 11011 S.W. 104th Street, Miami, Florida 33176

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Academic Probation; *Academic Standards; Ancillary Services; *Associate Degrees; *Basic Skills; Community Colleges; Core Curriculum; Curriculum Design; *Degree Requirements; Educational Quality; Enrichment; *General Education; *Junior Colleges; Testing
IDENTIFIERS *Miami Dade Community College FL

ABSTRACT

This document presents the results of Miami-Dade Community College's three-year effort to design a general education program for the community college. A rationale, definition, and 26 goals for general education introduce the revised programs and requirements in three areas: (1) basic skills requirements, (2) the general education program, and (3) standards of academic progress. The requirement for demonstrated proficiency in basic skills before degree award is discussed; procedures for assessment of basic skills at entrance, requirements for computation skills and reading and writing skills, the testing of hearing, speech, and sight disorders, and faculty responsibility for these communication goals are reviewed. The "survival vs. enrichment" and "quality" issues in associate degree programs are examined, followed by an outline of requirements for the associate in arts, associate in science, and associate in general studies degrees. Support services are described, including academic advisement, resources for developmental programs, credit by examination, and evaluation of the general education program. Standards of academic progress and resources and procedures for students in academic difficulty are outlined. A concluding discussion of the implementation process for the new requirements and changes in the general education program is presented with a timetable which marks full implementation for the Miami-Dade program in fall 1981. (MB)

General Education In A Changing Society

MIAMI-DADE
COMMUNITY COLLEGE

BASIC SKILLS
COURSE REQUIREMENTS
STANDARDS OF ACADEMIC PROGRESS

General Education in a Changing Society

General Education Program, Basic Skills Requirements, Standards of Academic Progress at Miami-Dade Community College

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General Education Study

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General Education Committee

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2460 Kerper Boulevard, Dubuque, Iowa 52001

Order Notice
Auxiliary Services
Miami-Dade Community College
11011 S.W. 104th Street
Miami, Fla. 33176
(A.C. 305-596-1364)

Library of Congress Catalog Card Number: 78-62015

ISBN 0-8403-7503-4

Printed in the United States of America

407503 01

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Foreword

> No curricular concept is as central to the endeavors of the American college as general education, and none is so exasperatingly beyond the reach of general consensus and understanding.
>
> Carnegie Foundation for the
> Advancement of Teaching in
> *Missions of the College Curriculum*, p. 164

Recognizing both the centrality and the difficulty of implementing a coherent curriculum in general education, Miami-Dade Community College embarked three years ago upon the challenge of designing a general education program for the community college. This report stands as testimony that with dedicated leadership and the active interest and involvement of faculty members and students, a program of general education can be designed to reflect the multiple educational missions of community college education.

Many colleges today are in the process of trying to gather together pieces of the college curriculum that have gone flying off in all directions. Dual goals are common for today's reformers of the curriculum: one, to provide for the integration of knowledge within individual learners, the other to provide shared bonds of experience across a community of learners. These tasks face their most difficult test in the community college with its staggering diversity of programs and people.

What common experiences should be shared by 18 and 40 year old learners; how can the unique needs of each be considered? How can a curriculum provide enough structure for shared experiences and enough flexibility for individual choice? What has general education to contribute to basic skills and occupational education and vice versa? How can all students be more adequately prepared for their futures as lifelong learners, in and out of the formal educational system? These are some of the questions faced by Miami-Dade as it began its far-reaching reform of the curriculum.

Perhaps the necessity to wrestle with these problems is responsible for the richness of the ideas set forth in these pages. Certainly many will find their own thinking about general education stimulated by agreements and disagreements with the clear position taken by Miami-Dade. Fortunately, the report takes considerable care to establish the foundations of logic and rationales upon which program design and implementation must rest.

Much as universities throughout the country are giving careful study to the reform of general education at Harvard, so many colleges will want to take a careful look at the Miami-Dade program.

Robert McCabe, Jeffrey Lukenbill, and the many faculty members at Miami-Dade who gave so generously of their time and talents in the creation of this program are to be congratulated for setting before us a provocative and bold design for general education.

K. Patricia Cross
Berkeley, California
July 11, 1978

Acknowledgments

Miami-Dade Community College's extensive general education study, conducted from 1975-1978, involved many faculty and administrators and had implications for almost every area of the College. We wish to acknowledge the significant contributions of the faculty who attended meetings, participated in discussions, completed questionnaires, served on committees, wrote reactions to proposals and contributed recommendations. The time and effort they gave to the study was substantial and their contributions were invaluable.

We wish to express our appreciation to Dr. Peter Masiko, Jr., President of Miami-Dade Community College, for providing the support and resources necessary to conduct this collegewide study. We are also grateful for the support of the campus Vice Presidents: Dr. Ambrose Garner, South Campus; Dr. Duane Hansen, North Campus; Dr. Elizabeth Lundgren, Medical Center Campus; and Dr. William Stokes, New World Center Campus. They assisted the members of the collegewide General Education Committee by organizing campus committees which sent campus recommendations to the collegewide committee. In addition, they provided time and locations for numerous faculty meetings and for consultants to address faculty. We would likewise thank the coordinators of the campus committees: Dr. Charles Asbury, North Campus; Dr. Kenneth Blye, Medical Center Campus; Dr. Wilbur McElwain, South Campus; and Dr. Eduardo Padron, New World Center Campus.

We would like to express our appreciation to the members of the collegewide General Education Committee for their dedication to this three-year project. There were numerous meetings, long and difficult discussions, complex issues, and a broad range of views. The committee members addressed the issues openly and honestly. Although there was often no consensus about recommendations, the committee members worked together to develop a unified, comprehensive proposal. The General Education Committee members were:

Charles Cox, New World Center Campus
Raul De La Cruz, New World Center Campus
Patrick DeLong, North Campus
Dr. Ijourie Fisher, Medical Center Campus
Barbara Kercheval, North Campus
Dr. James Kilbride, South Campus

Barbara Krantz, South Campus
Dr. Wilbur McElwain, South Campus
Dr. Roch Mirabeau, North Campus
Winston Richter, South Campus
William Succop, North Campus
Dr. Bennie Wiley, South Campus

Others who made contributions to the work of the committee were members of the College's advisory boards and other educators who reviewed the committee's preliminary documents and gave their suggestions. We thank, also, Mrs. Edith Heath and Mrs. Muriel McCloskey who prepared the committee's documents and assisted the committee in completing the study. Their assistance made it possible to coordinate the work on the campuses.

Finally, we want to emphasize the significance of the decision of the College Committee on Academic Affairs to conduct this thorough review of the general education program. We are convinced that the discussions among faculty concerning the purpose of the College's general education program, the goals of general education, and the general education requirements have had great benefit by helping all faculty better understand the purpose of the College and its commitments to the community and its students. As a result of the efforts of so many faculty we are confident that the College will offer a strengthened general education program and a more effective total College program for the students of Miami-Dade Community College.

Jeffrey Lukenbill, Director
Robert McCabe, Chairperson
July, 1978

Introduction

The Access Revolution

With the enactment of the G.I. Bill following the Second World War, the "access revolution" in American higher education began. The technical developments of American industry through the Second World War were adapted to peacetime industry, and the requirement for increasing numbers of professional and technically trained personnel was dramatic. Consequently, there was a good match of appropriate job opportunities with increased access to higher education. Since that time one of the federal government's primary approaches to implementing goals of equal opportunity has been through increased access to higher education. The assumption has been that increased education will provide people the tools needed to gain an equal share of the opportunities presented in American society. The federal program has been carried out by increasing student financial aid and by regulatory activity. The College Work Study Programs initiated in the 60's and the recently implemented Basic Educational Opportunity Grant Program are good examples of growing student aid. Most recently, the requirement of equal treatment for women with regard to athletic teams and requirements of equal educational service for the physically limited are examples of regulation for equal opportunity.

Through the period of the higher education access revolution, state government became the primary support for the operation of American colleges. Few federal funds were available for operating costs, and the tremendous growth in college enrollments was substantially accommodated in public institutions. The bulk of the operating support for public higher education is still from state funds. In more recent years, at a time when student diversity and the concomitant increase in the complexity of the instructional program clearly indicate increased costs, state governments have been reducing support for colleges. Actions of the federal government and state governments are in direct conflict, and the institutions of higher education, especially open door community colleges, are caught in a serious dilemma.

Miami-Dade Community College, which opened in temporary quarters with 1,338 credit students in 1960, exemplifies the growth that was without precedent in the history of higher education. In the following years, its first permanent campus was established, to be followed by three other campuses and numerous outreach centers that made higher education available to citizens in every part of Dade County. Ten years after its opening, Miami-

Dade's term enrollment had risen to 28,233. In the Fall Term of 1977, the credit enrollment was 42,005 and total enrollment was 55,189.

This rapid growth naturally had great impact on the operation of colleges. Many were preoccupied with the opening of campuses, with building construction, and with the organization of new degree programs and departments; as a result, special programs for the changing student body were often established in a piecemeal fashion. Although the growth in enrollment has slowed, community colleges are still adjusting to increasingly diverse students requiring matching diversity in programs.

In the 1960's and early 70's there were other social conditions that affected these colleges which already had problems trying to keep up with the sudden growth. The students of that period were different: they questioned traditional values and challenged society, including the educational system. They wanted to be involved in the important social issues, demanded to be heard in various public forums, and sought and obtained more independence and autonomy. For many students these concerns took precedence over their formal education. With regard to the colleges' curricula and requirements, the students in many institutions gained a greater voice in decision-making, and requirements, such as those in general education, were in some cases eased or dropped altogether. Admissions policies were also changed so as to admit so-called "new students" and the "open door" became more open.

Among the consequences of these changes were the increased diversity of the student bodies and the enrollment of more students who had prior academic problems or who had serious deficiencies in basic skills. The college faculty felt the impact of these developments. A majority of instructors, trained in traditional university programs, had been impressed with the traditional educational attitudes and values. Faculty on the whole had been trained in specific disciplines, often without consideration of career applications; many held as a primary principle that learning had value in itself without reference to specific application. An aura of elitism still pervaded the college campuses. Thus, the new students' challenge of traditional authority was, at best, disturbing. With the arrival of students with weak backgrounds from their prior education and lacking the once standard entrance requirements, the instructional task became far more difficult. Faculty felt increased frustration, even though there were in some institutions very positive efforts at faculty development to provide them with skills and techniques to deal with the changing conditions.

As higher education moves to the 1980's, a new set of social conditions and problems faces the colleges. Enrollments are stabilizing and the "student revolution" of the 60's and early 70's appears to have ended. Students, now having considerably more independence and opportunities for personal

initiative, seem to be more concerned with other issues and values. They show much greater concern for career preparation and financial security. More and more minorities and other non-traditional students are returning to a view of higher education as a means for obtaining or improving jobs to achieve financial security.

A Conflict of Goals

In this milieu of increased access to higher education, the colleges in the late 70's and the 80's will face a very basic conflict in society. It has become increasingly clear that there is developing a conflict between the goals of equal opportunity for all—helping all to gain a fair share of the good things in American life—and the growing feeling on the part of many Americans that the taxpayers can no longer afford all of the social programs designed to implement these goals. Bolstering this feeling is the judgment of many that these social services have been ineffective, and that too much of the burden to support them falls on the middle income Americans. Further, there is the belief held by many middle income Americans that there are numbers of people taking advantage of social programs without a sincere interest in receiving benefit. They are concerned, for example, that welfare goes to people who are content to stay on welfare, as opposed to those who want to work their way out of that condition. It is this fundamental concern that is expressed when legislators question college open admissions policies or are concerned that some students might be taking advantage of federal aid programs. Thus, the colleges find themselves confronting both economic and instructional pressures which reflect this basic societal conflict. The economic pressures have an effect on the colleges' instructional programs, just as the instructional pressures have budgetary implications.

Economic Pressures

Economically, higher educational institutions face a potential crisis. All colleges are concerned about the sudden increases in the cost of labor, energy, supplies, and insurance. Many private colleges have closed or merged in last attempts to survive. For public institutions, however, one problem more fundamental than the rising costs that affect all segments of society is the conflicting policies of the federal and the state governments. These conflicting policies pose perhaps the greatest threat to effective operation of public higher education, especially the community colleges which have an open admissions policy. The problem at the current juncture is that the federal government continues its stimulating activities, both through increased direct student financial aid and through regulation, while

the state governments are becoming increasingly reluctant to fund the colleges' operations.

On one side, the federal government not only continues, but even increases its efforts to provide more opportunities for minorities and for the financially limited to receive a college education. The emphasis of the federal policies is on the access to college by providing more and more students, not just minorities, with both financial aid and incentives for entering college, and by enforcing regulations such as those dealing with the Equal Access/Equal Opportunity Program. The Basic Educational Opportunity Grant (BEOG) Program is one of the recent attempts to provide opportunities and encouragement for individuals who previously might have been financially unable or unmotivated to go to college. The increase in the amount of federal money provided is startling. The following data clearly indicate this increase for Miami-Dade students, where individual grants are low because of relatively low tuition and auxilliary fees:

Year	*Number of Students Receiving Grants*	*Total Dollar Amount*
1973-74	289	$ 92,078
1976-77	9,467	$6,329,472
1977-78 (est.)	12,000	$8,757,770

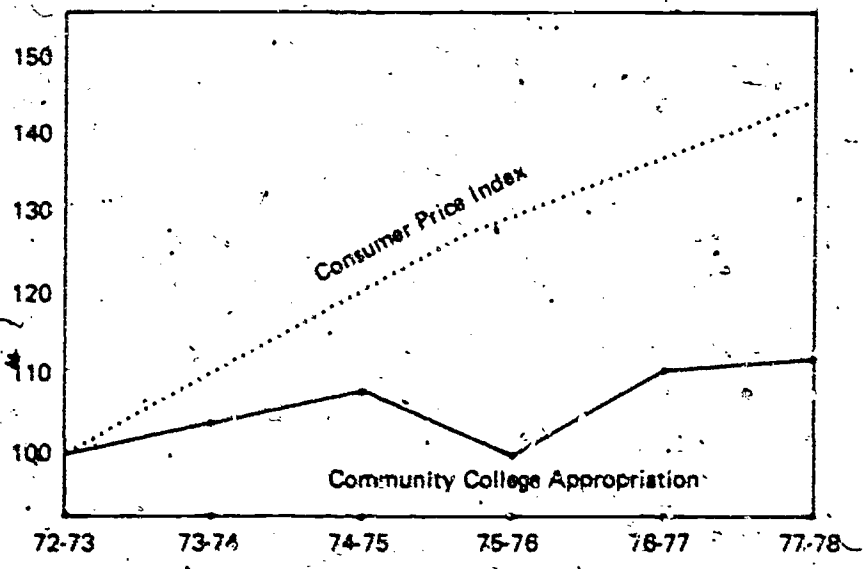
In the five years of the program's existence, the number of students receiving grants and the growth in the money allocated is extraordinary. Under the present formulas, it is estimated that Miami-Dade students could receive as much as $10 million in 1978-79, and as much as $14 million if current recommendations of the Carter administration extending support to more middle income families are approved by the Congress.

