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AUTHOR	Cruz, Rodolfo; Segura, Roberto
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ABSTRACT

The primary purpose of this study was to explore the possibility of combining existing resources of the community and the community college system in an educational program that can provide maximum latitude for individual abilities and interests of students involved in the Chicano Studies area. Current literature on innovative programs in higher education, such as the Union for Experimenting Colleges and Universities, was reviewed. Two site visits were conducted, one to Deganawidah-Quetzalcoatl University in Davis, California, and the other to Miami Data Community College in Miami, Florida. Results indicated that a major problem exists in the Modal Learning Concept in that many community college educators surveyed believe that they are already implementing innovations that combine existing community resources. A seminar with community college Chicano Studied directors and administrators is recommended to increase their understanding of the Modal Learning Concept. It is felt that, with good salesmanship, educators can be convinced that their innovations can be improved. Such a change would be facilitated by the creation of an environment by administrators that would encourage experimentation and would allow for possible subsequent failure. (Author/KM)

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Final Report

Project No. 2-J-035
Grant No. OEC-X-72-0028(057)

Rodolfo Cruz
State Board for Community College Education
Minority Affairs Office
2722 Eastlake Avenue East
Seattle, Washington 98102

Dr. Roberto Segura
College of Education
Washington State University
Pullman, Washington 99163

THE POTENTIAL APPLICATION OF THE MODAL LEARNING CONCEPT TO A CHICANO STUDIES CURRICULA IN THE COMMUNITY COLLEGES

August, 1973

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Region X
Director of Educational Research
U.S. Office of Education, DHEW
Arcade Plaza Building
1321 Second Avenue
Seattle, Washington 98101

ERIC

ABSTRACT

Purpose

The primary purpose of this study was to explore the possibility of combining existing resources of the community and the community college system in an educational program which can provide maximum latitude for individual abilities and interests of students involved in the Chicano Studies area.

Methodology

The methodology employed was review of current literature on innovative programs in Higher Education such as the Union for Experimenting Colleges and Universities. Another method employed were two site visitations--one to Deganawidah-Quetzalcoatl University in Davis, California, and the other to Miami Dade Community College in Miami, Florida.

Results

Results of this study indicate that a major problem exists in the Modal Learning Concept in that many community college "educators" surveyed believe that they are already innovating combining existing community resources.

Conclusion

Community colleges are seeking ways to improve Chicano Studies. A seminar with community college Chicano Studies directors and administrators to increase their understanding of the Modal Learning Concept would aid in implementing such a program.

The Modal Learning Concept can work and similar programs in other community colleges are working.

With good salesmanship, "educators" can be convinced that their "innovations" can be improved.

The creation of an environment by administrators that would encourage experimentation and would allow for possible subsequent failure would help.

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Rodolfo Cruz
State Board for Community College Education
Minority Affairs Office
2722 Eastlake Avenue, E.
Seattle, Washington

Dr. Roberto Segura
College of Education
Washington State University
Pullman, Washington

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National Center for Educational Research and Development

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Introduction

The primary objective of this study was to explore the possibility of combining existing resources of the community and the community college system in an educational program which can provide maximum latitude for individual abilities and interests of students involved in the Chicano Studies area. Chicano Studies has, since its inception, recognized the important relationship which exists between higher education for young Chicanos, and social change in the Chicano community.[1]

This educational concept has been operationalized in a large number of Chicano Studies programs throughout the Southwest including three programs in the State of Washington. Indeed, most Chicano Studies programs provide for direct experience in the community through field work courses, or, in some cases, complete Barrio (community) stations. Nonetheless, many colleges and universities have left the experiential portion of their curricula on the margins of their programs, and have failed to recognize the full potential of direct experience either by granting insufficient recognition to the value of such experiences, or by failing to provide adequate supervision and integration of such experiences into the total educational program.

As another part of standard educational systems, we find a constriction of educational purpose which results from existing course distribution requirements, the departmentalization of educational programs, and the designation of a finite number of courses which are required for a degree. Modal learning is an educational approach which may serve to avoid some of the difficulties created by attempts to mold Chicano Studies into traditional college and university patterns.

In essence, modal learning begins with the knowledge that we can best increase our intellectual awareness as well as our skills when they are exemplified and given concrete form during the learning process. To discuss the modes of learning is to recognize that seemingly different curricula will often teach similar modes of human thought. Instructors in anthropology, history, biology, and physics, may use quite different subject material to instruct students in the mode of scientific inquiry. An English theme, and a research paper in history often overlap in providing instruction in the expressive and investigative modes of human thought. Modes are different

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[1]Chicano Coordinating Council on Higher Education, El Plan de Santa Barbara: A Chicano Plan for Higher Education; Santa Barbara, La Causa Publications, 1970. pp. 60-69.

perspectives on human activity, but they should not be considered ultimate in any episteomological or logical sense, nor do we need to think of modes in a philosophical sense, since our concern is educational. In the educational sense, modes, however they are defined, must be pragmatic and utilitarian devices for approaching the totally educated individual. In this case, an individual prepared to serve the Chicano community, either as Doctor, Lawyer, Social Worker, or Farmworker organizer.

For convenience of outlining the educational process, three basic modes will facilitate our understanding. The first of these modes is designated as the Instructional Mode. The central purpose of the instructional mode is to provide students with background information, and in some cases skills, necessary to successful functioning in the two remaining modes. This mode may include some traditional classroom situations, as well as seminars, tutorials, media sources, directed library research, non-campus resource individuals, and any other activities which fulfill the central purpose of this mode.

The second mode, is designated the Creative, or Expressive Mode. This mode is intended to provide the student with those techniques which will allow him to communicate the results of his studies and findings to others. This mode would provide for both written and verbal communication skills as well as thorough grounding in concepts of logic and evidence. For the student interested in aesthetic arts, this might include studies in the technique of other artists, painters and musicians.

The third, and final mode provides the student with concrete experience which makes modal learning a truly integrated educational experience. The experiential mode is tailored to the interests of each student. This part of higher educational experience may occur simultaneously with the student's other education or may (because of distance and time for example) represent the culmination of his educational endeavors. The degree of supervision and the type of experience will vary with each student's capabilities. A student without adequate background in Spanish for instance, would not be placed in an experiential mode which required such a skill, although he might be assigned to a situation requiring Spanish if it could be determined that his expressive skills in Spanish would be improved through such an experience.

A major part of the project was to explore the modalities involved in the various educational situations which students in the community college system encounter. This process would not require that we purify and then rigidly classify existing curricula into one or another of the modes of human

intelligence. Indeed, excellent teachers often stimulate their students in differing modes of awareness, creativity and expressiveness. The intent of identifying modes is to provide students and faculty with a sense of the kinds of modal perspectives which some courses currently perform. A new dimension of experiential education would be added by demonstrating the plausibility for the integral inclusion of non-campus resources in the total educational process.

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Methods

For the purpose of developing a clearly phased operational model, the methods employed were compartmentalized as clearly and completely as possible. It should be remembered that many of the procedures overlapped and in some cases occurred simultaneously.

After a completed review of relevant educational abstracts it was obvious that there exists virtually no professional literature on the integrated modal learning concept. Research on the programmed instruction proved largely irrelevant to this concept as well. There are, however, other community colleges and universities presently in operation that are utilizing the modal learning concept on a limited basis. With the exception of Miami Dade Community College, none of the colleges are presently attempting this concept with a computer back-up system as proposed in this research project. (See Appendix A and B)

Therefore an early priority of the project was to visit at least two institutions of higher learning where Spanish-speaking students were enrolled and where innovative concepts similar to the modal learning concept were being utilized.

The visitation sites selected for this research project were Deganawidah-Quetzalcoatl University (D.Q.U.) in Davis, California and Miami Dade Community College in Miami, Florida.

An evaluation was made of strengths, weaknesses, and potential adaptability of the D.Q.U. and Miami Dade Community College modal learning concept to Chicano Studies and to the Washington State Community College structure.

In conjunction with site visitations, contact was made with five selected Washington community college Chicano Studies programs. The five community colleges selected were Yakima Valley Community College, Skaggit Valley Community College, Tacoma Community College, Big Bend Community College and Seattle Central Community College. At that time explanation was made of the modal learning concept.

Contact was also made with Chicano Studies programs in the four-year colleges and universities to determine what potential exists for transferability of a modal learning program at the community college level. At the same time, an investigation was made of the administrative potential

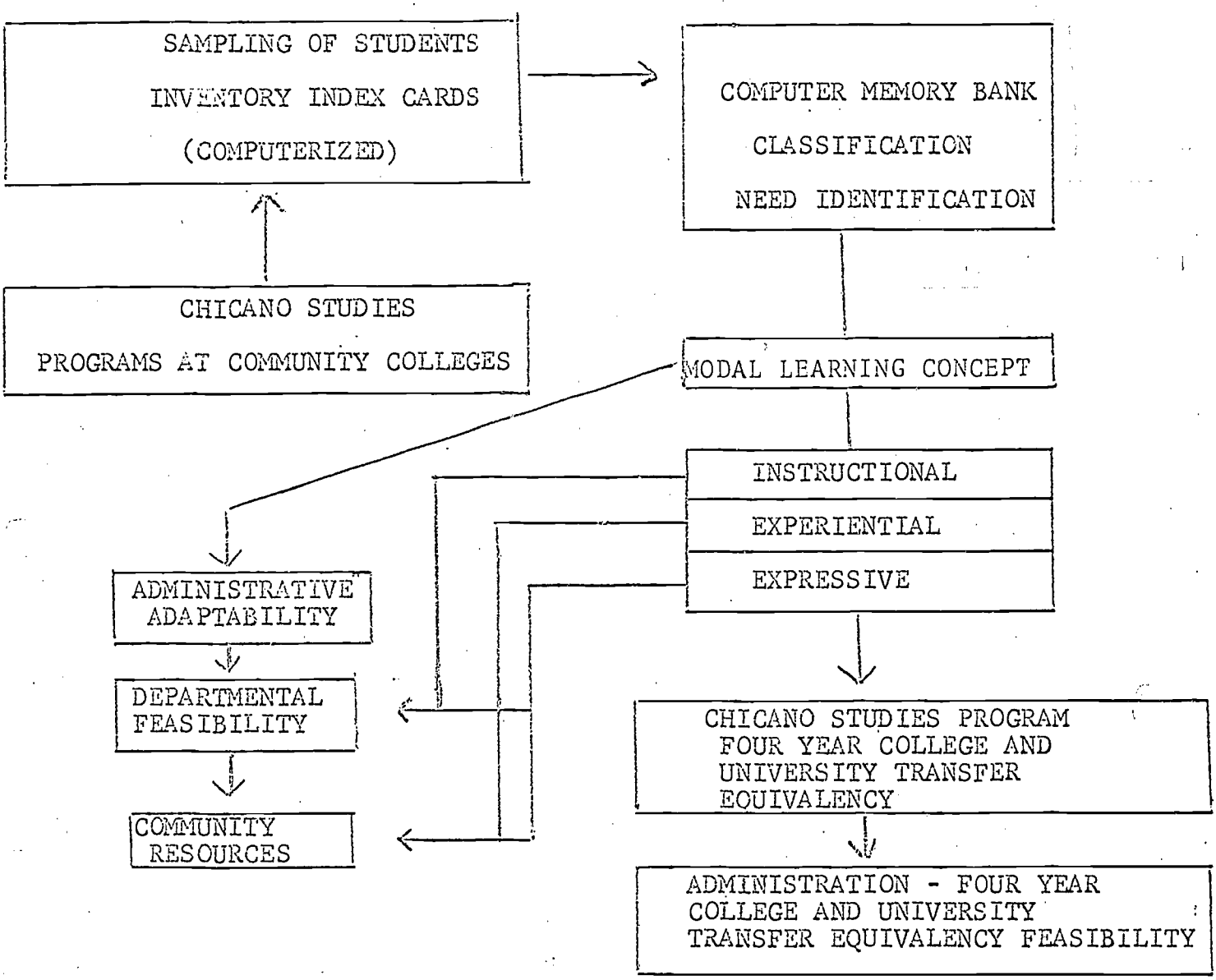
for a Chicano Studies modal learning program. This included an analysis of administrative structures presently in existence, and an attitudinal survey of principal administrators involved in those five community colleges. Selected faculty responses to the idea of modal learning were also surveyed as part of this process.