While the federal government is providing millions of dollars to assist students in going to a college, appropriations by state governments are making it more difficult to provide services to students. State legislatures are very aware of the public's concern about rising state and local taxes, as clearly demonstrated by the Jarvis-Gann initiative in California. The states are having increased difficulty in providing for the existing social services within a balanced budget. Moreover, the educational systems now must compete with other social agencies for the limited money available. Miami-Dade has felt the impact of restricted funding for several years. In a high inflationary period, Miami-Dade has received the following state appropriations per full-time equivalent student (FTE):

Year	Dollars per FTE
1972-73	$ 937
1973-74	$ 979
1974-75	$1,017
1975-76	$ 967
1976-77	$1,037
1977-78	$1,051

Although there has been a dollar per FTE increase in every year except one, there has been a loss of one-third in purchasing power because of inflation. The chart comparing the state appropriations to the consumer price index shows this discrepancy using the base year as 1972-73 = 100.

State of Florida Appropriations per FTE to Community Colleges as Compared to Cost of Living Index 1972-73—1977-78



It is obvious that higher educational institutions, like Miami-Dade, are caught between two opposing forces. On the one side, the federal government by its financial aid and equal access/equal opportunity policies is encouraging more students to attend college. On the other side, the state

governments are allocating proportionately fewer funds for operating the colleges' instructional programs. A recent recommendation to the Florida Board of Regents, that universities emphasize the quality of education provided rather than the quantity of students educated, illustrates the conflict of federal and state priorities.

Instructional Pressures

The economic factor has direct implications for instructional programs, especially in community colleges. Because of the open admissions policy and the federal financial aid available to students, community colleges, which offer occupational as well as academic transfer programs, are enrolling student bodies that are increasingly diverse. To illustrate, Miami-Dade's enrollment has changed considerably from the early 1960's; currently over one-half of the students are minorities, over one-half are women, over one-half are part-time students, and the mean age of the students is over 26 years old. This great diversity means that in the instructional areas there is greater need for individualization of instruction, for developmental programs, for student services, especially academic advisement and career and personal counseling, and for faculty development programs. An even more important consideration is the College's obligation to provide appropriate programs for the students who have had prior academic problems or who still have basic deficiencies. The College has developed a number of innovative programs to meet the needs of these students, and has invested considerable resources in developmental skills labs for students who need to remove deficiencies.

All of these programs are more expensive than would be required for a "traditional" student body. Furthermore, many state funding formulas, like the ones in Florida, base appropriations on full-time equivalent students. Advisement, counseling, and other student services are funded indirectly, and any additional costs for these services increase the share of the cost for student support services for each FTE produced. Yet the colleges are receiving proportionately less income with which to provide these additional needed services. Although the higher educational institutions should quite properly be accountable for their operation and for the effectiveness of their programs, they are finding that they cannot continue to provide increased service with reduced resources.

The "Open Door"

The present state of affairs has motivated some to challenge the community college's open-admissions policy. There are those who have always believed that higher education should be reserved only for individuals who

demonstrate superior intelligence and excellent prior performance. But there are others who, while philosophically supporting the opportunity for all individuals to pursue a college education, believe that the present economic conditions, together with the extreme diversity of the students, make it impossible to support a full open admissions policy.

Miami-Dade Community College firmly endorses its open admissions policy. In an urban setting with a multi-ethnic population, Miami-Dade offers a large number of people what is perhaps the most significant, and for some the only opportunity to develop fully their potential. Many of Miami-Dade's students, born in foreign countries or raised by parents from other countries, have language problems and find difficulty in adjusting to the American social and educational systems. Many grew up in an environment that not only was not conducive, but was even prohibitive to intellectual development. Some individuals have come to value education only after failing badly in their elementary and secondary schooling. Others have learned from adult experiences that further education is essential in order for them to be competitive in seeking job opportunities. Still others have gained the personal self-confidence and initiative to pursue further education only after their ideas and values have matured. While many higher education institutions in the past, and in some areas still currently, have deprived these individuals the opportunity for a college education, Miami-Dade continues to provide all such individuals an invaluable service, which is a substantial contribution to the community.

Even with the constraints imposed by economic conditions, therefore, Miami-Dade supports its open admissions policy as one of its most fundamental values. It is making every effort to preserve this philosophical and educational ideal, while operating realistically within the current economic limitations. The College will do all in its power to preserve the opportunity of all individuals in its metropolitan area to develop intellectually, to acquire career skills, and to find the satisfaction in life that learning can bring.

Program Revisions

In light of these economic and instructional pressures, Miami-Dade has reviewed and revised its programs and requirements in three areas: (1) basic skills requirements; (2) the general education program; and (3) standards of academic progress. The fundamental purpose of all these changes is to provide better programs to help all students succeed by giving them special assistance early in their programs when they are having academic difficulties; by designing new courses that have an abundance of supporting materials, and by giving them sound advice concerning their career and educational goals.

In the area of basic skills, extensive services are being provided. These services include diagnostic testing, increased advisement, and individualized programs. Moreover, the basic skills requirements are more stringent so that the students understand clearly the importance of improving their deficiencies, and so that the College fulfills its commitment to both the public and the students to graduate individuals who have the skills necessary to function effectively in society.

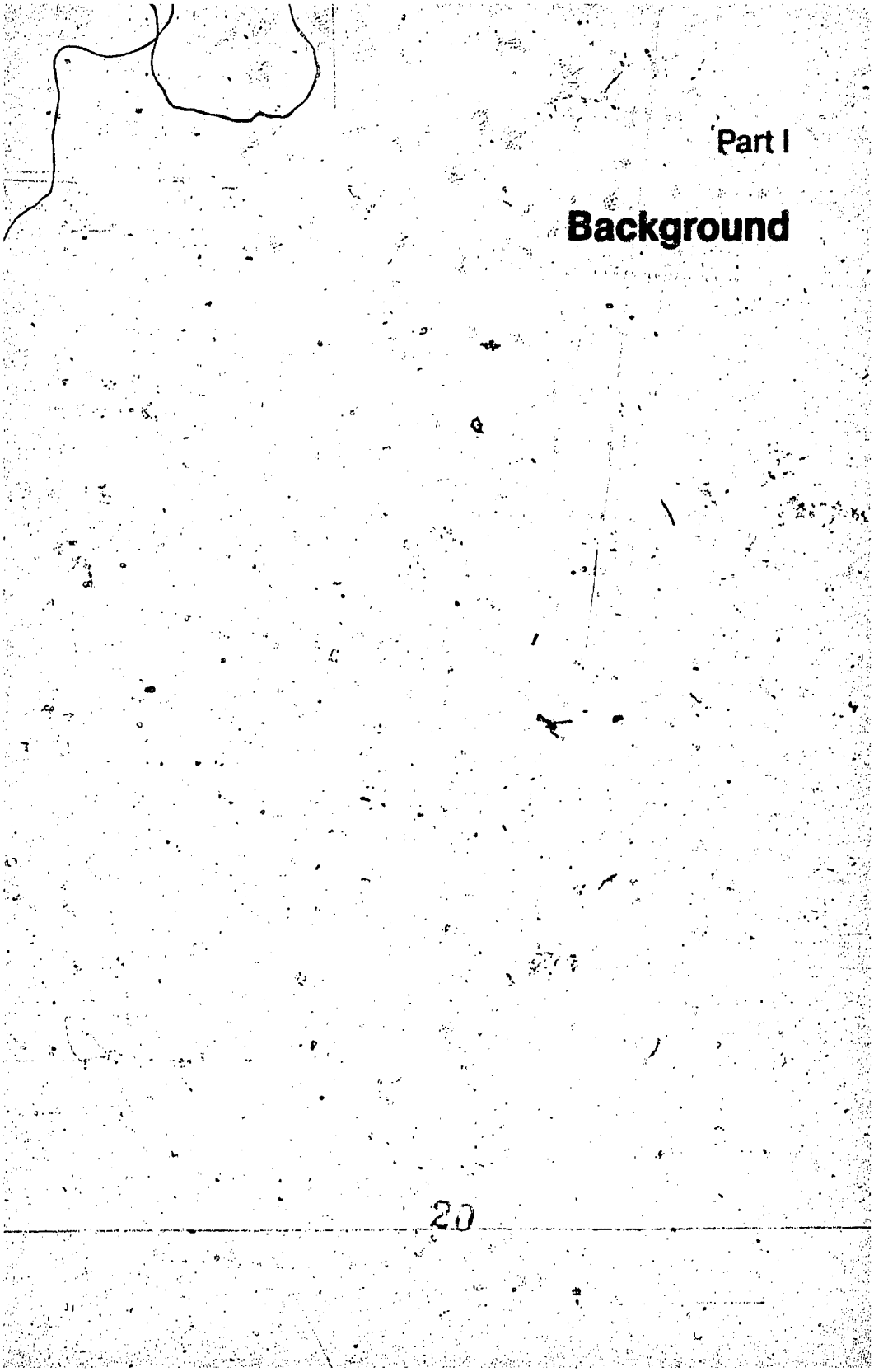
With regard to the general education program, goals have been identified to establish clearly the kinds of skills and knowledge students should be able to demonstrate at the completion of the program. Effort will be made to assist students in integrating their learning and in applying this knowledge in their personal and career experiences. More structure is provided in order to give students, including both those who plan to transfer to four-year colleges and universities and those who intend to enter occupational fields directly, the necessary background to be successful in their lives, regardless of the careers and activities in which they later engage.

Finally, new academic standards of progress have been developed in order to identify students having academic problems early in their academic careers, and to direct them to the appropriate assistance. The basic rationale for the standards is for the College to do whatever it can to help students be successful; such help often may be in the form of reduced class loads with prescribed developmental or career counseling experiences. In some cases the most beneficial action might be for students to "stop out" of school for a term with the hope that they will reexamine their career and educational objectives, gain other non-scholastic experiences, and develop the maturity that is essential for serious, persevering study. For the students' part, they must understand their commitment to their educational development and make use of the resources provided. Students who cannot or will not use the resources that are necessary for their academic success will be counseled to consider their other options, since the College must attempt to ensure that its limited resources are used productively.

The new programs and requirements in the areas of basic skills, general education, and academic standards represent a redirection and new focus for Miami-Dade. This redirection is necessary because of the needs of students and faculty that result from the social and economic pressures with which the College must deal. Miami-Dade strongly supports the open admissions policy and is proud of its successes with students who otherwise might not have had the opportunity to obtain a college education. At the same time, the College recognizes that its resources are limited and that the public expects the College's graduates to be individuals who have made good use of the resources provided, who have worked hard to meet the challenges the instructors have given them, and who have the knowledge

and skills necessary to be successful in more advanced college work and in the occupations and careers they enter.

Therefore, with these new programs and requirements, Miami-Dade has renewed its commitment to provide programs and resources for all students who are willing to do the work necessary to be successful. Nonetheless, it becomes more evident that the potentially conflicting goals of national and state educational policies need to be integrated to form a clear plan for educational development that can be supported philosophically and economically. Perhaps the most fundamental issue that must be resolved is whether the American people wish to continue to follow the dream of an egalitarian society implemented by an increased share of the nation's wealth going to social programs.



Part I

Background

The Mission of the Community College

Although the roots of the community college can be traced to the beginning of the 20th Century, its substantial growth and maturing occurred after World War II. Because its growth is more recent than that of both public and private university education, community college education often appears to be more vigorous and more adaptable to the social conditions it encounters. It can adapt rather readily to new situations and often it shows new growth, even in unexpected directions. It is very sensitive to the changes in values and attitudes of the public, often reacting quickly and dramatically. But like all growing organisms, its final mature state is not certain. Although it is possible to predict certain primary characteristics of future community college education based on its past development, there probably will be other changes that are not apparent from the present perspective. Thus, as the community college responds to a rapidly changing society, it is understandable and should not cause alarm that the mission of the community college, and thereby its goals and objectives, is continually evolving.

A number of educators have expressed the need to determine the mission of the community college more clearly in order to provide programs that will enable the community college to fulfill its purpose. This is a reasonable objective, but it would be a mistake to attempt to develop a very specific statement of the mission of the community college that did not allow for evolution and growth. Even in maturity, an individual or an institution can rethink its purpose and destiny and make changes accordingly. Certainly, the public schools and universities have undergone substantial changes and redefinitions in the course of their histories. On the other hand, their primary missions have now become rather firmly established, and changes in their missions would likely be difficult and traumatic.

As Miami-Dade Community College attempts to provide a general education program that is responsive to the basic goals of the community college, it is important to identify elements of the college's present mission, even though these may well be debated, and to recognize trends and reactions that may influence the nature of this mission in the future. It should be noted that a mission is understandable only in specific terms and, consequently, in reference only to a specific institution. The particular mission of Miami-Dade Community College is specified in its institutional goals. Nevertheless, there are characteristics which are most likely common to the majority of community colleges.

The most obvious and perhaps most important aspect of the mission of the community college is **its responsiveness to the educational needs of the community.** Unlike many four-year colleges and universities, the community college is not set apart from the community to serve those students, from both within and outside the community, who choose to come to it. The concept of the educational institution being a haven from the daily worldly pursuits wherein the search for knowledge can take place unimpeded is not a strong part of the community college tradition. Rather, in the view of some, the community college should assume a leadership role and be actively involved in educating the community so as to make it a better environment in which individuals can live and grow. Even though many community colleges have campuses which are self-contained and which resemble the university campuses, these community colleges have often found the campus boundaries restrictive to this mission of serving the total community.

In some cases, including that of Miami-Dade, multi-campus institutions have developed. In others, extensions have been established in storefronts, churches, and other school buildings. Miami-Dade, as an example, has instructional programs in more than three hundred sites throughout Dade County. Furthermore, on the campuses and at the various outreach centers, a wide range of programs and courses are offered. Programs, offered both for credit and non-credit, include college transfer, technical and vocational, special interest, and personal growth and development courses. This diversity is indicative that the community college is responsive to the community's needs by providing both locations which are accessible and curricula which meet student needs and interests.

A second, most important aspect of the community college's mission, found in the "open admissions" policy, is to **provide educational opportunities for all members of the community.** Inherent in this policy is a commitment to provide a wide range of courses, varied approaches to instruction, low tuition, and financial aid. One goal of this policy is to assist in the democratization of the community by providing all its citizens with access to higher education. It is also a response to a broad educational goal, the development of the potential of every citizen. It is important, however, that this openness to all students, regardless of their ability, prior preparation, or achievement, is not abused. The mission of the community college is to provide for successful learning by the community members, and not simply to guarantee access to the college. Moreover, the community college should avoid another related misunderstanding of its role. While the certification of the learner's achievement by awarding a degree or certificate is part of the educational institution's responsibility, the certificate is not the

primary goal. Rather, the college has committed itself to provide the setting and assistance necessary for students to achieve their educational goals and to learn what is necessary for them to function successfully during their lives. The measure of the college's success can be found in the lives of its students, as well as in the degrees and certificates awarded.

The General Education Study

The General Education Study Committee was formed in March, 1975 upon the recommendation of the College Committee on Academic Affairs and was approved by the Executive Committee and the President. The committee was composed of representatives from each campus as well as from every major academic division, student services and the faculty senates. The purpose of the study was to review the College's general education program and to make recommendations for improvement.

During the years prior to the study, faculty expressed the need for a review of the general education program. One example was the report of the South Campus Task Force for General Education which was issued in 1971. The Task Force report contained the following summary:

> A general, but not universal, dissatisfaction with general education exists on this campus among both faculty and student body. Most South Campus objections concern required aspects of present courses, the relevance of such courses to current social and personal problems, overly-large class size, inadequate auditoria, instructional techniques, and the need for more humanism in general education and in education in general. A similar situation exists nationally in institutions of higher education. No discernible common solution seems evident nationally for problems in general education, nor did any simple solution develop for problems on this campus.

More recently the 1974 Institutional Self-study contained the following recommendations concerning general education:

> An in-depth study is needed concerning the goals, objectives, and content of each general education course together with the reactions of both enrolled students and graduated students as well as the faculty and administrators to the courses, with a view to revising and restructuring the content of the program as well as the methods and modes of instruction where the results of the study deem it necessary.
>
> . . . Every effort should be made to make the rationale for general education courses clear and meaningful to faculty and students alike.
>
> . . . It appears that there is little or no effort to synthesize and integrate within and across courses and disciplines in the general education program. The general education courses are too often taught as a simplified introduction to a discipline rather than as courses which are part of a program providing a liberal arts foundation. (Vol. 3, pp. 148-149)

The General Education Study Committee attempted to follow these recommendations in the Self-study. During the three years of the study the

committee met regularly to discuss the nature of general education and to resolve issues that faculty raised. In the first year of the study the committee brought a series of speakers to meet with faculty and to discuss aspects of general education. The committee invited all faculty to present their ideas about general education at "town meetings" held on each campus. General education goals were identified and distributed to faculty for review. The culmination of these discussions and meetings was the General Education Draft Document which was distributed to all faculty in May, 1976. During 1976-1977, the second year of the study, each campus established its own general education committee to prepare campus recommendations for implementing the General Education Goals. During these campus studies a great many faculty worked on subcommittees, conducted surveys, and developed specific recommendations for the collegewide committee. Again, participation of all faculty was encouraged and many faculty submitted individual recommendations and proposals. At the beginning of the third year of study, the collegewide General Education Committee met in extended sessions to prepare a draft of a general education proposal. This draft proposal was distributed to all faculty, meetings were held on each campus to explain the proposal, and faculty were encouraged to submit their written reactions and suggestions.

Approximately seventy-five written responses, representing individual faculty, departments, divisions, and in some instances, an entire campus, were received. From these reactions approximately 125 specific recommendations were considered individually and voted upon by the General Education Committee. These recommendations led the committee to make significant revisions in its proposal. The final result of these numerous meetings and the faculty's reactions to the draft document and to the draft proposal was the General Education Proposal, which made recommendations concerning basic skills; general education requirements for the Associate in Arts, Associate in Science, and Associate in General Studies Degrees; the development of course objectives and resource materials; and related support services, including academic advisement, testing and research.

This proposal was submitted to the College Committee for Academic Affairs in May, 1978. During four all-day meetings the C.C.A.A. approved the recommendations in the proposal with several relatively minor changes and additions. The President's Council in June, 1978 recommended a few other modifications, but forwarded the proposal without substantial change to the President for final approval. During these same meetings, the College Committee on Academic Affairs and the President's Council recommended alterations in the proposed new Standards of Academic Progress. These, too, were sent to the President for approval.

The President gave final approval to the General Education Proposal and to the new Standards of Academic Progress in June, 1978. The President presented to the Miami-Dade Community College District Board of Trustees the basic skills requirements, the general education program and the academic standards. The Board indicated its support for the new programs.

Summary of the Process Used in the General Education Study

Preparation

1974 Institutional Self-study

The following conclusions were part of the Self-study report:

> An in-depth study is needed concerning the goals, objectives and content of each general education course together with the reactions of both enrolled students and graduated students as well as the faculty and administrators to the courses, with a view to revising and restructuring the content of the program as well as the methods and modes of instruction where the results of the study deem it necessary.
>
> . . . Every effort should be made to make the rationale for general education courses clear and meaningful to faculty and students alike.
>
> . . . It appears that there is little or no effort to synthesize and integrate within and across courses and disciplines in the general education program. The general education courses are too often taught as a simplified introduction to a discipline rather than as courses which are part of a program providing a liberal arts foundation. (Vol. 3, pp. 148-149)

Mar. 14, 1974 C.C.A.A. Minutes

The following motion appeared in the minutes of the College Committee on Academic Affairs (C.C.A.A.):

> General Education Study Recommendation: To create a committee to study general education programs. Approved Unanimously.

Dec. 4, 1974 Report to C.C.A.A.

The committee recommended that the Campus Vice Presidents send nominations to represent the following areas in the formation of a General Education Study Committee:

Student Services
Community Services
Interdisciplinary Programs
Occupational Education
Physical Education
Faculty Senate
Administration
Humanities
Natural Sciences
Allied Health
Social Sciences

Mar. 27, 1975 Committee Members Appointed

Student Services	Barbara Krantz
Administration	Dr. Roch Mirabeau
Community Services	Dr. Wilbur McElwain
Humanities	Patrick DeLong
Interdisciplinary Programs	Dr. Bennie Wiley
Natural Sciences	Winston Richter
Occupational Education	Raul De La Cruz (Replaced Jorge Pupo)
	William Succop (Added in 1977 to represent this area).
Allied Health	Dr. Ijourie Fisher
Physical Education	Barbara Kercheval
Social Sciences	Charles Cox
Faculty Senate	Dr. James Kilbride (Replaced Michael Nicklanovich)

May 30, 1975 Director Appointed

Dr. Jeffrey Lukenbill was appointed Director of the General Education Study.

1975-76: Phase 1

1. Committee Meetings

Meetings were held to identify and discuss major issues in general education and alternative ways of resolving the issues and problems.

2. Research

Committee members read and discussed numerous articles dealing with general education and reviewed programs at other colleges and universities.

3. Speakers

A series of speakers spoke to faculty on each campus about major general education issues and provided faculty with the opportunity to discuss these issues. The speakers also met with the general education committee. The speakers and their topics were:

Dr. Ashley Montagu—Goals of Education
Dr. James O'Toole—Education and Work
Dr. Patricia Cross—The New Student and Education in the 80's
Dr. Benjamin DeMott—Educational Policy and "Quality"
Dr. Eleanor Smith—Minorities and General Education
Dr. John McCamy—Health Maintenance
Dr. Max Kaplan—Education and Leisure

4. Town Meetings

Meetings were held on the four campuses in November and December at which faculty and students were invited to express their concerns, raise issues, and make suggestions. A number of faculty who attended these meetings submitted written reactions.

5. Students

The purpose of the general education study was explained to the student government associations on each campus. Students were invited to participate in discussions about general education.

6. General Education Goals

The committee identified General Education Goals, based on the study of the committee members and the recommendations and suggestions of faculty. These goals were reviewed and revised several times.

7. Draft Document

a. The committee prepared, revised, and distributed the *General Education Draft Document* to all faculty in May, 1976. The *Draft Document* defined general education, presented a rationale for general education, stated goals of general education, and summarized major issues in the development of a general education program. Reactions were requested.
b. Faculty submitted survey forms in response to the *Draft Document* during June and July.

8. C.C.A.A.

Progress reports were given regularly to C.C.A.A. and to the campus administrative councils.

1976-77: Phase 2

1. General Education Goals

The committee reviewed the faculty reactions to the *Draft Document* and revised the goals.

2. Summary of the Draft Document

A summary was prepared and distributed to faculty, together with the revised General Education Goals and with a summary of the faculty responses to the *Draft Document*.

3. Campus General Education Committees

Each campus established a campus general education committee to prepare campus recommendations for implementing the General Education Goals. Each campus proposal was submitted to the general education committee as input for the development of a collegewide proposal.

a. Medical Center Campus—a steering committee was formed; this committee developed a proposal after receiving input and suggestions from faculty.
b. New World Center Campus—a steering committee developed a proposal for implementing the goals after discussions with faculty.
c. North Campus—a Committee on Detail (5 members) was formed to direct the campus study; a larger committee (about 40 members) carried out the major work of the study; this larger committee, divided into three groups to address the views of the faculty, the students, and the community, conducted surveys and interviews and made recommendations.
d. South Campus—nine subcommittees were formed and every faculty member was assigned to one of the groups; each subcommittee made recommendations to a steering committee composed of the chairpersons of the subcommittees; the steering committee prepared the campus proposal.

4. Coordination

a. Meetings of members of all campus committees were held so that ideas, faculty reactions, and proposals could be shared.
b. Committee members met with many departments and divisions on the campuses which had expressed particular concerns about the general education study.

5. Students

Students were surveyed and interviewed to determine areas they considered to be most important in a general education program.

1977-78: Phase 3

1. General Education Draft Proposal

The collegewide General Education Committee met in extended sessions, including a two-day off-campus meeting, to prepare a draft of the *General Education Proposal*. The draft proposal was distributed to all faculty.

2. Faculty Reactions

a. Meetings were held on each campus to explain the draft proposal and to hear concerns of faculty. Meetings with particular departments were scheduled at the request of the campus areas. Between October and December, over thirty meetings were held with faculty groups.
b. Faculty were encouraged to submit their written reactions and suggestions. Approximately seventy-five written responses were received, some representing individual faculty, some representing small groups of faculty, and others representing entire departments, areas, or a campus.

3. Students

The draft proposal was explained to student groups on each campus and reactions were invited; the campus student newspapers publicized the study.

4. Reactions from Other Individuals

a. The draft proposal was sent to a number of individuals outside the College for their suggestions. The draft proposal was also sent to the articulation officers at the state universities. Meetings were held with representatives of Florida International University and the Dade County Public Schools.
b. The draft proposal was discussed at some meetings of advisory committees for occupational programs.

5. Final General Education Proposal

a. All of the reactions from faculty and their suggestions were considered by the committee. About 125 specific recommendations were summarized from these faculty reactions and the committee considered and voted upon each of these individually.

b. The committee revised its recommendations on the basis of the faculty reactions and prepared its final proposal, together with rationale statements and other documentation, for the College Committee on Academic Affairs. Several major changes and a number of relatively minor adjustments were made.

6. College Committee on Academic Affairs

The C.C.A.A. met for four all-day sessions to discuss the proposal. A number of amendments to revise portions of the proposal were considered. After serious discussion, the C.C.A.A. members, representing every major area on each campus, approved the substance of the proposal by a substantial margin.

7. President's Council

The President's Council discussed the proposal and the changes recommended by the C.C.A.A. Although the President's Council recommended some further changes, in addition to some of those suggested by the C.C.A.A., the basic recommendations of the General Education Proposal were again approved by a substantial margin.

8. President's Approval

The President approved the General Education Proposal as finally amended by the President's Council. The President presented to Miami-Dade's District Board of Trustees the new basic skills requirements and the general education program. The Board held a special session to discuss the new programs.

Part II

General Education at Miami-Dade Community College

A Definition of General Education

The term "general education" represents an educational concept that has undergone considerable evolution in American higher education. Most definitions of general education have fallen into two categories: (1) those that include all education which is not directed towards the specialized skills and knowledge associated with vocational or career preparation; (2) those that specify a common content or curriculum that is prescribed for all students. Definitions in the former category are often so unspecific that they do not give a clear sense of the goals of the general education program, nor do they emphasize particular components or outcomes of the program. The definitions in the latter category quite possibly can omit important aspects of general education in their enumerations. Because the term "general education" represents a broad concept its specific meaning for a college should be stated in general education goals.

In this discussion, therefore, general education is defined in terms of its basic function, followed by the specific goals of the general education program. The goals are the basis for determining the curriculum and the course content in the general education program. **General education at Miami-Dade Community College is that aspect of the College's instructional program which has as its fundamental purpose the development and integration of every student's knowledge, skills, attitudes and experiences so that the student can engage effectively in a lifelong process of inquiry and decision making.** The general education program provides the opportunity for students to acquire the knowledge, skills and attitudes that are fundamental to every individual's effort to have a more satisfactory life and to function as a more effective citizen.

The general education program is general in that its outcomes are applicable to every student, regardless of the individual's particular career and personal objectives. This does not imply that the curriculum and learning experiences should be identical for all. As individuals differ in social and educational backgrounds, previous experiences, and personal goals, general education should differ for individuals. The goals of the general education program, however, do specify fundamental commonalities. These goals should be understood in the context of broad desirable outcomes; more specific objectives will determine to what degree each of the goals should be achieved in particular learning experiences or courses.

A Rationale for General Education

A rationale for general education should answer the basic question, "Why have it?" In an age when the expansion of knowledge increasingly demands specialization and the complexity of local and international economies increases the difficulty of finding satisfactory employment, there is an understandable pressure to deemphasize or to eliminate the traditional, broad general education.

To the question, "Why have it?", there often have been uncritical generalizations as responses. Supporters of general education have argued from untested assumptions. Some state simply that students need a "broad" education, that they need to be exposed to different areas of learning, or that an educated person is a "well-rounded" person. Others maintain that students need to be grounded in the basic knowledge of the disciplines in order to progress to more specialized areas. But these typical responses lack a specific statement of the values to be derived from a general education program.

Critics of general education have argued from equally unsupported assumptions. This is especially true of those who view education in terms of immediate economic factors and of those who reduce postsecondary education to career preparation. They respond that the purpose of education is not to deal with the "personal" lives of students, but to provide them with the knowledge necessary to succeed in career choices. For them, a broad general education is unnecessary, as students need to concentrate their energies in their major fields. Others maintain that the aim of education is for every graduate to have a marketable skill. Students come to college to be able to get a good job; consequently, any courses of interest to the student outside their major program areas should be elected after specific program requirements have been met.

These responses, both those supporting and those opposing general education, are superficial. At most, these responses merely indicate positions in support of implied values. A rationale for general education at Miami-Dade Community College should be based on the mission and goals of the College, the nature and needs of the community, the needs of its students, and the significant changes likely to take place in society in the near future. Fundamental to this rationale are value statements. It is important that these values be acknowledged as clearly as possible in order that educational priorities be preserved. Thus, the question, "Why have it?", is directly related to another question, "What is its worth?"

A general education should enable individuals to integrate their knowledge so that they may draw upon the many sources of learning in making decisions and taking action in daily practical situations. Although knowledge for its own sake might be defended in view of the overall advance of mankind, it seems evident that all individuals have a basic need to integrate cognitive knowledge, affective attitudes, and psychomotor skills, both to cope with the complexities found in modern society and to enhance the quality of their lives. An integrated general education program should enable the students not only to know the function and basic procedures of individual disciplines, but also to understand the relationships among disciplines and their interaction in the solution of social and environmental problems. In a society structured on the democratic process, one of the prime effects of this integrated knowledge should be that individuals become more intelligent and effective voters. They should be able to understand democratic principles and to appreciate democratic values, and thereby confidently cope with political and social issues.

A general education should provide students with a beginning or a further commitment to a lifetime of learning. General education should not be conceived as a contained or terminal program. A general education program should initiate or intensify a lifelong process of mature inquiry and discourse, so that learning becomes an integral part of the individual's personal growth throughout life. This lifelong learning is necessitated by several characteristics of modern society: the great increase in the quantity of knowledge and the increased sophistication in the storage and retrieval of information; the escalation of change in society, especially in the areas of personal lifestyles, social institutions and structures, and economic development; and the uncertainty of the future as related to career opportunities and the preparatory learning required. General education can stimulate students to develop a positive attitude toward further learning to meet their personal and career needs throughout life.