With the technical assistance of computer engineers and programmers at Washington State University a student inventory index card and student report form was developed. Rather than attempting to list all of the possible modes of human intelligence, the approach was to develop a system that will provide for accurate bookkeeping and classification of differing modes. (See Appendix A and B)

An attempt at a process to evaluate the language capabilities of students entering the program was made. This included both Spanish and English with attention to the special strengths and weaknesses of the Chicano students' socio-linguistic experiences.

Finally, an analysis of representative community resources was made to determine the type and quality of experiential learning which can be utilized in such programs. The intent was to develop representative experiences rather than a catalogue of resources for any particular community college district. The resources can be a model for cataloguing such experiences by criteria relevant to Chicano Studies programs.

DIAGRAM OF PROCEDURES



Results

Significant Findings and Events

Institution's Educational Aims and Objectives. The purpose of DQU is to develop scholars who will go into the Native American and Chicano communities and begin to systematically bring about changes that will improve the quality of life of the inhabitants of those communities in keeping with the cultural, social and political values of the people. It is envisioned that these scholars will be social change agents in all aspects of their work within the community. They will teach the traditional values to those who have lost them and reinforce these values for those who need increased self-identity and confidence. They will work in all manner of occupations changing both the service and the delivery systems that will affect the lives of the community people.

This school affords an opportunity for the individual student to attain his/her highest academic potential. This means developing an academic program which is noted for its excellence, but taught in a way that will meet with the present life style of the student, with modification of behavior based on the cultural values of the ethnic groups which are represented here. All education is modification of behavior, but DQU wishes to allow students to grow in spirit, in mind, and in body. In this way we will be a unique institution experimenting with methodology, content in courses, and use of educational resources.

One of the basic values that DQU imparts is the emphasis on the sense of community which includes the family, extended family, local and world communities of human beings. In many ways this is very different than the individualistic, competitive, and materialistic emphasis of the Anglo oriented education system. Another value of the community of DQU is the sense of humans in relation to the total environment, and of imparting the need to live in harmony with all parts of the ecology.

Curricular offerings, including catalog. The Associate of Arts program in the Tiburcio Vasquez College was finalized in the middle of March, 1972. Most courses are broken into 16 hour modules, each of which is equivalent to one (1) unit.

The core curriculum is divided into six subject areas which have been designated educational theory, basic subjects, humanities, social science, natural science, and physical education. Each student is to complete thirty (30) units in

core subjects. There is no restriction or requirement for any particular subject area with the exception of physical education which can be taken for a maximum of two (2) units per year.

The courses are designed to enable the student to survey subjects of academic worth in relation to the impact on the Chicano and Native American communities. In some cases the community is outside of DQU, but generally the attempt is to keep the focus on the DQU community as a microcosm of the total Chicano-Native American life in the area now governed by the United States.

It is seen as very important to provide a built-in change mechanism for the creation of relevant curricula as the school and the times call for it. This was done by setting up a unique set of courses in the educational theory subject area. One course permits students to explore the tenets of education, another teaches the basis for curriculum design, and the third (probably the most unusual of all) is an educational evaluation center course which gives the student an opportunity to explore the problems of DQU through research and to come up with alternative solutions which can then be presented to an appropriate body for action.

The basic subjects area is another place where the school is offering a different approach. Composition, verbal and non-verbal communication, reading and mathematics are seen as tools to be used in the pursuit of education. Therefore, these courses are not set up in a vacuum relying on textbook exercises to improve the student's ability. Instead, they are designed to provide immediate assistance with real problems facing the student in such areas as writing papers, talking with groups for other courses, developing a speech for the presentation of material to a class or a group, to learn to distinguish body movements and other forms of non-verbal communication in relation to the activities they are engaged in on campus, reading materials that are essential to their understanding of important concepts as they emerge from other areas of study, and doing mathematical computation for consumer economics or statistical calculation for interpretation of research materials.

The core curriculum at DQU is generally equal to the general education curriculum in the community college. Insofar as possible, the focus is on problem solving and learning by doing. The emphasis is on the Native American and Chicano communities' traditions and values as the source of knowledge.

Major areas of study are limited by funds and the number of students enrolled in the school. Farm management, business, mass media (including graphics), general liberal arts, Native American studies and Chicano studies are the designated majors.

The latter two are found in the Hehaka Sapa College and Colegio Quatzalcoatl respectively. All majors, with the exception of liberal arts, offers a certificate if 20 units are completed in the subject. The certificate in mass media is limited to the graphic arts section of the major. If a student is seeking only an A.A. degree without the certificate, then only 15 units need to be taken in the major with the other units coming from other areas and counted as elect s.

Farm management is designated a major and has been specially funded by the Department of Labor as an experimental program. Here the aim is to develop people who can go into the barrios and the reservations and assist others to set up cooperatives in farming. This program will give them the skills to plan, operate, and evaluate the development of the cooperative.

The business major was deemed important because it will not only serve our regular students, but will provide for credits for inservice training for the secretarial staff here. The entire Migrant Worker Program staff is enrolled in a block of business courses for which they are receiving full college credit. Such "inservice" training is invaluable to the university as well as the staff involved. The classes are also available to the students on campus, but at this time none are enrolled.

Mass media and graphic arts is a major that is seen as vital to a school interested in the positive development of the Native American and Chicano images and communities. There must be real knowledge made available to the students regarding the politics, functioning, operating and use of the mass media. Eventually, we hope to break this down into newspaper and magazine publication and broadcast as well as to continue with the graphic arts portion of the major. At this time there are neither the funds nor the student body to support a further breakdown.

General liberal arts is not a certificate major. The student is allowed to take courses in any field of study and amass at least an additional thirty (30) units. It is felt that some of the students will not be ready to make a commitment and need the first sixty (60) units of credit for maximum exploration of the curriculum and their own interests.

The Native American Studies is located in the Hehaka Sapa College and is for the study of the humanities, social science, and language arts of the Native American culture. The Chicano Studies program will function in the same way from the Colegio Quetzalcoatl. Both of these programs will offer the students depth and insight into the traditions, cultures, and futures of the two groups.

DQU has all three innovative concepts in their university that applies to the modal learning concept. A slight departure from our experiential and expressive concept exists in their program. The "contract" is used in their approach toward getting community involvement. The introduction toward getting off campus credit is taught in a core course required of all students called "Contract Education."

The Contract Education course was developed as part of the core curriculum. The curriculum specialist has been teaching the course. There are two reasons for this. The first, to orient the students to the contract education process. The second, was to have students help identify the problems involved in writing contracts. The following is a summation of the class input to date.

1. A student can develop a contract for a total educational program leading to a particular degree or a contract for a special project for a limited period of time and leading to an agreed on number of units.

2. Once a student decides to develop a contract he/she should register in the Contract Education course. This will give the student an opportunity to gain an understanding of the contract method, work out a proposal for a contract, and identify the expertise that will be needed on the contract committee.

3. When the student feels ready to establish a contract committee, a list of names will be drawn up and the persons considered will be consulted for availability. The membership should include at least one other student, a community person who has special knowledge of the learning goals or of the student's project, and someone who has an academic tie with the university.

4. Once the student has obtained permission from the persons needed for the committee, their names will be submitted to the Undergraduate Committee for approval. When the Undergraduate Committee approves the names for the contract committee, the contract committee will have the ultimate decision-making power with exception of the use of the grievance procedure which will be used when a member of the committee or the student cannot agree on a substantive decision regarding some aspect of the contract.

5. The grievance procedure will be developed by the Undergraduate Committee. Examples of procedures which might meet the needs are: one person chosen by the contract committee and one person chosen by the student with these two persons choosing a third. This group would then deliberate the disagreement or the Undergraduate Committee might appoint the third person to the grievance negotiating group. It is

hoped that the contracts will be set up and followed in such a way that conciliation or arbitration would nearly always be avoided.

6. With the contract committee chosen, the student should begin to develop a contract that will meet his present educational needs with the understanding that he may make several changes as he progresses. The goals of DQU should be kept in mind in the development of the student's learning goals. The student should be encouraged to use real issues and real problems in an effort to gain the knowledge and skills that he needs. The contract should focus as much on learning how to obtain information as on the specific content realizing that under some circumstances facts become obsolete.

7. A contract student is equivalent to a full-time student which is equivalent to 12 semester units every 4 months. Financially the student should pay or have payment waived for three semesters per year (a year-round program), at $240 per semester or a total of $720 per year. If the student wants to be excused for one semester period, he/she will petition the Undergraduate Committee.

8. In a planned program the student can get the instruction needed on campus. The contract student will very likely be off campus for some part of the contract period doing research, etc. Also, though there may be courses for the contract student on the DQU campus, the student may have to take courses at other schools. For these reasons it is suggested that the student have access to $75 per semester of the tuition or a maximum of $225 per year. The student would be able to obtain this money only by submitting a written proposal first to the contract committee, and after they approve it, it would be sent to the Undergraduate Committee for final decision. (If a student has had tuition waived, then it is possible there will be no way of supporting resources, etc., with these payments) However, all contract students should learn the art of proposal writing in order to obtain small grants from foundations, etc.