A general education should enable students to intensify the process of self-actualization. General education should provide an opportunity for students to realize the importance of directing their own lives and to understand the choices in their relationship with other individuals, man-made systems, and the various environments in which they live. In the stress and complexity of life in modern society, students should develop a positive approach to life with the understanding that they can and should direct their own lives. The growing population in urban areas and the increasing complexity of urban society are particularly significant because of the stress introduced into the existence of all who live in urban communities. This stress has increased the concerns for mental and physical health, the deterioration in overall job performance, and the widespread dissatisfaction with life in general, and consequently the need for various social services. Students

should understand the sources of this stress and learn how to find personal fulfillment in a way that is congruent with the forces that will always be present to some extent in their environments. Individuals can make a difference in altering the quality of their own lives and the lives of those in the community. If more individuals would understand and influence the environments in which they function, a long-range effect could be an economically advantageous reduction in the need for care for individuals suffering from stress-related illnesses and an increase in an individual's personal and job productivity.

A general education should enable students to find value in the activities and experiences of their lives, both those in which they engage because of obligations or commitments and those which are discretionary in nature. For most individuals those activities in which they participate because of obligations are found in the family and at work. There is abundant evidence that family life has become less permanent and unsatisfying for many as families engage in fewer common activities and family disruptions proliferate. Both younger and older students who have family relationships need to find value in family life and to enjoy those experiences which make it meaningful. Likewise, research shows that there is increasing job dissatisfaction, especially among the "underemployed," among those employed in repetitive and uninteresting work, as well as among those in the "highest" work levels. A general education program should be concerned not only with the ability of students to understand and accept work roles, but also to take steps to find satisfaction in their work. The quality of many jobs will improve only when both employers and employees recognize the need to make jobs as personally satisfying as possible.

Equally as important as the family and work experiences are those experiences which fill an individual's discretionary or leisure time, time when choices can be made concerning those activities in which to engage. Some futurists forecast that the amount of discretionary time available to individuals will increase significantly by the end of the century. As natural resources are steadily depleted and their availability becomes limited, there will almost certainly be a reduction in per capita consumption in the United States. The technological development in this country, the impact that a single worker can have, combined with the forecast reduction in consumption, will predictably result in the need for fewer lifetime hours of work for the average employee.

This could be a boon. For centuries philosophers have speculated concerning a society in which there was less work needed for survival and where individuals would have more time to pursue creative activities, to strive for advanced knowledge, and to participate in aesthetic experiences. It is fair to predict that future Americans will have the time; the question will be whether or not they will be prepared to use this time in a way that will bring

satisfaction. There are signs that many Americans are not prepared to use their discretionary time in a satisfying way. For example, many elderly find the experience of retirement to be traumatic; a job had controlled their lives for many years by introducing structure and scheduling that allowed limited time for other activities. Also, many believe that an individual who isn't working is of no value; work is the only worthy activity. Thus, general education should provide a basis for individuals to appreciate and to find satisfying and valuable uses of their discretionary time.

Specific areas for which discretionary time can be used with great advantage to the individual are creative activities and aesthetic experiences. Humans, like all creatures, require certain skills and competencies for survival, but they are unique in their ability to reason and to deal with abstract ideas. Although in many places in the world today people have extreme difficulty in satisfying their survival needs for food, clothing, and shelter, most Americans, who are able to satisfy these basic survival needs more easily, have greater concern for desires that are higher in the hierarchy of needs. And in an affluent society, many seek more from life than an accumulation of material luxuries. Thus, individuals can reduce their dependence on material goods as they find greater meaning and personal satisfaction in their creative endeavors and in their aesthetic experiences. General education should provide students with the opportunity to engage in these activities and with guidance and assistance to derive greater satisfaction from them.

Finally, general education should increase students' understanding of the breadth and depth of ideas, the growth of society and institutions, and the development and application of the scientific process in communities throughout the world. It has not been uncommon in recent years for educators to attack the role of the traditional disciplines in education, and especially in general education. Certainly, there have been abuses when the educational process has been dictated by administrative organization rather than by a coherent educational philosophy. Nevertheless, the scholastic disciplines, as well as the more recent discipline areas in technical and occupational fields, have played an invaluable part in the refinement and sophistication of modern man's investigative and reasoning processes. The disciplines themselves should not be condemned, but rather the manner in which they have often been used. Mankind has progressed by expanding ideas, and individuals must be aware of this progress if they wish to realize their own intellectual potential. Likewise, students need a historical perspective to be able to evaluate the significance of events and to make judgments concerning current events as they develop. In an age which is so widely influenced by science and technology, individuals must also understand the scientific process if science is to remain a means for progress and not the master of their lives.

A specific area of the student's understanding is man's relation with the natural environment and natural resources. American citizens are fortunate in having more material goods than the citizens of any other previous or current society. But, over the years, with the growing material wealth of this country, the point has been reached where the imbalance between the country's development and that of other areas of the world has resulted in Americans undervaluing and becoming unacceptably high consumers of natural resources. Furthermore, because the developments of the last twenty years in communications have been particularly swift and dramatic, more people throughout the world are aware of the differences between the lifestyles of Americans and their own. They are now reaching for their "fair share" of the finite resources of the world. At the same time, the world is experiencing a population explosion generated by mankind's increasing capacity to control the environment and various natural enemies. The economic difficulties being experienced in the United States and other industrial nations are, to a degree, probably the result of the beginning of a correction in the value assigned to natural resources. General education should provide students with an understanding of the natural environment and its resources, and should motivate each individual to develop values that are in harmony with the supply and the equitable distribution of these resources.

The Goals of General Education

The General Education Goals are necessarily broad and some will be a lifelong concern for many individuals. Nevertheless, they provide guidelines for the general education program, especially for the required core courses. Specific objectives and competencies will be determined for the general education courses in order to define clearly how and to what extent students are to meet the various General Education Goals in each course. Although most of these goals will be addressed in the general education core, they are also addressed by student services areas, in basic skills programs, and by courses in the distribution and elective areas.

I. Fundamental Skills*

1. The students will be able to speak, listen, write, and read competently and in an organized and critical manner.
2. The students will be able to communicate effectively with individuals in the different aspects of their lives.
3. The students will be able to carry out computations necessary to producers and consumers in society.
4. The students will be able to use systematic, critical, and creative processes, drawing from knowledge of appropriate disciplines, to identify problems, analyze alternate solutions, and make decisions.

II. The Individual

5. The students, based on their knowledge of themselves, will develop capability for self-direction.
6. The students will know the major aspects of the biological, psychological, and social natures of man.
7. The students will be able to do what is necessary to develop and maintain their physical and mental health.
8. The students will develop the capability for making worthwhile use of their leisure or discretionary time.
9. The students will assess the impact of prejudices on their attitudes and behaviors.

*Goals 1 and 2 are the responsibility of all instructors and should be addressed in an appropriate manner in all courses. Goals 3 and 4 should be addressed in all courses where these goals are appropriate.

10. The students will develop appreciation for and find value in participating in aesthetic and creative activities; they will have knowledge of the major areas of human self-expression, especially as related to the reflection of the human spirit in aesthetic forms and humanistic ideas.

III. The Individual's Goals for the Future*

11. The students will analyze and assess their personal values and their life goals in order to integrate these with their decision-making.
12. The students will investigate career choices that are compatible with their abilities, interests, and opportunities.
13. The students will set educational objectives in view of their tentative or definite career choices and non-career pursuits.
14. The students will be aware of their responsibility for continued learning throughout their lives.

IV. The Individual's Relationships with Other Persons and Groups

15. The students will know the characteristics of effective interpersonal relationships and will assess their interpersonal skills.
16. The students will apply principles of interpersonal skills in order to make their own human relationships, especially in the family or another primary group, more mutually satisfying.
17. The students will analyze how groups function, within and apart from organizational structures, and will assess their own skills in working with groups.
18. The students will know characteristics of the cultures of other ethnic and racial groups, and will assess their own ability to establish positive relationships with individuals who have different ethnic and racial identities.

V. Society and the Individual

19. The students will know and appreciate major accomplishments of various cultures and will evaluate their impact on contemporary society.

*Although these goals will be addressed both in general education and career courses, faculty with advisement, counseling, and career-planning responsibilities have specific responsibility for assisting students in achieving these goals.

20. The students will know significant philosophies and life styles which societies and individuals have adopted and will assess their relevance to themselves and to society.
21. The students will know major ideas and events which have shaped United States society as compared and contrasted with other societies.
22. The students will know the organization and functioning of the United States society and will apply their knowledge of social principles as enlightened individuals.

VI. Natural Phenomena and the Individual

23. The students will know the basic components, structures, and functioning of natural phenomena.
24. The students will have knowledge of the philosophy of science and of principles that are basic to scientific inquiry and research.
25. The students will analyze human interaction with the natural environment, will assess the quality of their local environment, and will assume responsibility for their personal impact on the environment.
26. The students will be sensitive to the effects of technology upon the individual, society, and the natural environment.

Logic of the General Education Program

There is an underlying logic to the general education program that is as important as the collective features. There were many issues and propositions examined in the process of the general education study and these are reflected in the components; however, the following major concerns are fundamental to the program and the implementation logic:

1. The student body is becoming increasingly diverse in all characteristics; thus, the principal teaching/learning concern for the next decade must be individualization.
2. Increasingly, faculty feel that the expanded diversity of their students, particularly the growing number with poor reading and writing skills, places them in a position where both they and the students have a limited chance of success. Even those faculty with full commitment to the mission of the community college are expressing concern, and those with different orientations are becoming more vocal. Although one may wish this was not the case, it does represent an important reality that must be addressed.
3. There is ever-growing dissatisfaction throughout the country with the lack of ability in basic skills, particularly reading and writing, at all levels of education. It adds to the public skepticism about the programs of our educational institutions. There has been an overwhelming expression of concern over basic skills on all campuses. The data available on students indicate that they are aware of their own weaknesses in these areas and want help.
4. Students are asking that they be provided more direction.
5. There is little evidence to suggest that the income of institutions can be expected to grow at a rate that would permit more expensive practices to be used throughout the program. A principal task for the future is that of providing for increased student diversity while maintaining present, or, perhaps even lower, per-student costs.

The program provides that students will be assessed on admission. If they have serious basic skills deficiencies, they will be advised to enroll and continue to enroll for services to alleviate these deficiencies until minimal competencies are achieved. It is expected that most of these services will be provided in an open-end laboratory setting; however, traditional course arrangements might be utilized as well. The organizational arrangement for delivering these services is the province of the campuses.

The program also includes a core of five interrelated courses which are required for all degree-seeking students. These courses, designed for the College's very heterogeneous student body, directly address the General Education Goals. Thus, the College can expect that all students will be involved with the core courses, plus any necessary developmental activity, at the outset of their program at Miami-Dade.

The core courses will be general education courses aimed directly at contributing to the quality and value of the lives of the students. They are not intended as the first step in a discipline, nor the beginning of a major. These courses will ordinarily be taken early in the student's college career. Many students do not complete our programs. If they should leave having taken the core courses, a significant contribution will have been made to the lives of those students.

The enrollments in these courses will be very large; therefore, it will be practical to take care in developing necessary resources to support the faculty in the learning program for the very diverse entering student body. These resources should be superior to anything currently available, and should foster direct relationships among the core courses and the basic skills program. It should also provide for challenging and meaningful learning experiences for the excellent student. The specialized vocabulary necessary for success in each of the core courses can be supported by assignments in the reading laboratories or other learning centers. This will give direct assistance to students in the core courses and provide motivation for the students to avail themselves of the lab services. The support resources will include materials and activities appropriate for students having difficulty and for those who can proceed more rapidly. Care will be taken that the print materials developed have appropriate reading levels, and there will be a computerized instructional management system (RSVP) available for each course. By the time students have completed the core courses, with work at the learning support centers, they should have developed sufficient academic skills to permit them to be successful in the more traditionally organized discipline courses that follow. Both the faculty and the institution should have confidence in the faculty's capability to help the student succeed in the program organized in this way.

The plan for the organization and development of resources is to establish a collegewide committee for each of the general education courses. The committee would be made up primarily of faculty members who teach in the appropriate disciplines, with each of the campuses taking the lead role in one or the courses. The support materials would be developed on an institutional basis; however, application would be organized campus by campus, and may differ considerably from one campus to another. The development of full support, and thus full implementation of this program, is expected to take until the fall of 1981.

The second level, distribution courses, will be courses that meet many of the General Education Goals. A limited selection will be provided in the Humanities, Social Sciences, and Natural Sciences. The distribution courses will be selected by each campus in order to reflect the differences of the students, as well as to take advantage of the particular skills and competencies of the faculty. The extremely strong feeling among faculty that there should be more emphasis on writing is reflected in the inclusion of a second communications course, this one dealing specifically with composition. No other need was expressed as often or as clearly as this need. In the physical education area, a health maintenance course will be an alternative to the activities courses. This course will serve a strong interest expressed by many on our campuses and in the community.

The remaining general education requirement of six elective credits reaches a total of thirty-six credits to meet the State Articulation Agreement. Criteria have been established to broaden and give greater choice in the courses included in this area. It is clear that there are courses in the business and the technical fields which should be included in the choices available to students. All in all, the program elements should be mutually supportive, and can be the basis for important improvement in the Miami-Dade Community College instructional program.

Part III

Basic Skills

The Basic Skills Problem

A highly publicized fact of higher education is that an increasing number of students enter college with severe deficiencies in basic communication and computational skills. A majority of the American public now believes, as revealed in a Gallup survey in 1975, that proficiency in basic skills is the single most important achievement for high school graduates, even for those not planning to attend college. A majority also thinks that competency in reading, writing, and mathematics is more important than having a salable skill ("Seventh Annual Gallup Poll of Public Attitudes Toward Education." *Phi Delta Kappan*, Dec., 1975, pp. 227-241). In the past, individuals lacking these skills were often excluded from postsecondary education through entrance criteria and testing programs. With the spread of community colleges having open admissions policies, however, many students with deficiencies in basic skills have enrolled in college programs. This is especially true of urban community colleges which draw students with very different backgrounds and educational experiences.

A report of the American College Testing Program indicated that many of the students who are now able to enter colleges because of the open admissions policy have not continued beyond the freshman year. The report concluded: "The implication is that the emphasis on increased accessibility to college, which may have been successful as evidenced by lower average test scores of entrants, was not matched by the provision of programs and environments compatible with the needs of 'new' students" ("Newsnotes," *Phi Delta Kappan*, Sept. 1975, pp. 61-62). It seems valid to assume that the problem of students entering college with deficiencies in basic skills will not be completely removed in the near future. It is also clear that the public will demand that the educational credential certify competencies in the basic skills areas. Moreover, instructors have emphasized that it is very difficult, if not impossible, to maintain quality instruction when a number of students lack proficiency in the basic skills. Finally, it is apparent that communication and computational skills are increasingly important in order for an individual to survive and function effectively in today's complex society.