The purpose of contract education is to permit each student to determine his/her educational goals. By educational goals we mean what a student should be able to do as a result of reaching his stated goals within the stated time period. These goals should be stated in behavioral objective terms and agreed to by the student's committee as feasible and in line with the objectives of the university.

The purpose of this contract committee will be to make legitimate the learning and to provide support and guidance for the student. When the committee agrees that the goals have been reached and that they represent legitimate academic

knowledge, the student is considered to have completed his contract. The function of the committee is then to be an advocate for the student in the DQU Undergraduate Committee.

The student is expected to be involved in a social action research project. The student will receive assistance from resource people, agency people and the contract committee in the selection of his project. They should also assist in the development of the checklist of skills and knowledge that the student already has and knowledge that the student will gain specifically from the project.

The Undergraduate Committee will function in the following way:

1. To set the standards for the A.A. degree and to give approval to the A.A. degree planned program.

2. To set the standards for the B.A. degree program and to give approval for the B.A. degree planned program.

3. Will give direction to the Coordinator of Instruction regarding the establishment of classes and the evaluation of them.

4. Will review the work of the Curriculum Specialist and give direction for the setting of priorities for development of new majors and programs.

5. Will review and approve all satellite center projects with regard to academic and vocational instructional programs.

6. Will establish the broad guidelines for the contract education program, approve all committee members, and act as a body for conciliation and arbitration when necessary. Will also approve proposals of students for DQU funds to be used by students for meeting contract goals.

7. Will approve all new undergraduate courses.

Community Education Centers have been developed to permit Native American and Chicano organizations to offer courses that will be of value to the community people. This service is not limited to California, however, at this time we have not received requests for information from outside the state.

The organization must develop the course (preferably one that is listed in the DQU catalog), find an instructor, and a location where the classes or seminars will be held. This information, in detail, will then be seen by the Undergraduate Committee of DQU and a determination of its value will be made. If the organization needs assistance in

the development of courses, then DQU will attempt to give this service without charge. It is anticipated that the only charge will be $3.50 per unit per student. As with courses taught on the campus, 16 hours of instruction is equivalent to 1 unit of credit.

Off-Campus Education Centers as they relate to the funded programs at the DQU are just getting off the ground. The Migrant Worker Program has been funded for 3.1 million dollars to train 550 migrants so that they can settle out of the migrant stream. This program will offer 100 on-the-job training slots. This will require no assistance from the DQU training-education staff. However, the other 440 slots will be developed for both placement in existing jobs and development of new jobs through economic development.

Twenty-five of the positions will be hired as Resource Referral Specialists with the off-campus sites. This group will be writing educational contracts with DQU for an A.A. degree. It is anticipated that they will have a variety of goal outcomes. Some may wish to specialize in community organization, some in economic development, or any one of a number of other academic pursuits. Other students in the program will receive basic education and vocational training and/or economic development training. This curriculum has not been developed as yet. Persons have been hired, and the work is being accomplished.

Training of teachers as an academic goal for DQU has been initiated through two grants that were funded for fourteen months and twelve months respectively. The curriculum for neither of these programs is finalized, but staff is working on the curriculum for the Institute for Indian and Chicano Study Expertise, a Title Five-E project of the Education Professional Development Act. The other program, Special Training Institute on Problems of School Desegregation, will not commence until July 1, 1973.

In addition to the two grants listed above, the National Task Force de la Raza will be at DQU starting the first of July, 1973, with a charge to develop instructional materials for elementary-aged school children.

A child development center for staff and students is being developed at DQU. A child development center will necessitate the development of a curriculum for the training of staff which can then be extended to include others if a multi-ethnic center is opened here in the future.

Traditionalist education, that is the education received by the Native Americans on the reservation from the elders or grandparents, is considered very important for the Hehaka Sapa College. This area is just now being explored and will be pursued further in the near future. There will be many difficulties around the establishment of such a program, but the Board of Directors and the student body are very positive about wanting such a program.

The vocational areas selected by the sub-contractors are as follows. The number of trainees is also indicated.

I. GCEP. Modesto, Stockton and Brentwood

A. Greenhouse Manager-Worker Cluster. (20) Modesto

B. Farm Manager, Farm Hand Gen. I and II Cluster. (40) Modesto and Stockton

C. Restaurant Cluster. (18) Brentwood

D. Clerk Typist, General Office Cluster. (18) Brentwood

E. Nursery and Farm Hand General Cluster. (18) Brentwood

II. La Clinica. Imperial and Coachella

A. Building Construction and Maintenance, Pre-Apprentice Carpentry. (20) Calexico

B. Restaurant Management and Restaurant Services. (20)

C. General Merchandising. (25)

D. Feed Lots. General Operation. (40) Imperial County

E. Water District and Public Works Cluster. (20) Imperial and Coachella

F. Waste Water, Water Purification and Geo-Thermal Power. (20) Imperial

III. FCCA. Fresno, Tulare and Kings

A. Pre-Fabricated Housing Construction Cluster. (50) Tri-county recruitment

B. Dairy Cluster. (15)

C. Nurse's Aide. (15)

D. Automotive Service Station Attendant. (20)

E. Landscaping. (20)

The clusters combine into some general areas.

I. Agricultural or agricultural related. 1A, 1B, 1E, 11D, 111B
II. Clerical. ID
III. Restaurant Services. IC and 11B
IV. Merchandising. 11C
V. Medical Services. 111C
VI. Public Sector. 11E
VII. General Services. 111E (Landscaping) 111D (Automotive)
VIII. Waste Water. 11F

The major weakness of DQU is the lack of educational facilities. The lack of educational facilities is attributed to the lack of capital.

A Bill has been introduced in Congress for a $35 million appropriation for building facilities and hopefully the bill will be passed.

The lack of capital and educational facilities has had a negative effect on the student enrollment. I found most students enrolled at DQU to be from the poverty sector of society and were in need of student supportive services in order to write more realistic contracts that are directly related to solving community problems. For example, a student submitted a Learning Contract on "Geodesics Dome Making." The student felt that DQU has a responsibility to acquire the necessary material to build the Dome. The student was also forced to get money for the materials from the student recreation fund. The cost for some of the material is as follows: Bander, $80.00; Banding Material, 4¢ per foot; clips for banding material, 4¢ apiece; wood, 10¢ a foot; three inch plastic pipe, $8.40 for ten feet.

Obviously DQU and most students are not capable of financing such community projects without some financial support from other sources.

Another weakness with the Contractual Approach to Creative Learning was in the way in which contracts were written. It is my opinion that many contracts I reviewed were unrealistic and couldn't possibly be completed by students without being there at least five years. Perhaps this could be corrected by having inservice training sessions for faculty, students and community resource people to more adequately understand performance objectives and contract writing.

Although a class on contract learning exists for students, most faculty and community people need to understand the system more adequately before accepting a student's contract that might be impossible to complete, or unrealistic.

The key to the success of the contractual approach lies in the understanding of contracts and supportive services from the university and the community.

As far as the modal learning concept is concerned, it is possible to use such a system at the community college level for Chicano Studies. Careful planning and guidance from the project director and myself would help in avoiding some of the mistakes that have occurred at DQU.

Miami Dade Community College

Innovative Projects, Aims and Objectives

The Division of Intercurricular Studies is designed so that all subjects are interrelated. The Rationale for the Intercurricular studies is that "the most important and significant aspects of human life permeate every discipline, not singularly as isolated events, but conjunctively and complexly." The Division of Intercurricular Studies provides the students with the opportunity to become involved in the community and influence the environment. This provides the students the opportunity to become involved with other people from all backgrounds and to become more effective in their ability to solve problems in the social and national environment.

The Division of Intercurricular Studies is divided into three modules, each of which meet for three hours a day, Monday through Thursday.

Each module has a faculty team of five: a social scientist, a human relations specialist, a natural scientist, a communications specialist and a module coordinator. Each faculty member is assigned groups of 10 to 15 students, called "families." The family is your home base. It is the place where you will sort out your goals, and map out the best route to get where you want to go. It is in your family that you will plan an individualized program to accomplish your educational goals.

The intent of the family is to create a primary group in which communication will occur between you, other students, and teachers in social, personal, academic, and vocational areas. The family is characterized by informality and heterogeneity along the dimensions of race, sex and scholastic ability. This unit meets regularly and offers a safe climate in which friendships are developed and in which you will realize an increased awareness of yourself and others.

The most significant aspect of the Division of Intercurricular Studies as applied to the modal learning concept is their method of bookkeeping with a computer back-up system. Grading in the Division of Intercurricular Studies is based on objectives. Objectives are written by the student with the guidance of faculty advisors. A student may contract for a particular grade. As the students complete objectives X's are entered in a computerized student report form. When all objectives are completed the X's then turn into a grade for a particular course. This avoids the problem of transferring credit to a four year institution.

The Life Laboratory

The Life Laboratory is designed so that a student entering the Life Lab program begins with a curriculum planning document. He lists his academic credits and the non-academic learning experiences he believes should be counted, such as workshops and seminars, travel and perhaps hobbies or on-the-job training and volunteer experiences.

Then he analyzes his needs and goals and meets with staff programmers to work out a study contract.

Some students find that signing the contract makes them feel a greater sense of responsibility for achieving what they've promised to do.

They promise to take a minimum of three Life Lab courses (three credits each) and a maximum of five courses each semester. The courses are not usually in classrooms. Instead, students are expected to participate in small group discussions and workshops, and to listen to and evaluate at least 10 and up to 50 tape cassettes of talks by authorities in various fields.

On top of that, they're expected to see films, read and evaluate two books or selected periodicals per course, and skim the conventional textbook.

Plus, they're to work on individual projects such as volunteer tutoring of underprivileged children or helping in the Dade County Jail. Or they may do individual research projects, apprentice with an expert, or submit some learning experience from their own job.

The Life Laboratory is most applicable to the modal learning concept in that it comes closer to the total integration of the differing modes. This program, however, does not have a computer back-up system as does the Division of Intercurricular Studies.

Micro-College

The Micro-College is designed for the first or second semester freshman who is interested in a program designed for self-motivated and self-disciplined students. The number of participants is limited to sixty, on a first-come basis.