It is evident that Miami-Dade Community College enrolls students who do have these basic skills deficiencies. Because reading and writing are almost universal requirements in courses, students with extremely poor reading and writing abilities have aroused great concern among the College's faculty. Finding acceptable solutions to this problem is not easy. The solutions proposed in preliminary reports by the General Education Com-

mittee evoked considerable discussion and debate. Some faculty have emphasized the causes of the students' deficiencies, but without providing workable solutions. Others have suggested solutions that have merit but are impractical for Miami-Dade. Some faculty do not believe that the College should continue to have students who are deficient in these basic skills. Viewing the problem in terms of students' intellectual qualifications, they take the position that many students now in college are unqualified and should not have been granted admission. Apart from the philosophical issue in such a position, past experience has not shown that colleges have had great success in determining criteria for measuring intellectual qualifications. In any case, the College is committed to provide equality of opportunity for anyone who desires to take advantage of postsecondary education.

Another solution proposed was to allow those students with deficiencies to take some of the regular courses which do not require extensive reading or writing or which are designed with special attention to the needs of these students, but at the same time to require them to get special assistance in the areas of their weaknesses. This has the advantage of allowing the students to progress in their college work while correcting their deficiencies. One disadvantage is that it might seem to some instructors that the basic skills problem is someone else's problem and responsibility. The instructor could remain detached from a problem which is integral to the entire educational process. Moreover, the students could feel "labeled" and might resent the forced remedial attempts. And because the remedial work would be mandatory, the student's motivation for doing the work could be undermined—"do what is necessary to get through the remedial program" as opposed to "do what is necessary to acquire the essential skills." Another negative result could be that the very effective developmental reading, writing, and math labs, which are now used both by students with deficiencies and by students who wish to improve skills that are already satisfactory, could be identified as "remedial" and students with acceptable skills who still wish to improve might stop using these valuable lab resources. Consequently, because of these potential negative effects, the decision was made to focus on what students know and can do when they complete Miami-Dade's program, rather than on what students know and can do when they enter.

The College reaffirms its commitment to the community through its open admissions program. To do justice to the individual student and to the community which the College serves, however, each student is required to demonstrate proficiency in the basic communication and computational skills as a condition for completion of the general education program and for the awarding of a diploma. The students have the option to take courses

or programs to improve basic skills, but with the stipulation that they must demonstrate competency in the skills in order to graduate. Specifically, students are required to demonstrate basic computational skills in order to be awarded an Associate's Degree and to demonstrate basic reading and writing skills in order to be eligible to enroll in the required core communications course.

A required diagnostic assessment program for entering students provides students and instructors with an indication of their weaknesses. Evaluation of these skills is based on specific competencies that have been identified, and not on standardized scores or grade levels alone. Through the advisement process the students are informed of all the means available to get assistance to improve weaknesses, and are advised specifically to enroll in formal developmental courses, to do individual work in the skills labs, or to get other kinds of assistance. Progress checks on these students are made periodically, and instruments for self-testing are available. Furthermore, students with severe deficiencies are advised not to enroll in courses which require extensive reading, writing, or mathematics until they have improved these skills. Students with severe deficiencies may also be advised not to take a full load of courses. It should be clear, moreover, that it is the responsibility of all instructors to assist students in the improvement of their communications skills. Instructors should require acceptable performance in these basic skills, point out deficiencies to students, and direct them to supplementary assistance. They should not accept written work that is seriously deficient.

In taking this position on basic skills development, the College does not intend to suggest that the acquisition of basic skills can or should be equated with postsecondary education. The basic skills are means to an end, and are not the only or even the most significant elements of the College's general education program. The awarding of a degree by Miami-Dade should certify a two-fold achievement—achievement of the general education goals, including competency in basic communication and computational skills, and competency in the specific program completed. These basic skills procedures have the distinct advantage of certifying clearly the students' acquisition of basic competencies upon the awarding of the diploma, without impeding the students' entrance into or progression through the general education courses they are capable of mastering.

Basic Skills Requirements

Requirements for A.A., A.S., and A.G.S. Degrees

Competency in the basic skills of reading, writing, and mathematics is essential for every individual to function effectively in society. Any student who completes a degree program must have demonstrated competencies in these skills, as well as having demonstrated more advanced skills in the required communications courses and in other courses that are part of the program requirements.

1. All students in a degree program will be assessed prior to their first registration at Miami-Dade to determine their proficiency in reading, writing, and computational skills. Students will receive the results of this assessment, and on the basis of these results students with deficiencies will be strongly advised to enroll in appropriate developmental programs.
2. A student must demonstrate minimum proficiency in reading and writing, either at the initial assessment, in a subsequent assessment, or in courses which address these competencies, before registering for the core communications course. The core communications course, required of all degree-seeking students, requires students to demonstrate more advanced communications skills, especially writing skills.
3. A student must demonstrate minimum proficiency in computational skills, either at the initial assessment, in a subsequent assessment, or in a course which addresses these competencies, before an Associate's Degree is awarded.

Explanation of the Requirements

Assessment of Basic Skills

Procedure

All students entering degree programs and specified certificate programs are assessed prior to their first registration for classes to determine their competency in reading and writing English and in computation.

Rationale

To advise students effectively, it is essential that data be available concerning the students' proficiency in basic skills. Students should also have such data in order to understand their own strengths and weaknesses. The purpose of this assessment is not to label or to categorize students. Rather, the results of the assessment are used to advise students with deficiencies to remove those deficiencies by enrolling in developmental programs that are available. Students with serious deficiencies will also be advised not to enroll in courses which demand extensive use of these skills. When it is possible, the College will use test data from other sources, like the results of basic skills tests administered by public school systems.

Special provision will be made for the assessment of physically disabled students, international students and students in special programs like outreach programs.

Computation Skills

Requirement

All students in degree programs are required to demonstrate proficiency in basic computations in order to be awarded an Associate's Degree.

Rationale

Although it may be possible for an individual to function successfully in society without proficiency in advanced mathematics, the ability to perform basic computations is necessary for any individual to conduct many daily transactions effectively. Students who do not demonstrate proficiency on the initial assessment are advised to enroll in developmental programs that are available. Students who do not demonstrate competency on the original assessment may satisfy the requirement by demonstrating competency on a subsequent assessment or by completing courses with objectives that address the required computational skills.

It should be clear that many students in certain technical programs and students who plan to transfer to senior institutions should acquire more advanced mathematical skills. Such students will be advised to take appropriate mathematics courses. Furthermore, competency in basic computational skills may be specified as a prerequisite for some courses.

Reading and Writing Skills

Requirement

All students are required to demonstrate proficiency in basic English reading and writing skills prior to enrollment in the required core communications course.

Rationale

Reading and writing skills are essential for any individual to live effectively in society. Moreover, students who plan to enter occupational and professional fields and students who plan to continue their education at senior institutions must have the skills necessary to meet their objectives.

It would be inappropriate for students with severe deficiencies in these skills to enroll in the required core communications course, which will have objectives dealing with more advanced communications skills. Students who do not demonstrate suitable proficiency in reading and writing on the initial assessment are advised to enroll in developmental programs that are available. Students who do not demonstrate proficiency on the initial assessment can satisfy the requirement on a subsequent assessment or by completing courses with objectives that address the required communications skills.

The minimum proficiency levels for reading and writing will be determined on a collegewide basis by faculty with experience in these areas. As a very broad indication of the proficiency levels that will be a minimal requirement, students may be expected to read and comprehend material in a metropolitan newspaper and to write a short paragraph containing sentences without serious errors in grammar and punctuation.

It should be clear that all degree-seeking students are also required to complete the core communications course which will address more advanced objectives dealing with the communications skills. All A.A. students and probably most A.S. students must also complete a more advanced English Composition course with specific writing objectives in order to meet their degree requirements.

It would also be inappropriate for students with severe deficiencies to enroll in other courses that require extensive reading and writing. The other core courses will be developed so that the instructors have available to them a wide variety of instructional materials to assist those who have some weaknesses in these skills. Nevertheless, students with serious deficiencies will be advised not to enroll in courses requiring extensive reading and writing until the students have significantly improved these skills.

Hearing, Speech, and Sight Disorders

Procedure

Students who are assessed to be severely deficient in basic skills will be tested for hearing, speech, and sight disorders, and referrals will be made to appropriate services.

Rationale

It is possible that for some students the cause of their severe basic skills deficiencies is at least in part a physical disorder. In order to provide these students all the assistance possible to correct their deficiencies, they will be given basic hearing, speech and sight tests. The students who may have one or more of these physical disorders will be referred to appropriate services for more extensive testing and treatment. The results of these tests will be given to advisors so that the students may receive appropriate guidance in their selection of programs and courses.

Faculty Responsibility for Communications Goals

Procedure

All faculty share the responsibility for assisting students in improving their reading and writing skills by giving assignments when appropriate, by reinforcing the importance of these skills, by pointing out deficiencies, and by directing students to faculty who can provide the assistance needed.

Rationale

If the College is to achieve the goal that all students demonstrate proficiency in communications skills, all faculty must support the efforts of English instructors and instructors in developmental labs. The intent of this procedure is not that all instructors must teach reading and writing skills, but rather that they select teaching strategies, such as textbooks, reading and writing assignments, and tests, in order to reinforce the importance of the reading and writing instruction students receive in other courses. If faculty do not support these efforts, students may conclude, for example, that correct writing is required for English courses but not for courses in other discipline areas or programs. Faculty will direct students who need extensive assistance in these skills to instructors with appropriate training who can provide intensive instruction.

Part IV

The Associate in Arts Degree

The Associate in Arts Degree is the degree designed for transfer to upper division universities. It is protected by the Articulation Agreement among all Florida public institutions of higher education. By the terms of the agreement, a student who is awarded an Associate in Arts Degree by Miami-Dade Community College has met the general education requirements for admission to the upper division public universities of the State of Florida.

The "Survival-Enrichment" Issue

In discussions of the nature of general education and the broad content of the curriculum, there is often disagreement about the focus or emphasis to be given. Some view general education as the setting for the acquisition of "survival" or "coping" skills which are necessary for an individual to be able to function and to find meaning in life, as society becomes more complex and demands on the individual become more intense. Others reject this emphasis in favor of a curriculum that "enriches" the students' lives by providing contact with a broad range of discipline areas, including both the arts and sciences, so that later in their education and in their lives they may draw upon this background as they pursue further learning and become involved in new experiences.

The "survival" approach would present activities designed to enable students to develop the skills necessary to satisfy their basic needs and wants in a complex society. Many might question the appropriateness of discussing the fulfillment of such needs in the college curriculum. For example, there may seem to be little reason to consider the need for food and drink in modern American society where these seem so plentiful, but doctors and medical researchers are finding increasing evidence of Americans suffering the effects of poor nutritional habits and food quality. In fact, the search for food and drink that is healthful may not only be appropriate but absolutely necessary. Other skills which are more obviously essential for survival and fulfillment are communication skills, computational skills, interpersonal skills, group interaction skills, problem-solving skills, and general study and learning skills. These skills involve more than theoretical knowledge, for their very nature demands the students' active participation in real or simulated situations. The image presented by this approach is that of individuals acquiring the skills necessary to work their way through a complex maze, where ambiguities and frustration are met at every turn, in an attempt to achieve a life that is relatively free of conflict and tension.

On the other hand, the "enrichment" approach is detached from most of the daily practical needs which most individuals face and learn to deal with in the home, at work, and in daily association with their peers; rather, this approach attempts to provide opportunities for the students to become more familiar with the reservoirs of knowledge in the disciplines. General education is considered to be an opportunity for students to broaden their horizons through contact with the masterpieces of the arts, with the procedures of the natural and social sciences, and with the historical traditions

that have shaped the development of civilization and the progress of society. The image presented in this approach is one of individuals who for a brief period of their lives are removed from the daily activities and anxieties associated with "earning a living," in order to understand and reflect on those permanent or universal concepts which have shaped civilizations and will shape them in the decades to come.

Miami-Dade's general education program does not reject either of these positions. Certainly, all students should acquire the skills and knowledge necessary to function effectively in their environment. But it is also important that their education not be limited to only immediate, practical concerns. An educated person is a man or woman of vision, one who can move beyond the immediate confines of the environment to satisfy personal goals and to address global problems and concerns. At Miami-Dade, where the majority of students come from urban environments where survival is for many a reality, the general education program should include both approaches, ensuring that necessary skills are acquired and stimulating interest in the broad development of knowledge and in global aspects of civilization. Neither extreme would be appropriate, but the general education program should emphasize survival skills and enrichment experiences according to the students' needs.

The College cannot be all things to all students, and should recognize and encourage student learning in other areas of their environment. Many survival skills should be developed in the home, at work, and in leisure activities. The general education program should consider the rational bases for these survival skills and should provide students with opportunities for using them while addressing other learning goals. On the other hand, the general education program should not be characterized by only theoretical, abstract, and historical material. These theoretical considerations are quite valid and necessary for a broad educational foundation, but as related to the general education goals they should have practical applications and students should test the implications of these theories and historical trends in their own environments under actual conditions. The general education program, therefore, attempts to provide students with a means for integrating theoretical knowledge and content which has "enrichment" value with "survival" or "coping" skills that will improve the students' ability to function both in their formal educational pursuits and in the other aspects of their personal lives.

The "Quality" Issue

A major concern of both the American public and educators is the quality of education provided. What constitutes "quality" education is, of course, debatable, but the present discussion often suggests a need to return to the values and practices of the education of the past as the model for "quality." Thus, there is the implicit suggestion that in earlier generations quality education was characteristic of American education and that this quality has subsequently eroded. This erosion is usually described as a loss or watering down of academic standards. Components of these standards might include admission requirements, required courses, level of course materials, individual course requirements, grading practices, homework assignments and examinations.

As educational philosophies of teachers and administrators have changed and educational research has led to new practices in recent years, the traditional requirements have changed and educational goals have been reformulated. Typically, there has been less emphasis on the memorization of facts, on rote learning and on the traditional academic disciplines and more concern for the understanding of processes and the theoretical bases of different subject matters.

While some educators have fostered these changes, others who went through the old educational systems have become increasingly skeptical. To many there appears to be evidence that students are less grounded in the basic communication and computation skills; students seem to be poorer readers and writers and to be unable to perform simple calculations. On the college level, instructors are concerned that the students cannot read and grasp the content of college texts and cannot write organized, clear essays. Parents object to courses that seem devoid of "college" level content or that have goals other than the absorption of a specific academic content.

Although these observations of parents and instructors may be well-founded, as evidenced by the decline in College Boards scores, there is seldom enough attention given to other factors outside the schools that may be causes of these changes. For example, the role of parents in the overall educational process seems to have diminished. Also, although there have been some attempts to measure the effect of television and computational machines (adding machines, cash registers, calculators) on the development of a child's reading and math skills, no clear conclusions have been reached.

Another difficulty in determining the quality of current educational programs is that many of the newer goals of education are very difficult to measure because they are affective or deal with complex behaviors for

which objective measures have not been developed. It is not easy to measure how effective students are as problem solvers, or how satisfactory are students' values concerning the environment, or how well students have integrated their lives so as to find self-fulfillment. It is even more difficult to relate evaluations in these areas to traditional grades.

At Miami-Dade it is important that a student be able to read, write and compute competently. The mastery of communication and computational skills is essential in any "quality" education. While Miami-Dade has adopted General Education Goals that focus on the development of the total person, the impact and importance of basic skills has not been overlooked and their effect on an individual's total educational development has not been underestimated.

Yet, quality general education is not simply developing basic skills. Nor is it the taking of certain kinds of courses, or the acquisition of facts and bits of knowledge. The general education program should be intellectually challenging so as to develop the students' ability to reason and to solve problems. General education should not be static. The individual is not to simply store information with the vague expectation that it will be used at some future time. The evidence is that the transfer of learning to applicable situations is not guaranteed if the learning is entirely theoretical. Thus, it would be a distortion to define "quality" education only in terms of theoretical knowledge, especially in the area of general education. While a strong theoretical basis for making judgments and evaluations is essential in any area, it is equally necessary that the students participate in as many experiential learning situations as possible in order to test and refine their theoretical knowledge.

Therefore, a "quality" general education should recognize the importance of basic learning and performing skills and insist that students have or acquire them; it should provide the conceptual framework and theoretical bases for further specialization and for lifelong learning; and finally, it should engage the students in experiential learning activities that require the application of theoretical knowledge to practical situations, so that their learning will be dynamic and will enhance their total development as individuals. Upon observing the recent concern about the preservation or academic standards, K. Patricia Cross provided a needed caution: "Standards we surely need, but the problem lies not so much in the preservation of the old as in the creation of standards more in tune with our emerging identity." (K. Patricia Cross, "The Elusive Goal of Educational Equality," prepared for the Annual Meeting of the American Council on Education, San Diego, Cal., 1974, p. 3.)

General Education Requirements for the Associate in Arts Degree

Basic Skills				
Math Competency (Required for Graduation)			**Reading & Writing Competency** (Required for the Core Communications Course)	
General Education Core				
Communications	**Humanities**	**The Social Environment**	**The Natural Environment**	**The Individual**
Required single, multi-disciplinary courses—*15 credits.*				
Distribution Groups				
Communications	**Humanities**	**Social Sciences**	**Natural Sciences**	**Physical Education**
English Composition Creative Writing* Introduction to Literature* Speech*	Art Drama Foreign Language Literature Music Philosophy Interdisciplinary Humanities	Anthropology Economics Geography History Political Science Psychology Sociology Interdisciplinary Social Sciences	Biology Chemistry Earth Sciences Mathematics Physics Interdisciplinary Natural Sciences	Physical Activities Health Maintenance
3 credits *Can be selected only if English Composition competencies have been met.	Four courses, including at least one from each of these three groups, are required—*12 credits.* Each campus will designate a short list of courses for each group; the discipline areas listed here are only illustrative.			*2 credits* (These credits are not included in the 36-credit general education requirement.)
Electives				
6 credits—selected from a collegewide list.				

Requirements for the Associate in Arts Degree

Total degree credits required: 62 credits
General education credits required: 36 credits
Physical Education/Health
Maintenance credits required: 2 credits

The required general education credits fall into three categories:

A—General Education Core: 15 credits
B—Distribution Courses: 15 credits
C—Elective Courses: 6 credits

A. General Education Core: (15 credits)

All students must complete the general education core courses. The five courses in the general education core directly address the majority of the General Education Goals, thereby providing the students with a sound background for their future educational and life pursuits. Drawing upon many disciplines; the core courses assist students in integrating their knowledge and in applying what they learn. The course titles are merely descriptive. Faculty development teams will recommend appropriate course titles in accordance with the Statewide Course Numbering System. The specific course objectives to meet the General Education Goals will also be determined by faculty committees. Students who already have the knowledge and competencies specified for these courses can receive credit for a course by meeting appropriate assessment criteria. The courses are:

1. Communications (3 credits)
2. Humanities (3 credits)
3. The Social Environment (3 credits)
4. The Natural Environment (3 credits)
5. Individual Growth and Development (3 credits)

B. General Education Distribution Requirements: (15 credits)

In addition to completing the core courses, students in the A.A. programs must select courses from specified distribution groups in order to investigate in greater depth some disciplines in the major arts and sciences

areas. The discipline areas listed are merely illustrative; each campus will determine the specific courses to be included in each relatively small group.

1. All A.A. students must take the English Composition course (3 credits) unless they have already demonstrated proficiency in writing at the level addressed by this course; in such a case the student can elect another course from those listed in the Communications group.
2. Students must take four courses (12 credits) from the other three distribution areas (Humanities, Social Sciences, Natural Sciences), including at least one course from each area.

The distribution groups are:

Communications
English Composition
Creative Writing*
Speech*
Introduction to Literature*

Humanities**
Art
Drama
Foreign Language
Literature
Music
Philosophy
Interdisciplinary Humanities

Social Sciences**
Anthropology
Economics
Geography
History
Political Science
Psychology
Sociology
Interdisciplinary Social Sciences

Natural Sciences**
Biology
Chemistry
Earth Sciences
Mathematics
Physics
Interdisciplinary Natural Sciences

C. General Education Elective Courses: (6 credits)

Students in A.A. programs must complete two courses from a broad list of general education elective courses. A comprehensive list of courses, compiled on the basis of recommendations from each campus, will include

*Students must have satisfied the English Composition competencies in order to be able to elect one of these courses.

**The disciplines listed here are illustrative only; campuses designate specific courses in accordance with the specified criteria.

appropriate courses from the arts and sciences and the occupational and technical areas.

Explanation of the Requirements

Structure of the General Education Program

The General Education Program was developed with an overall logic. The effectiveness of each part of the program is dependent to some degree on the other program areas. Thus, there are interrelationships among the basic skills requirements, the core requirements, distribution groups and electives, and the advisement, counseling and developmental resources.

Procedure

The courses to meet the 36 credit general education requirement for the Associate in Arts Degree are grouped in three categories:

A. General Education Core—Specific courses required for all students (15 credits).
B. Distribution Courses—Groups of courses from the areas of Communications, Humanities, Social Sciences, and Natural Sciences from which students may choose (15 credits).
C. Electives—A large group of general education courses from which students can choose (6 credits).

Rationale

Students need direction in order to achieve the General Education Goals. Some flexibility is desirable, however, so that the students can pursue their particular educational goals and interests. The general education requirements seem to be an appropriate balance between increased specification (general education core) and limited choices for students (distribution groups and electives). The core courses deal directly with the General Education Goals; the distribution groups include courses that introduce the disciplines while still addressing General Education Goals, and the electives provide choices from a broad range of courses including some courses from the general education area.

General Education Core

Requirement

The required general education core includes a three credit course in each of five areas to address the General Education Goals.

1. **Communications (Goals 1, 2, 4)**
2. **Humanities (Goals 1, 2, 4, 8, 10, 19)**
3. **The Social Environment (Goals 1, 2, 4, 6, 19, 20, 21, 22)**
4. **The Natural Environment (Goals 1, 2, 4, 6, 7, 23, 24, 25, 26)**
5. **Individual Growth and Development (Goals 1, 2, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 23)**

Rationale

These five courses directly address the General Education Goals, although several of the goals receive greater treatment in the assessment process, through advisement and counseling programs, and by support services including the library and learning labs. The titles of the courses are purposely only descriptive, because the development of the courses and the assignment of course titles will be undertaken by collegewide faculty teams.

The courses will be mutually supportive in achieving the goals. Several goals will be addressed by more than one course, but usually from a different perspective or with a different degree of emphasis. The courses will be designed so as to stress their relationships and to assist students in the process of integrating their knowledge. Although each course will obviously draw upon more than one discipline, the courses are not intended simply to introduce the many academic disciplines, but rather to assist students in the process of achieving the General Education Goals.

The core courses should provide a valuable experience for all students in achieving a more useful and satisfying life. Since the core will ordinarily be taken early in a student's program, it should be a positive contribution even to the many who do not complete degrees. It should be noted, however, that students need not take all the core courses in their first terms, since it will be advantageous for some students to enroll immediately in courses that are a part of their specific career program or major.

Core Course Descriptions

Procedure

The following course descriptions will be used as guides for the development of the five core courses (each course will not give equal emphasis to each goal, but will have objectives that address the most important aspects of the appropriate goals):

1. Communications

This course emphasizes the students' achievement of Goals 1, 2, and 4.

1. The students will be able to speak, listen, write, and read competently and in an organized and critical manner.
2. The students will be able to communicate effectively with individuals in the different aspects of their lives.
4. The students will be able to use systematic, critical, and creative processes, drawing from knowledge of appropriate disciplines, to identify problems, analyze alternate solutions, and make decisions.

Faculty throughout the College have stressed that emphasis should be given to writing skills. The writing objectives address the skills necessary for different kinds of writing, including correspondence, reports, summaries, outlines, and notes, as well as the expository essay. The course also has objectives dealing with the broad range of communications skills, especially reading and speaking skills. Since a logical organization of ideas is fundamental to effective communication, attention is given to logical processes.

All faculty should support the objectives of the Communications course in their own courses. They share responsibility for assisting students in achieving Goal 1, which concerns communications skills.

2. Humanities

This course emphasizes the students' achievement of Goals 1, 2, 4, 8, 10, and 19.

1. The students will be able to speak, listen, write, and read competently and in an organized and critical manner.
2. The students will be able to communicate effectively with individuals in the different aspects of their lives.
4. The students will be able to use systematic, critical, and creative processes, drawing from knowledge of appropriate disciplines, to identify problems, analyze alternate solutions, and make decisions.
8. The students will develop the capability for making worthwhile use of their leisure or discretionary time.
10. The students will develop appreciation for and find value in participating in aesthetic and creative activities; they will have knowledge of the major areas of human self-expression, especially as related to the reflection of the human spirit in aesthetic forms and humanistic ideas.

19. The students will know and appreciate major accomplishments of various cultures and will evaluate their impact on contemporary society.

This course emphasizes the students' development of an appreciation for the major creative accomplishments of mankind in the areas of art, architecture, music, drama and literature, as well as an understanding of some of the major philosophic themes and issues. The objectives are multidisciplinary, drawing upon the contributions in the various disciplines, in order to encourage lifelong interest and participation in aesthetic and intellectual activities.

3. The Social Environment

This course emphasizes the students' achievement of Goals 1, 2, 4, 6, 19, 20, 21, and 22.

1. The students will be able to speak, listen, write, and read competently and in an organized and critical manner.
2. The students will be able to communicate effectively with individuals in the different aspects of their lives.
4. The students will be able to use systematic, critical, and creative processes, drawing from knowledge of appropriate disciplines, to identify problems, analyze alternate solutions, and make decisions.
6. The students will know the major aspects of the biological, psychological, and social natures of man.
19. The students will know and appreciate major accomplishments of various cultures and will evaluate their impact on contemporary society.
20. The students will know significant philosophies and life styles which societies and individuals have adopted and will assess their relevance to themselves and to society.
21. The students will know major ideas and events which have shaped United States society as compared and contrasted with other societies.
22. The students will know the organization and functioning of the United States society and will apply their knowledge of social principles as enlightened individuals.

The course objectives emphasize the nature, historical development, and influence of institutions involving economic, social, and political factors which have helped shape the United States society. Attention is given to the nature of the *U.S. Constitution* and how various factors influenced its development. The students' understanding should be the basis for their

perceiving and appreciating similarities and differences in other societies' institutions and cultures and for evaluating their role in the world society.

4. The Natural Environment

This course emphasizes the students' achievement of Goals 1, 2, 4, 6, 7, 23, 24, 25, and 26.

1. The students will be able to speak, listen, write, and read competently and in an organized and critical manner.
2. The students will be able to communicate effectively with individuals in the different aspects of their lives.
4. The students will be able to use systematic, critical, and creative processes, drawing from knowledge of appropriate disciplines, identify problems, analyze alternate solutions, and make decisions.
6. The students will know the major aspects of the biological, psychological, and social natures of man.
7. The students will be able to do what is necessary to develop and maintain their physical and mental health.
23. The students will know the basic components, structures, and functioning of natural phenomena.
24. The students will have knowledge of the philosophy of science and of principles that are basic to scientific inquiry and research.
25. The students will analyze human interaction with the natural environment, will assess the quality of their local environment, and will assume responsibility for their personal impact on the environment.
26. The students will be sensitive to the effects of technology upon the individual, society, and the natural environment.

The objectives of this course address the history and development of scientific thought and the philosophy of science, as well as the methods used in the natural sciences. There is emphasis on contemporary ideas and issues in the scientific disciplines, together with the impact of science and technology on the environment and on the lives of people.

5. Individual Growth and Development

This course emphasizes the students' achievement of Goals 1, 2, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, and 23.

1. The students will be able to speak, listen, write, and read competently and in an organized and critical manner.

2. The students will be able to communicate effectively with individuals in the different aspects of their lives.
5. The students, based on their knowledge of themselves, will develop capability for self-direction.
6. The students will know the major aspects of the biological, psychological, and social natures of man.
7. The students will be able to do what is necessary to develop and maintain their physical and mental health.
8. The students will develop the capability for making worthwhile use of their leisure or discretionary time.
9. The students will assess the impact of prejudices on their attitudes and behaviors.
11. The students will analyze and assess their personal values and their life goals in order to integrate these with their decision-making.
12. The students will investigate career choices that are compatible with their abilities, interests, and opportunities.
13. The students will set educational objectives in view of their tentative or definite career choices and non-career pursuits.
14. The students will be aware of their responsibility for continued learning throughout their lives.
15. The students will know the characteristics of effective interpersonal relationships and will assess their interpersonal skills.
16. The students will apply principles of interpersonal skills in order to make their own human relationships, especially in the family or another primary group, more mutually satisfying.
17. The students will analyze how groups function, within and apart from organizational structures, and will assess their own skills in working with groups.
18. The students will know characteristics of the cultures of other ethnic and racial groups, and will assess their own ability to establish positive relationships with individuals who have different ethnic and racial identities.
23. The students will know the basic components, structures, and functioning of natural phenomena.

The objectives of this course stress the students' understanding of themselves as unique individuals responsible for decisions affecting their psychological and physical well-being. Emphasis is also given to aspects of health maintenance, including nutrition, substance abuse, and physical activity, as well as to stress reduction. Concepts from appropriate disciplines provide the students with a framework for self-assessment and positive action planning. Another aspect of the course is the students' as-

sessment of their career opportunities and the factors inherent in making career decisions.

Core Course Development

Procedure

Collegewide faculty committees will develop the course objectives and assemble support materials for the core courses. The following are aspects of the development process:

1. Development of the Curriculum

A. The responsibility for the development of each core course is not solely that of one department or division. Faculty from each general education area and the occupational areas will have input into the development of all the core courses and will participate in the review process.
B. The faculty in the appropriate departments will review and critique the proposed course objectives and/or competencies.
C. The course content will be formulated in terms of measurable course objectives or competencies.
D. While course objectives will be developed on a collegewide basis, the delivery methods and teaching strategies are the concern of the campuses.

2. Core Course Objectives

A. The objectives will provide for the following:
   i. the integration of the students' knowledge and experience;
   ii. the relationships among the core courses and their objectives;
   iii. the contribution of various disciplines in achieving the course objectives;
   iv. the application of students' knowledge;
   v. experiential learning opportunities;
   vi. appropriate affective objectives;
   vii. value-formation and ethical considerations.
B. The objectives will emphasize broad, more universal principles and concepts, rather than facts and details.
C. The objectives will support the communications objectives, especially those dealing with reading and writing.

3. Development of Teaching/Learning Support Services

Because of the large enrollment in the core courses, it is feasible to develop outstanding resources to provide as many teaching options as possible for instructors and to provide them more tools for dealing effectively with a diverse student body. The campuses and the individual faculty members determine how to use these and other resources.

A. Students with Special Needs:

Special attention will be given to providing for students with special needs, including:

i. Disadvantaged students
ii. Physically limited students
iii. International students
iv. Older adult students

B. Delivery Options.

i. Resources will be developed to facilitate a variety of delivery methods; resources will be available for instruction in ordinary classroom situations, for large and small groups, for individualized instruction, for independent study, for interdisciplinary approaches, and for lecture and discussion modes.
ii. Pre-assessment. Instruments will be developed to provide for certifying students who have already attained the course objectives and competencies.

C. Support Resources:

i. Instructors will be provided a variety of materials from which they can draw, including print materials, suggested teaching strategies, and audio-visual materials. Extensive visual resources may be produced after the other resources are completed.
ii. The library and the learning resources areas are a major source for supplementary materials; moreover, the librarians play a significant role in assisting faculty and students in achieving the General Education Goals.
iii. A computerized instructional management system (RSVP) for each course will be made available for instructors who wish to use this individualized system.
iv. Students will have available special support materials to assist them in the completion of the course objectives; these materials may include vocabulary aids, outlines of content, bibliographies or references to other materials, audio-visual reviews, and review tests. The support material will be located in easily accessible areas, like the learning support centers.

D. Experimental Efforts:

i. Study will be given to developing the support materials necessary to permit the introduction of the "mastery learning" concept for these core courses; the emphasis is on students mastering the course material (achieving the objectives) and not simply completing a minimum amount of work in a specified length of time (a term).

ii. Since the "mastery learning" approach implies the use of whatever time is necessary for students to achieve the course objectives, procedures will be investigated to allow students both to extend the time to complete the core courses beyond the standard term boundaries, and to accelerate the completion of objectives, thereby reducing the time spent on the core courses.

Rationale

Because faculty are directly involved in instruction, they will have primary responsibility for developing the core courses and for approving the course objectives. The required courses will enroll students with the broadest range of abilities. By providing faculty with extensive resources and supplementary materials, the College can assist them in individualizing instruction in order to accommodate the varied student abilities and needs.

Communications Distribution Group

Requirement

Students in A.A. programs are required to complete a course in English Composition (3 credits) or an alternate communications course if they have already demonstrated the writing proficiency specified by the English Composition course objectives.

Communications Distribution Group

English Composition
Creative Writing*
Speech*
Introduction to Literature*

Rationale

Perhaps the greatest concern of the faculty on all campuses has been the quality of students' writing. This concern for students' writing ability is

*Students must have satisfied the English Composition competencies in order to be able to elect one of these courses.

national and is found at every institution of higher learning. Thus, in addition to the core communications course, which has a strong writing component, the students in A.A. programs are required to take an additional course in English Composition that focuses on longer essay writing and other forms of written composition. The writing instruction is functional in that it prepares students in various programs and with different educational goals to be able to apply writing skills in appropriate situations. Campus departments and faculty determine the strategies used in writing instruction; literature might serve as one basis for composition, but the stress should be on writing.

The English Composition course is not required for A.S. students; however, those who develop the A.S. programs may include this course in their program requirements if writing is an important skill in the particular occupational or technical program.

Although the competencies of the English Composition course are essential, other communications and literature courses are important and valuable. Thus, those students who demonstrate writing skills that meet the competency requirements of the English Composition course may substitute one of the alternate courses.

Humanities, Social Sciences, and Natural Sciences Distribution Groups

Requirement

Students in A.A. programs are required to complete four courses (12 credits) from the Humanities, Social Sciences, and Natural Sciences distribution groups, including at least one course from each group. The courses in each relatively small group are designated by each campus.

Humanities*	Social Sciences*	Natural Sciences*
Art	Anthropology	Biology
Drama	Economics	Chemistry
Foreign Language	Geography	Earth Sciences
Literature	History	Mathematics
Music	Political Science	Physics
Philosophy	Psychology	Interdisciplinary Natural Sciences
Interdisciplinary Humanities	Sociology	
	Interdisciplinary Social Sciences	

*The disciplines listed here are illustrative only; campuses designate specific courses in accordance with the specified criteria.

Rationale

In addition to completing the core courses which address most of the General Educational Goals, the students in the A.A. programs need courses that introduce them to one or more of the disciplines in the major arts and sciences areas so that they understand the principles and basic methods of disciplines in these areas.

Increased flexibility is provided to each campus since the campus designates the courses that compose the Humanities, Social Sciences, and Natural Sciences distribution groups. One principle to be followed, however, is that each campus must accept distribution requirements met on another campus. The number of courses in the Humanities, Social Sciences, and Natural Sciences distribution groups is relatively small in order to direct students to courses which are truly "general" in approach.

Criteria for Courses in Distribution Groups

Procedure

The campuses use the following criteria in determining courses for the distribution groups:

1. Each course should address General Education Goals associated with the content area.
2. The course should emphasize values, broad principles, approaches to acquiring knowledge, problem solving, major themes, and important issues appropriate to the discipline(s) under study.
3. The course should illustrate relationships with other disciplines in the area in achieving the General Education Goals.
4. The course should not be one designed exclusively as a preparation for a major area of study or for a particular career.

Rationale

The courses selected for the distribution groups continue to focus on the General Education Goals, but with greater attention to the function of one or more specific disciplines in achieving these goals. Thus, the courses in the distribution groups also begin to prepare students for transfer to upper division institutions and for study in a major. Nevertheless, preparation for a major area of study or for a particular career is not the primary purpose of the distribution courses.

Alternative to the Natural Sciences Distribution Requirement

Procedure

Students with specified majors (a list of these majors will be published) may substitute another designated science or math course to meet the Natural Sciences distribution requirement.

Rationale

It should first be noted that these students are not exempt from the required core natural environment course because the nature of the goals addressed in the core courses is not strictly disciplinary. There is the opportunity, however, for students to receive credit for the core course by means of credit-by-examination or another assessment alternative. Because of extensive course requirements in certain major areas, such as majors in the natural sciences, architecture, and engineering, students in those specified majors may replace the distribution natural science course with a designated approved course from their major.

General Education Elective Courses

Requirement

Students in A.A. degree programs are required to complete six credits of elective courses; the approved courses may be from any instructional area, including Arts and Sciences and Occupational and Technical divisions, so long as these courses meet the criterion of addressing at least several General Education Goals.

Rationale

The elective part of the general education requirements gives students the flexibility to select courses of interest from a wide range of choices. Thus, it is possible for students to investigate career interests while broadening their general education.

Each campus has input in determining which courses are included on the collegewide list. Courses are considered on an individual basis in order to determine whether or not they are suitable for inclusion. The list of courses is extensive, providing students with a variety of choices in a number of areas; it is more inclusive than exclusive. The main criterion for determining these courses is that a course designated as a general education elective should clearly address at least several General Education Goals. Using this criterion, it is clear that most courses from the Arts and Sciences can be included in such a list.

Physical Education or Health Maintenance

Requirement

All A.A. degree students are required to complete two credits of designated physical activities courses or a health maintenance course (2 credits).

Rationale

The physical education/health maintenance requirement, although not part of the 36 general education credits, is closely related to some of the General Education Goals and to the Individual Growth and Development core course. Physical development and health maintenance are very important educational concerns in today's society. The Florida Articulation Committee has approved the procedure of counting physical education credits in the credit requirement for a degree. There is no exemption from this requirement except by the standard procedures for acceleration, credit-by-exam or another certification process.

Part V

The Associate in Science Degree

The Associate in Science Degree is awarded to students who successfully complete one of the Occupational Education/Careers or Allied Health programs. These areas of study are designed primarily to prepare students for immediate employment. However, credits earned for some courses in these programs are acceptable to upper division colleges should the student decide to continue toward a four-year degree.

The "Career" Issue

American education is often considered, both in theory and in practice, as a preparation for a career or vocation. It has also been generally assumed that education is for the young, or at least for those who have not yet entered a permanent career field. John Dewey challenged this assumption years ago, but it is only in recent years, especially with the spread of community colleges, that more and more adults have enrolled in regular college programs. Not only have more adults returned to college for leisure time and special interest courses, they have enrolled with increased frequency for career retraining and in courses in the liberal arts in which these adults had not previously had the opportunity or the inclination to enroll.

At the same time as this interest in adult education and lifelong learning has grown, economic factors have fostered great concern for technical and vocational programs. Some educators, legislators, and government officials have taken the position that the primary function of the college is to guarantee that every graduate has a marketable skill. A recent U.S. Commissioner of Education, Terrel H. Bell, stated: "Preparing the nation's citizens for self-fulfilling work is the most vital function of education" ("Courses that Lead to Jobs Are Taking Over on Campus," *U.S. News & World Report*, Dec. 15, 1975, pp. 50-52). This preparation is viewed both as a way of combatting rising unemployment and as a means of enabling unskilled people, especially minorities, to become self-supporting. Periodic increases in unemployment, however, can be expected in the American economic system; it is not the lack of skilled employees that is the cause of the increases, but rather the unavailability of enough jobs. It has been estimated that 80% of all college graduates now take jobs previously held by individuals with lower educational attainment. Certainly, it will always be a function of the college to prepare students for their lives in the occupational world, since younger students do come to college looking for preparation for their eventual careers. But, it also seems certain that employees will secure more and more leisure time and will face earlier retirement ages when they will have a significant number of years without scheduled occupational activities.

Those supporting occupational and technical education correctly point to the practical value of these programs. The implication often is that the liberal arts courses in history, philosophy, sociology and the humanities are not practical. Yet, unemployment has not been the only great concern in American society. Environmental problems are considerable. Social ills,

crime, poor health, and drug abuse continue to increase. Without doubt, the breakdown in government, as evidenced by widespread national and local governmental corruption, is an indication that the fundamental considerations of the liberal arts disciplines—the nature of man, the nature of the good society, the proper goals of civilization, the relationship between government and the individual, the nature of human liberty—are not simply theoretical, but have extremely practical applications.

From this perspective it would be a mistake to simply equate college education with career preparation. There is other evidence that the acquisition of career skills is often not sufficient, or in many cases not even the most important condition, for success in careers. A number of large corporations invest considerable money and resources to insure that their personnel have an appreciation for the more traditional components of liberal education, the humanities and the social sciences. There is also some evidence to support the logical contention that the productivity of employees can be correlated with their ability to find personal satisfaction outside of work and to manage effectively their personal lives. Thus, it can be argued that to provide students with career preparation, without a grounding in concepts, theories, and experiences that will assist them to find satisfaction in all aspects of their lives, can lead later to considerable frustration and disillusionment when desired job opportunities are not obtainable.

Therefore, education should be viewed in its broadest sense. While the College should do whatever is necessary to provide students with specialized skills required for particular careers, it should also meet its commitment to enable students to learn whatever is necessary to be effective human beings. It is quite possible that students may have very immediate needs for specific vocational skills, whether they are just entering the employment world, returning for upgrading of skills, or preparing for entry into a new occupational field. The College should provide the opportunity to acquire these skills and the technical knowledge as quickly as is reasonably possible. Nevertheless, it should stress the importance of a "general education" and encourage those students who cannot or will not take their present opportunity to pursue this general area of learning to do so when the occasion arises later in their lives. But for those students pursuing an Associate in Arts, Associate in Science, or Associate in General Studies Degree, the College should integrate closely general education, career development, and work experience in its total educational program. More especially, the College should certify students' completion of what it defines as a degree program only when they have met the goals of general education.

General Education Requirements for the Associate in Science Degree

Basic Skills				
Math Competency (Required for Graduation)			Reading & Writing Competency (Required for the Core Communications Course)	
General Education Core				
Communications	Humanities	The Social Environment	The Natural Environment	The Individual or Health Maintenance
Required single, multi-disciplinary courses–*14 or 15 credits*				
The five core courses are 3 credit courses. Health Maintenance is a 2 credit course.				

Requirements for the Associate in Science Degree

Total credits required: 62 credits minimun (each program has individual requirements which may exceed 62 credits)
General education credits required: 14 or 15 credits

Although a primary goal in the Associate in Science Degree programs is to prepare students for employment, a sound general education is a necessary preparation for students to achieve their future goals. **The general education requirement for Associate in Science Degree students is the general education core with one alternative. Students may elect to take the health maintenance course in place of the core course, Individual Growth and Development. The allied health programs, however, on a program-to-program basis may specify that the core course, Individual Growth and Development, must be taken to meet the requirements.**

General Education Core: (15 credits)

All students must complete the general education core courses. The five courses in the general education core directly address the majority of the General Education Goals, thereby providing the students with a sound background for their future educational and life pursuits. Drawing upon many disciplines, the core courses assist students in integrating their knowledge and in applying what they learn. The course titles are merely descriptive. Faculty development teams will recommend appropriate course titles in accordance with the Statewide Course Numbering System. The specific course objectives to meet the General Education Goals will also be determined by faculty committees. Students who already have the knowledge and competencies specified for these courses can receive credit for a course by meeting appropriate assessment criteria. The courses are:

1. Communications (3 credits)
2. Humanities (3 credits)
3. The Social Environment (3 credits)
4. The Natural Environment (3 credits)
5. Individual Growth and Development (3 credits) or Health Maintenance (2 credits)

Core course descriptions are found in Part IV.

Rationale

A general education is essential for all students to have a background that prepares them regardless of their future careers and pursuits. The General Education Goals have been identified for all students. Since the five core courses address the General Education Goals and stress the integration of the students' learning, it is appropriate to require this core as the foundation of their general education. Because health maintenance is so important to the individual, students may substitute the health maintenance course for the core course, Individual Growth and Development. Although the career requirements in many A.S. programs are extensive, leaving little opportunity for students to take general education courses, the core courses are basic and substitutions of more specialized courses are not allowed. If students have the competencies identified for the core courses, they may meet the requirement by credit-by-exam; if they do not have those competencies, then it is important that students complete these courses.

Part VI

Associate in General Studies Degree

The Associate in General Studies Degree is awarded to students who may not choose to follow a prescribed program of study. The degree will enable students who are undecided about their educational goals to experiment with a wide variety of curricula. The Associate in General Studies will also permit students to pursue their interest in more concentrated subject areas.

General Education Requirements for the Associate in General Studies Degree

Basic Skills				
Math Competency (Required for Graduation)			Reading & Writing Competency (Required for the Core Communications Course)	
General Education Core				
Communications	Humanities	The Social Environment	The Natural Environment	The Individual
Required single, multi-disciplinary courses–*15 credits*				

Requirements for the Associate in General Studies Degree

Total credits required: 62 credits
General education credits required: 15 credits

Although the purpose of the Associate in General Studies Degree is to provide students with maximum flexibility in course selection, a sound general education is a necessary basis for the students' future endeavors. **The general education requirement for students pursuing an Associate in General Studies Degree is the general education core.**

General Education Core: (15 credits)

All students must complete the general education core courses. The five courses in the general education core directly address the majority of the General Education Goals, thereby providing the students with a sound background for their future educational and life pursuits. Drawing upon many disciplines, the core courses assist students in integrating their knowledge and in applying what they learn. The course titles are merely descriptive. Faculty development teams will recommend appropriate course titles in accordance with the Statewide Course Numbering System. The specific course objectives to meet the General Education Goals will also be determined by faculty committees. Students who already have the knowledge and competencies specified for these courses can receive credit for a course by meeting appropriate assessment criteria. The courses are:

1. Communications (3 credits)
2. Humanities (3 credits)
3. The Social Environment (3 credits)
4. The Natural Environment (3 credits)
5. Individual Growth and Development (3 credits)

Core course descriptions are found in Part IV.

Rationale

Although the purpose of this degree is to provide the greatest degree of flexibility for students who do not choose to complete the A.A. or A.S. Degree, all students should address the General Education Goals. The five core courses do not significantly restrict those students who wish to complete the A.A./A.S. Degree. 47 of the 62 credits can be elected without any restrictions.

Part VII

Support Services

Support Services

The successful implementation of the general education program will depend to a great extent on the availability of adequate support services. The general education program and the achievement of the General Education Goals involve more than simply requiring new courses. A major thrust of the basic skills requirements, the general education core, and the standards of academic progress is to make the entry process for new students more effective and the students' experiences at Miami-Dade more successful. The initial assessment of students' skills, substantial career and academic counseling, provision of developmental services, and opportunities for acceleration will all necessitate additional support services. The General Education Proposal strongly recommended that the College give priority to these services and allocate the necessary resources. Academic advisement, resources for developmental programs, provision for credit-by-exam, and an evaluation process were given specific attention.

Academic Advisement

Procedure

A high priority is given to the improvement of advisement and counseling services by the allocation of additional funds, including the development of computer support for advisement and graduation certification.

Rationale

Several General Education Goals, especially Goals 12 and 13, concern students making sound educational and career choices. The advisement and counseling services are essential in order to ensure as far as possible that students, especially those entering Miami-Dade, make appropriate selections of programs and courses.

Although it is difficult to provide support services that do not directly generate funding, there are ways of providing these resources by reallocating funds. More important, however, is the understanding that all instructors, in addition to faculty who have been assigned specific advisement and counseling responsibilities, must contribute to the advisement process. It would be impossible to have sufficient full-time advisors to maintain personal contact with all students.

As the General Education Goals indicate, part of the educational process is to give direction to students and to assist them in evaluating their own potential in making career and life decisions. This advisement function should not be completely separated from the instructional process. For sustained advisement and counseling, that might include career counseling, assessment of basic skills and study skills, and clarification of one's values, variable credit options might be developed. Whatever the methods used, the cost of the initial advisement services should be recouped by the subsequent improvement in the success rate of students and the correspondent reduction of attrition.

Resources for Developmental Programs

Procedure

The College will allocate the resources (including faculty, facilities, and instructional materials) necessary to provide developmental experiences for all those students who need or wish to improve their basic skills.

Rationale

To serve the needs of a large number of students in the basic skills area, it is imperative that the College provide the resources necessary. In some cases these resources may need to be extensive in order to accommodate a large number of students who may wish to participate in the developmental program.

Credit-by-exam

Procedure

Miami-Dade will develop assessment instruments for the core courses to be used in granting credit-by-exam.

Rationale

Miami-Dade awards credit for the core courses to students who demonstrate the required competencies prior to taking the courses. Because the objectives of the core courses reflect the content of several disciplines, national standardized exams that are appropriate for these courses may not be available. Such national tests will be used only when they assess the course objectives for each course. In addition, the assessment can include more than testing for knowledge of content. A variety of assessment in-

struments can be developed for assessing students' competency in the core course objectives.

Evaluation

Procedure

Miami-Dade will establish a process for a systematic evaluation of the effectiveness of the general education program, especially the five core general education courses and the English Composition course.

Rationale

It is very important to evaluate the effectiveness of the general education requirements and courses so that needed changes can be made on a regular basis. The main purpose of the evaluation is to review general education at the program level to determine how successfully students are achieving the General Education Goals. This review necessarily includes an evaluation of how well students achieve the objectives and competencies of the general education courses, since these are the main instruments for achieving the General Education Goals. It should be clear, however, that the intention is not to evaluate individual teachers and courses, nor are the results to be used to dictate teaching strategies or materials. Instructors have the professional responsibility for using the most appropriate instructional methods and materials for achieving the course objectives. In general, therefore, the evaluation may include the following:

1. how well students achieve the objectives and competencies of the general education courses, especially the core courses and the English Composition course;
2. the appropriateness of the course objectives for the core courses and the English Composition course;
3. how well students achieve the General Education Goals;
4. the appropriateness of the General Education Goals;
5. student and faculty attitudes towards the general education program, especially towards the core courses and the English Composition course.

Part VIII

Standards of Academic Progress

A Rationale for Standards of Academic Progress

The primary purpose for adopting new Standards of Academic Progress is for the College to be better able to provide assistance for students with academic difficulties. Although this plan includes limiting the number of credits for which students register and prescribing specific kinds of assistance, there is no intention to penalize students who are sincerely trying to make good use of the College's instructional services. Rather, the College is committed to providing students as much assistance as possible, so that they may be successful in achieving their educational goals. This commitment should lead to a reallocation of the College's resources and to increased services for students having academic problems. Thus, the implementation of new Standards of Academic Progress should be considered in the context of the College's substantial effort, including the basic skills programs, the general education program, and the guidance and career counseling programs, to provide special assistance to students with weak academic preparation or with academic problems so that they may complete their programs at Miami-Dade. At the same time, the College is trying to guarantee that these students have the necessary learning and academic skills in order to achieve their further educational objectives, as well as their personal and career goals.

One of Miami-Dade's institutional goals states: "To accept the students as they are, and to provide them with opportunity to take the next step according to their choices." To achieve this goal, students themselves must understand the importance of their own commitment to the educational process. On its part, the College must clearly respond to the community it serves and to the state and federal governments which, through the citizens, support the College's efforts. But, no less important is that the students fully realize their commitment to learning and academic progress when they enroll to make use of the services which the public, through taxes, provides. The new Standards of Academic Progress, while designed to enable the College to identify students who need assistance, are specific enough to emphasize the public's and the College's insistence that the students make satisfactory use of these educational services which have been provided with considerable economic sacrifice.

It is clear, therefore, that students who cannot or do not make satisfactory use of the College's educational services cannot be permitted to continue to drain the College's and the public's limited resources. The new Standards of Academic Progress, however, provides students a variety of

ms to solve their academic problems and to begin to make satisfactory gress. There is abundant history of students who begin poorly but who eventually are successful. These cases may represent the College's most important achievements.

In order to give students extensive opportunities to solve their academic problems, the College will alert students, even during a term, if they are not demonstrating sufficient progress. If they have very poor gradepoint averages, they will receive a special warning that they must improve, and, more importantly, they will be counseled and referred to courses and programs where they can receive appropriate assistance. If these students continue to have poor records, they will again be advised concerning steps they may take to correct their deficiencies, and their credit load will be restricted so that they can concentrate more fully on their academic problems, thereby having a greater chance of success with fewer courses. If once again their progress is unsatisfactory, their credit load will be further restricted. Finally, if after all of this counseling and advisement, after these opportunities for assistance in special instructional programs, and after reduced credit loads, the students still do not progress satisfactorily, they will be suspended for one major term.

The students' opportunity for college work, however, has not ended. After this period of time away from the College, during which the students, hopefully, will assess their career and life goals and the place of a college education in achieving these goals, the students can register again in the College's programs in a probationary status. Studies show that students who return to school after a term's absence do significantly better work (*The Chronicle of Higher Education*, May 1, 1978, p. 13). Even if the students' work at the College should prove ultimately unsatisfactory, the College will attempt to assist students in exploring their other options for successful career training or employment.

It should be obvious from the steps in this plan that the College recognizes that it should be a humanistic institution concerned about the individual student. The College continues to reaffirm its commitment to the "open door" policy and to providing educational opportunities for all students, including those who have previously been unsuccessful in their academic efforts. It is concerned that the standards do not inappropriately restrict part-time students; transfer students; students who come to the College for single courses as part of a program of self-improvement or lifelong learning; students in non-campus settings, like Open College and outreach centers; students returning to college after many years without involvement in formal education; students who have special non-academic problems; or students who perhaps for the first time in their lives face serious, sustained academic effort. Yet, there is evidence that challenging academic standards

benefit students. Many students want such standards, and the College should not underestimate the capability of all its students. By allowing adequate time and by providing sufficient assistance for students to meet these academic standards, the College should motivate students to achieve their potential. The entire thrust of the new Standards of Academic Progress is to help students having difficulties help themselves early in their college work, not to restrict the opportunity for all students to pursue their educational goals.

Thus, the need for personal contact with students and advisement concerning academic problems is evident. All faculty share the responsibility for assisting students and for providing them with sound advisement concerning their educational goals and progress. Every effort should be made to work personally with students so that the designated restrictions need be applied only when students have clearly demonstrated their inability to accept responsibility for doing the work necessary for success. The overall effect of these new Standards of Academic Progress should be reduction in the student attrition rate, more satisfactory performance by students in their courses, better use of the special resources provided for students having academic difficulties, and increased public support for the College's efforts to provide sound educational programs of the highest quality.

Standards of Academic Progress

Category	Result
7-16 credits *attempted* with less than a 1.5 cumulative grade point average	Academic warning
17-29 credits *attempted* with less than a 1.5 cumulative grade point average	Academic probation
17-29 credits *registered* for but earned credit in less than half	Academic probation
30+ credits *attempted* with less than a 1.5 cumulative grade point average	Academic suspension
30+ credits *registered* for but earned credit in less than half	Academic suspension

Note: In calculating the category of courses registered for but earned less than half, incomplete grades (I) and audit grades (X) will not be calculated.

Definitions: Standards of Academic Progress Results

Academic warning signifies there will be a limitation of 9 credits in Fall Term, 9 credits in Winter Term, 3 credits in Spring Term, and 3 credits in Summer Term. In addition, students should take 3 or more credits as part of a prescribed program of intervention which attempts to assist the student. In such cases, the limitation of credits may be increased to This program of intervention might include developmental studies, a kill course, career counseling or a combination of all three.

Academic probation signifies there will be a limitation of 9 credits in the Fall, 9 credits in the Winter, 3 credits in the Spring, and 3 credits in the Summer. As part of the credit limitation students should have 3 or more credits prescribed as part of a program of intervention.

Note: Students in this category who on the basis of each term's performance earn half of their credit and maintain a 2.0 term average will never be suspended.

Academic suspension requires a student to discontinue enrollment at Miami-Dade through the next major term. (Neither the Spring Term, nor the Summer Term, nor the combination of both is considered a major term.)

Probation after suspension. Students who discontinue their enrollment because of suspension during a major term may reenter the College and continue provided they maintain a 2.0 term average and earn credit in at least half the courses for which they register.

Academic dismissal represents a separation of the student from Miami-Dade Community College for at least twelve months. Academic dismissal occurs after students fail to meet the minimum requirements during probation after suspension. If, after being readmitted following suspension, the students fail to meet minimum standards, which are maintaining a 2.0 term average and earning credit in at least half the courses for which they are registered, they will be separated from the College.

Students are eligible to reapply for admission to the College after the dismissal period. Admission will be on a petition basis; in order for readmission to be approved, the petition must present evidence of some change in the student's circumstances.

Academic Alert

Academic alert procedure. The College will institute an academic alert procedure.

Academic alert signifies that students have not performed adequately for a particular term. This procedure allows the College to notify the students of its concern and to suggest resources of the College that may be utilized to assist them in correcting difficulties. The system will be activated at any point during the term, preferably before the end, so that students who are facing failure can be alerted in sufficient time to take corrective measures.

Appeal

Appeal: An appeal process will be available to students who are suspended or dismissed for unsatisfactory performance should extenuating circumstances be shown.

Part IX

Implementation of the Requirements

The Implementation Process

The new requirements and the changes in the general education program have been adopted to achieve more effectively the General Education Goals, but how the changes are implemented will be crucial for the success of the new program. The implementation of these changes must be carefully planned, and sufficient time must be allocated to phase the program in smoothly. For this reason the general education requirements will not take effect for three years.

Perhaps the most critical factor in the implementation process is the participation and support of faculty. Just as there was not a consensus among faculty concerning the General Education Proposal, there will be disagreement about the objectives and content of the new required courses. Faculty will have to work together closely to determine priorities in the identification of the course objectives. In view of the approved recommendations in the General Education Proposal, the following considerations are important:

1. Faculty teaching in the content areas of the core courses should be the principal developers of the course objectives and content. As many faculty as possible should review the proposed course objectives and make recommendations for their improvement.
2. Faculty in instructional areas other than the ones dealing immediately with a particular course should participate in determining the course objectives and reviewing the proposed content. This is most important if the general education program is to be a true program. In the development of courses for a new program, it is logical and appropriate to involve the faculty with expertise in that particular program area. If the general education program is truly a program, with a clear set of program goals and clear relationships among the program courses, all faculty involved in the general education program should have input into the total program. Consequently, each core course, which is fundamental to the general education program, is not the sole concern of one department or area. All instructional areas, including the occupational and technical areas whose students will take the core courses, should participate in determining the course objective and content.
3. As many faculty as possible should suggest instructional materials and teaching strategies that would be appropriate for the courses.

4. Faculty should involve students in the development process when their input could be valuable.
5. Faculty workshops and seminars should be held to share with faculty the rationales for the course objectives and content and to explore areas to be covered in the courses.
6. Some faculty on each campus should teach the new courses on a trial basis prior to their full implementation. Careful evaluation of the courses should be a part of these trial classes.
7. In the course development, effort should be made to provide substantial assistance to instructors who teach on a part-time basis and who teach at off-campus sites.

The implementation of the general education program will provide faculty with the opportunity to participate in creative and challenging work that will affect a substantial part of the College's instructional programs. The results of these efforts will have a significant impact on the College's programs in the years to come.

Implementation Time Schedule

The full implementation of the new general education program will not occur until the Fall Term, 1981. This three year period is necessary so that course materials can be prepared, faculty workshops held, and support services redesigned. In addition, time is needed in order to test new courses in a few sections on each campus so that revisions can be made before they are fully implemented. This will also give faculty the opportunity to learn more about the new courses, to consider various teaching materials and strategies, and to do long-range preparation for their own teaching. The faculty who teach these first sections of the new courses can also develop teaching strategies which can be shared with other instructors. Another consideration in the course development is to provide materials at reading levels suitable for a broad range of students so that faculty can better individualize their courses, at least in part, for more advanced students and for students who have great difficulty with various areas of the courses; the development of such material may take considerable time.

The new Standards of Academic Progress and the Basic Skills Requirements, however, can be implemented relatively quickly. Moreover, some of the core courses can be developped sooner than others during this three year period. Thus, some of the requirements can be phased in to provide for a smoother transition to the new programs. Following is the implementation schedule:

Term	Requirements	Required for
Fall Term, 1978	Standards of Academic Progress	All new students
Winter Term, 1979	Standards of Academic Progress	Phase-in for all returning students
Fall Term, 1979	Basic Skills	All new students
Fall Term, 1981	General Education	All new degree-seeking students