Micro-College is a package program consisting of required and transferable General Education courses and two electives, normally distributed in the following manner:

1st Semester		2nd Semester	
Orientation 101	1	English 121	3

1st Semester		2nd Semester	
English 120	3	Humanities 202	3
Humanities 201	3	Social Science 102	3
Social Science 101	3	Mathematics 201	3
Biology 102	3	Social Psychology 210	3
Speech 240	3		
	15 credits		15 credits

Micro-College is a total entity, a community within the larger College. The Micro student, though receiving the same credits as students enrolled in regular versions of these courses, has the freedom to select from a number of Learning Options offered by staff members. He may choose from a number of methods of evaluation as well. In effect, he has the opportunity to design his own curriculum and to pursue those aspects of the various studies which are of the greatest relevance to him.

In addition, Micro functions as a society does. (Hence its name "Micro," which stands for Microcosm) Students enter from all areas of life and from varied ethnic and religious backgrounds. Since they are together for many more hours than is normally the case with participants in other courses, they run into the inevitable problems of human relationships found in society at large. In this way Micro-College contributes to educational growth far in excess for the subject matter of individual courses.

Speech 240 in the first semester and Social Psychology 210 in the second function as community-building programs in which each student learns many of the practical skills needed for successful social living. At the same time the emphasis on self-determination, which is at the core of Micro's educational philosophy, encourages the student to develop inner resources, allowing him to function as an independent human being.

Grading is negotiated between student and instructor and is based on a contractual system clearly understood by both parties before work in any course is begun.

Micro hours are 9 to 12 each weekday morning. Students are asked to keep those hours free, though a printed schedule issued on Fridays for the coming week will inform each participant of his attendance responsibilities.

The main feature of the Micro-College related to the modal learning concept is that the instructional mode is expanded to many areas within the community college. Although credit is shown for formal class structures on the transcript the student transfers to a four year institution, the actual learning process is very flexible and allows students to explore many instructional possibilities on campus.

Chicano Studies Directors' and Administrator's Survey

During the time that this research project began, transferring from a two year institution to a college or a university was a major problem for many students who wished to continue their education. However, shortly after we began research on transferability four year institutions in Washington agreed to accept students with an Associate of Arts or Associate of Science degree to full junior status upon transfer. This would eliminate a student transferring from a community college to take any of the general university requirements and allow him/her to concentrate on his/her major area of study.

For this reason we decided to concentrate on the problem of innovation at the community college level.

Several meetings were held with personnel from Yakima Valley Community College and letters of explanation of the modal learning concept were sent to Deans of Instruction and Chicano Studies Directors.

In general the response from the five community colleges surveyed the response was favorable. However, it became clear that sending information was not sufficient because all five community colleges wanted a further explanation of the modal learning concept. Some felt that the modal learning concept was good but they were already innovating and didn't plan on any expansion of the Chicano Studies programs. The modal learning concept does not require expansion. In short, the five community colleges were interested but didn't want to be "told" what they should do.

Testing

For the last two years a major review of current testing procedures has been evaluated by the Multilingual Assessment Project in Stockton, California. The Multilingual Assessment Project has assessed standardized tests as they apply to the Spanish-speaking population of the United States. The Multilingual Assessment Project is using a Neo-Piagetian model using concept formation as a basis for measuring mental maturity and cognitive construct formation. This procedure of testing is designed specifically for Chicanos and allows for socio-linguistic experience.

This procedure has proven successful, however, at this point, the tests have only been developed to test elementary bilingual children.

Since no current standardized tests exist that measure the socio-linguistic experience of Chicanos, other means will have to do until the Multilingual Assessment Project and other non-profit testing corporations resolve this problem.

Other testing procedures have been recommended by experts in the field until better measuring instruments are developed.

Some of the available tests in Spanish that have been recommended are the College Entrance Examination Board Achievement Test: Spanish Listening Comprehension, College Entrance Examination Board Placement Tests: Spanish Reading Test, Common Concepts Foreign Language Test: Spanish (Research Division), MLA-Cooperative Foreign Language Test: Spanish, Spanish I and II: Minnesota High School Achievement Examinations, Kansas First-Year Spanish Test, Kansas Second-Year Spanish Test, and the Spanish I and II, form 4: Achievement Examination for Secondary Schools.

Chicano Studies staff members should review the tests carefully and decide which ones are the most appropriate for the region.

Public and Community Resources

The creative or expressive learning model (see introduction) should be integrated with the experiential mode. This would allow the student to communicate results of his studies and findings to others. For the student interested in aesthetic arts, this might include studies in the technique of other artists, musicians, and actors.

The following are public and community resources that can be used as a basis for experiential learning:

Public Resources

Department of Social and Health Services
Employment Security
Law enforcement agencies (local and state)
City and County Government Agencies
Highway Department
Human Rights Commission
Mexican-American Commission
State Department of Agriculture
United States Department of Agriculture
    Co-operative Extension
    Forestry
Superintendent of Public Instruction Office
    and Public Schools
Coordinating Council for Occupational Education
Office of the Governor
Public Utilities
Public Corporations
Private Business and Corporations

Community Resources

Toppenish Farmworkers Service Center
Northwest Rural Opportunities
    Talent Search
    Child Development Centers
Health Clinics--Othello/Toppenish
United Farmworkers AFL-CIO

Student Index Form

The student index form is designed for use as an internal document in the Chicano Studies program. The top half of the form is to be filled out by the Director or Counselor during the initial interview with the student. The social security number(or student identification number, depending on the institution) will be used as the index key to the computer files and should be carefully verified. Coding of the experiential background of the student will be a judgmental decision of the person filling out the form. For example, if the student states he has no hobbies, no entry would be made in that row. If the student lists one or more hobbies, the interviewer will have to assess whether little, some, or much time is spent on the hobby and circle 1, 2, or 3, respectively. The same will be true for travel, work, etc. The diagnostic language test scores will have to be secured from the testing agency and entered on the form.

After the student has been familiarized with the alternative modes of learning that may be used in place of formal in-class instruction, the Director and the student will outline the student's academic program. Depending upon the institutional requirements, certain core courses may be prescribed and immediately entered on the form. Elective courses may be discussed at the initial interview and some decided upon, others will be filled in during later discussions between the Director or Counselor and the student. For those courses that may be completed via the alternative modes of learning, the Director--after assessing the student's background--should discuss with the student some learning activities that would be acceptable substitutes for the formal in-class instruction. If the student chooses the alternative route, he must contract with the Director for learning modes that he will complete. The number of expressive and/or experiential modes to be completed should then be entered on the form in line with the course for which they are being substituted. As each contract is completed, it must be approved by the Director or Counselor and one of the learning modes for that subject filled in. Although there is considerable freedom for the Director or Counselor to determine the number of contracts that must be completed, a general rule might be that four completed contracts constitute a marginal pass for the course (grade D), for six complete, an average grade (C), for eight complete, an above average grade (B), and for ten complete, an exceptional grade (A). The flexibility in this grading scheme allows the student to continue working on a course until he is satisfied with his grade, utilizing somewhat open-ended and the "Mastery" learning concept. When the student has completed all his intended contracts for a course, a formal grade for the course is submitted by the Director or Counselor to the appropriate administrative personnel. Completion of a contract or course must be transmitted to the computer data base for appropriate changes to be made to the stored copy of the student's index form. (see Appendix A)

Student Report Form

The student report form is used to report to the student the present status of his academic program. It will be generated from the information present in the student data base and sent to the student from the computer center on a regularly scheduled basis. Secondary copies will be transmitted to the Director or Counselor of the Chicano Studies program for verification of records and filing with the student's index card.
(See Appendix B)

CONCLUSIONS

The three major conclusions of this study are: (1) the lack of appropriate available testing procedures for Chicanos that account for socio-linguistic and cultural factors, (2) the lack of serious cooperation on the part of some community college administrators, and (3) many community college "educators" prefer to believe that they are already innovating combining community resources. Fear of admission that their "innovations" can be improved is a major stumbling block for institutional change.

During our investigation, we found that community college students are interested in experience-based, experiential learning. This type of learning represents a significant departure from the traditional area studies, information-transmission approach.

The community college system is seeking and should continue to seek ways of instituting curriculum that is student-centered rather than teacher-centered. The focus should be on problem-solving rather than memorization of facts. Chicano Studies in community colleges can be used as a basis for beginning such an approach.

Chicano Studies programs have always operated with the philosophy that increased participant involvement and responsibility are the best learning processes. Chicano Studies also believes that what is important is helping the student "learn how to learn" on his own and that the student must be prepared to be self-sufficient, to define his own goals, to seek his own opportunities, to assess and respond to the given situation, and to solve his own problems in new situations. Based on the above philosophy of Chicano Studies, the Modal Learning Concept offers an alternative approach to community college education.

The Modal Learning Concept can work and similar programs in other community colleges are working.

RECOMMENDATIONS

A seminar with community college Chicano Studies Directors and Administrators to further explain the Modal Learning Concept and to assist them in ways in which to implement such a program would be of great benefit.

A seminar of this type would help create a continuation of good salesmanship so that "educators" can be convinced that their "innovations" can be improved. This would also help administrators in the creation of an environment that would encourage experimentation and would allow for possible subsequent failure.

Now that a major portion of the research is completed a community college that is planning a Chicano Studies program should consider seriously with the help of the State Board for Community College Education in implementing such a program.

Appendix A Student Index Form

Name: (Last, First, Middle)

Social Security Number

Local Address: (Street, Town, Zip)

Local Phone

Academic Background:

Last School Attended _____

Date of Attendance _____

Last School Year Completed _____

High School Diploma? NO YES

G. Ed. Equivalent? NO YES

College Transfer? NO YES

Diagnostic Language Test Scores

English _____ Spanish _____

Experiential Background

Experience: 1=little, 2=some, 3=much

Hobbies	1	2	3
Travel	1	2	3
Work	1	2	3
Seminars	1	2	3
Workshops	1	2	3
Organizations	1	2	3
Other_____	1	2	3
Other_____	1	2	3

Academic Program

Instructional Requirements or Recommendations			Alternative Modes of Learning		
Course	Credit	Grade	Expressive	Experiential	Learning Modes
Chicano Studies:					
Sub-Total					
English:					
Sub-Total					
Math/Science:					
Sub-Total					
Humanities:					
Sub-Total					
Social Science:					
Sub-Total					
Electives:					
Total =	90				

Appendix D

Student Report Form

[illegible]

Name: Social Security Number

Address:

Course	Credits	Grade	[illegible]		No. of Modes Completed
			Yes	No	

No. of Credits Completed	Cumulative GPA	If there are any errors on this form, contact the Director of Chicano Studies
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UNIVERSITY OF CALIF.
LOS ANGELES

OCT 26 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION