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ABSTRACT

Developed with contributions from administrators, faculty, and students in four model college sites, as well as faculty from community colleges across the nation, employers of associate degree graduates, and a task force of two-year college educational specialists, this report emphasizes the role of the humanities in improving community college education and the need to integrate the study of the humanities with occupational education programs. After an introduction to the project provided in chapter I, chapter II details 10 unique contributions that studying the humanities can make to human development and understanding, including an appreciation of the variety of human purposes, and the ability to make judgments reflective of human values. Chapter III presents 18 specific recommendations for integrating the humanities into associate degree occupational programs, including developing learning outcomes which address adaptation to change, and academic advising which focuses on the merits of both technical and humanities education. Chapter IV presents a descriptive analysis of the approaches of four model two-year college sites whose faculty and administration began to integrate the humanities and occupational programs in 1989 and 1990. Chapter V examines six approaches for integrating humanities in occupational degree programs, reviewing the advantages and disadvantages of each. Additional recommendations presented in chapter VI include securing instructor and administrator commitment, developing an action plan, and defining humanities. Appendixes include the humanities policy statement of the American Association of Community and Junior Colleges, a report summary, and the model sites evaluation checklists. (JMC)

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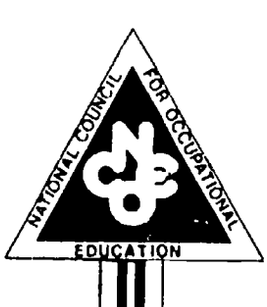
Successfully Integrating the Humanities into Associate Degree Occupational Programs

An Implementation Manual

COMMUNITY COLLEGE HUMANITIES ASSOCIATION



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Successfully Integrating the Humanities Into Associate Degree Occupational Programs

An Implementation Manual

SHARED VISION TASK FORCE
National Council for Occupational Education (NCOE)
and the
Community College Humanities Association (CCHA)

Two Affiliate Councils of the
American Association of Community and Junior Colleges

with support from the

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION (FIPSE)

January 1991

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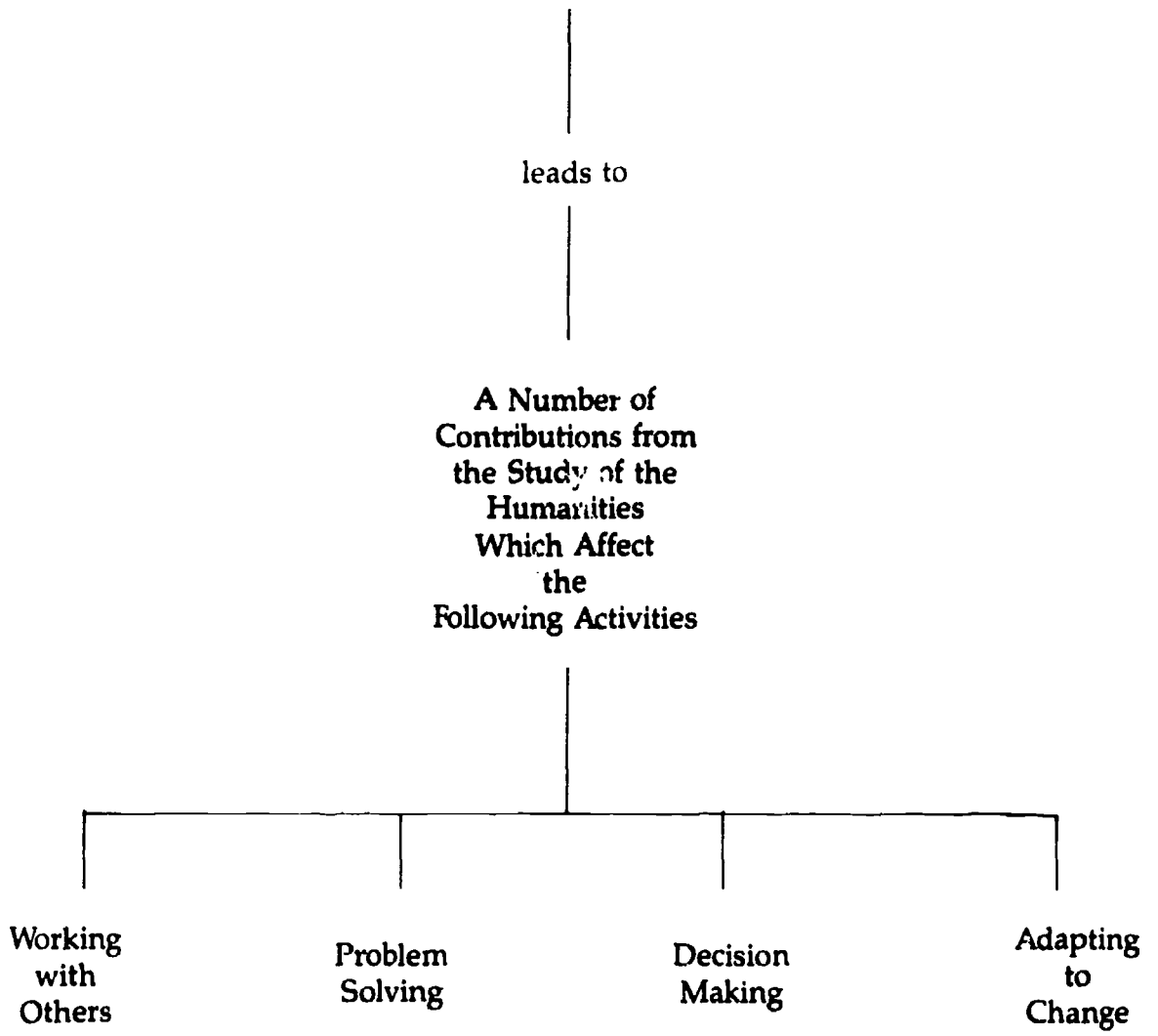
Humanities
and
Occupational Degree Programs



PREFACE

The goal of the Shared Vision task force has been to confront the question of how community college occupational programs may better meet the needs of the community and the citizens who live in it, and to focus on the role the humanities might play in achieving this purpose. Funded by the Fund for the Improvement of Postsecondary Education (FIPSE), the task force members, together with faculty from colleges across the nation, employers of graduates of the associate degree programs, and administrators, faculty, and students in four model college sites have contributed to this report. It contains a list of the specific contributions that study of the humanities can make towards the improvement of community college education, recommendations for strengthening occupational curricula, and a descriptive analysis of the approaches of the four model sites as their administrators and faculty began to integrate the humanities and occupational programs in 1989 and 1990. Finally, it lays out a road map in the form of approaches, results and recommendations for those schools wanting to make their occupational degree programs more beneficial to their students.

INTRODUCTION

THE SHARED VISION

In January 1986, against a backdrop of critical evaluation of the aims and effectiveness of higher education in the United States, representatives from two affiliate Councils of the American Association of Community and Junior Colleges (AACJC), the National Council for Occupational Education (NCOE) and the Community College Humanities Association (CCHA) met to discuss current requirements for the associate degree in occupational education. They were particularly concerned about the general education core and its humanities component. It quickly became apparent to those involved in the discussion that they shared a common vision as to the place of the humanities in occupational programs. In this vision, the humanities were seen as having an integral role in the preparation of students for employment. The humanities were seen as a way, and perhaps the only way, to develop certain skills and attitudes that students need if they are to survive and succeed in an increasingly complex workplace.

The humanities serve a purpose more specific than simply curriculum enrichment that helps produce a better person, a more well-rounded individual or one who is culturally literate. Participants agreed that the humanities are a vital part of the preparation of responsible citizens who will be better at working with others, at solving problems, at making decisions, and at adapting to and coping with change in the workplace. Moreover, they agreed to define and test their hypotheses. To do this, representatives of the two Councils formed the Shared Vision task force.

Members of the task force argued that a genuine case can be made for the presence of the humanities in occupational programs. Far too often, students in occupational programs and even some educators regard humanities courses as largely irrelevant and unnecessary. They resist courses in the liberal arts and sciences, especially humanities courses, arguing that there simply is not time in the program to permit such study. Many view humanities contributions as limited to the development of basic communication skills. While humanities faculty agree this is one contribution of their courses, they are

aware that the study of the humanities has much more to offer students — all students, including students enrolled in occupational programs — and what the humanities have to offer is vital to the objectives of occupational programs. They contribute to the development of certain skills beyond the level of basic technical and time-limited proficiency. Employers of associate degree graduates clearly value the outcomes associated with the humanities, as a review of the literature indicates. More is expected of today's graduate than simply basic reading, writing, and arithmetic.

Task force members agreed that occupational educators and administrators would have to review current practices and strengthen their programs by improving the quality of instruction in the humanities. Moreover, task force members agreed that a real need exists to examine and reformulate how the humanities are conceived by humanities faculty so as to design them to be more relevant to the task of developing skills and attitudes needed by those who seek to succeed in the work place.

As this manual demonstrates, the task force envisions that the humanities will be accepted as a viable and integral component of two-year occupational curricula when:

- Occupational students, faculty, and administrators are presented with the evidence that employers value the contributions of the humanities to occupational preparation;
- Humanities faculties understand that the achievement of specific learning outcomes, resulting from the study of the humanities, *does* contribute to work place performance;
- Occupational faculties examine their instructional programs to ensure that their students are prepared for a successful career beyond proficiency in technical and communication skills.

This manual records the experience of model sites implementing these ideas and makes recommendations based on their experience. Here is the "Shared Vision"!

PROJECT BACKGROUND

The American Association of Community and Junior Colleges (AACJC) recommended that "study in the humanities should be a required part of every degree program offered by community colleges" and the educational policy on humanities "should be framed within the context of an overall policy on a liberal or general education program of study" (Annex A). The National Council for Occupational Education (NCOE) policy statement,

the *Criteria for Excellence in the AAS Degree* (Annex B), likewise recommended including the humanities as a part of the general education component of associate degree occupational programs.

Several of the criteria included in the NCOE policy statement form the basis for this project. Specifically, NCOE emphasized that: "there is an increased recognition of the importance of general education . . . as an integral component of occupational education. Increasingly, the ability to think, reason, . . . communicate, and adapt to change is essential if workers at all levels are to remain employable and cope with the changing and expanding knowledge base." Additionally, NCOE emphasized that "all components of the AAS degree requirements should become outcome-oriented, defining the knowledge, skills, and attitudes that students are expected to attain." NCOE members sought a partner, the Community College Humanities Association (CCHA), with which to collaborate in integrating the humanities in the occupational associate degree.

Representatives of CCHA and NCOE first met together as the Shared Vision task force in October 1986 and March 1987. At these initial meetings they explored the potential contribution of the humanities to student outcomes in associate degree occupational programs. On the basis of this examination they resolved:

1. To undertake a systematic examination of the potential contributions which a study of the humanities can make to student learning outcomes in associate degree occupational programs;
2. To develop, on the basis of this examination, recommendations that offer suggestions to two-year colleges on (a) how to strengthen humanities courses which are most appropriate for occupational degree programs; (b) how to incorporate these courses into developing, modifying or restructuring of occupational programs, and (c) how to recognize potential student learning outcomes from the study of the humanities that might be tied to student career preparation;
3. To incorporate into the recommendations reaction and input from two-year college administrators and faculty, accrediting agency representatives, and state higher education officials;
4. To incorporate into the recommendations reaction and input from business and industry leaders through a series of forums specially designed for this purpose;
5. To disseminate these recommendations through the national networks of NCOE, CCHA, and AACJC as an official policy document; and

6. To provide technical assistance to colleges seeking to implement an integrated curriculum based upon these recommendations.

The first five of these objectives were achieved with the October 1988 publication of *Integrating the Humanities into Associate Degree Occupational Programs* (Annex C). This report was sent to all community college presidents and was published in the American Association of Community and Junior College (AACJC) *Journal*. The feedback was very positive as several accrediting associations asked for further information. A consensus arose that an additional manual or guide on implementation would greatly benefit those schools wanting to integrate the humanities into their vocational, technical, and occupational programs.

THE IMPLEMENTATION PROJECT

The Fund for the Improvement of Postsecondary Education (FIPSE) agreed to support a continuation project. The task force selected four colleges as model sites for the implementation of curricular change based on the written recommendations. The colleges and their programs selected for the continuation project were:

Clackamas Community College, Oregon City, Oregon
Graphics

Eastern Iowa Community College, Muscatine, Iowa
Office Technology

Seminole Community College, Sanford, Florida
Automotive Technology

Southern Maine Technical College, South Portland, Maine
Law Enforcement/Radiology Technology

The presidents of the colleges signed letters of commitment to the project. Two of their faculty, one each from the humanities and occupational programs, received paid release time to work on the project and agreed to co-chair it.

In the fall 1988 and early months of 1989, the model sites began their work. Project co-chairs formed a committee which met with task force consultants in a workshop setting, funded by FIPSE. Together with the consultants, the committees decided which occupa-

tional programs and humanities course(s) to include and laid their plans for curriculum change and course revision. Each site devised its own approach to implement the unique and significant humanities contributions and the task force recommendations found in the original task force publication. Task force consultants maintained regular contact with the co-chairpersons and monitored the establishment of goals and progress towards them. Current work was reported in panel presentations at the AACJC conventions (1988, 1989, 1990) and at the annual meetings of CCHA and NCOE (1988, 1989, 1990), all of which generated specific interest in the implementation manual.

The task force met in Washington, D.C., in November 1989 to review evaluation procedures for assessing changes at the model sites, particularly for measuring changes in skills related to the ten humanities contributions. The co-chairpersons and consultants collected descriptions of college activities and designed assessment instruments to measure progress in: changes in occupational programs and courses and new or revised humanities courses and modules; all college and occupational program activities designed to make the college aware of the project, faculty development activities, and descriptions of institutional support. In the spring of 1990, evaluation instruments and pre- and post-tests (Annex D), were administered to students participating in the project and to an outside group of students serving as a control. The co-directors of the project visited all four model sites in May 1990, conducted final evaluations, and interviewed students, faculty, and administrators concerning the project's goals, its successes, and shortcomings. In July, a task force committee met to review the materials and prepare a report for distribution. This report was reviewed by the full Shared Vision task force and prepared for publication by the National Council for Occupation Education (NCOE).

II
UNIQUE AND SIGNIFICANT CONTRIBUTIONS OF THE HUMANITIES

The following ten unique and significant contributions of the humanities, including explanations, were published in the *Integrating the Humanities into Associate Degree Programs: Final Report* (See Annex C for expanded discussion):

Contribution 1

An appreciation for what is significant about human life—past, present, and projections for the future.

—Understand what people hold as valuable, worthy, and desirable.

—Understand where we have come from, what we are presently about, and what we hold as future aspirations in order to work with people to achieve common purposes.

—Appreciate what sustains and motivates people challenged by hardships, frustrated by problems, and demoralized by failure.

—Appreciate what motivates people to move beyond the material to experience ideas, beauty and shared humanity.

Contribution 2

The ability to understand and empathize with others through the development of an understanding of human needs and problems.

—Appreciate the perspective of others.

—Recognize and eliminate barriers caused by jargon, technical knowledge, and social roles.

Contribution 3

An understanding beyond proficiency in basic language skills of the unavoidable ambiguities, vagaries, and value-laden natures of human language.

—Understand that words and phrases often unavoidably carry with them value judgments and orientations.

—Learn the value and dangers of vagueness and ambiguity in communications

Contribution 4

The ability to recognize the limits and goals in applying analytical skills to the resolution of human problems and dilemmas.

—Analyze situations and problems in order to accomplish goals.

—Recognize situations when precise technical analysis does not permit a total understanding.

—Understand that some situations and problems cannot be solved through technical analysis.

Contribution 5

An appreciation of the variety of human purposes and values to be realized in solving problems.

—Analyze content, understand contributing factors, and evaluate the likely effectiveness of alternate resolutions.

—Understand that everyone involved in a given situation may not share a common purpose or hold the same values or hold them in the same order.

Contribution 6

The ability to approach and make decisions concerning problems that may not have a singular resolution.

—Make decisions in work situations where there is no absolutely correct answer.

—Understand methods that are orderly and structured and which can be brought to bear on difficult questions.

Contribution 7

An appreciation of the importance of responding to change as an essential and neces-

sary human activity.

—Appreciate the need to go beyond the learning of facts and acquiring skills in order to be able to adapt to changes in the physical, social, and work environments.

—Understand the need for adaptive skills.

—Respond to change appropriately in order to meet basic objectives and values.

Contribution 8

The ability to make judgments reflective of human values: ethical, aesthetic, and pragmatic.

—Understand the positive effect the values truth, beauty, and goodness can have on the delivery of a service or product.

—Understand how to apply values other than the pragmatic ones of economy, efficiency, and simplicity.

—Apply ethical principles when making judgments and decisions.

—Apply aesthetics and morals as well as economic values in making decisions which involve human beings.

—Understand the consequences of not considering the full range of effects and values when making decisions.

Contribution 9

An appreciation of what human beings hold in common which encourages their sense of civic purpose and responsible citizenship.

—Recognize civic, consumer, environmental, and social responsibilities.

—Appreciate what human beings hold in common in order to motivate people to work together to realize common goals, both in the work place and in society.

—Realize that human beings have more commonalities than they have differences and that only through a civilized social life in which all cooperate can those common elements be held secure and diversity respected.

Contribution 10

An appreciation of the values of diverse cultures.

—Respect and appreciate the ways in which human beings have found to live and achieve together and prosper.

—Understand and respect the diversity of cultures present in the work place in order to effectively communicate and resolve problems.

—Know the implications of cultural diversity, the problems arising from a pluralistic society and the benefits to be realized for a society that permits and encourages cultural pluralism.

—Realize the role of cultural divergency in attempting to work with and for others who do not share the same cultural background.

—Appreciate the depth and range of experience human beings bring to bear in any situation.

III
CURRICULUM AND IMPLEMENTATION RECOMMENDATIONS

The curriculum recommendations of the task force place emphasis on student learning outcomes. The curriculum and implementation recommendations also call for the involvement of both humanities and occupational faculty and administrators in order to provide the unique and significant contributions of humanities to occupational students. Imagination and innovation are necessary to overcome time-hallowed institutional structural divisions, ingrained teaching procedures, and arguments over curriculum hours. The task is challenging but the result will be better prepared graduates able to meet the demands of the work place in the 1990s and beyond.

CURRICULUM RECOMMENDATIONS

To achieve the integration of the humanities into associate degree occupational programs, the task force recommends that:

RECOMMENDATION 1.

The unique and significant contributions made by the humanities be regarded by faculty, staff, and students as an integral and essential component of occupational education.

—Occupational programs must be viewed as complete and successful only if they have a humanities component related to specific learning outcomes.

—Both humanities and occupational faculty will be vital in shaping their students' use of the humanities.

—Ideas of general education as an obstacle to "get through" or humanities as "add-ons" must be replaced.

RECOMMENDATION 2.

Occupational program and course review be based upon learning outcomes developed for each.

—The measure of an occupational degree graduate's success is performance on the job with the skills, understanding and attitudes recognized as essential by supervisors and employers.

—A syllabus and a course of study based on learning outcomes are needed for each occupational program.

—Program and course review based on learning outcomes means assessing all components of each—teaching strategies, text, exercises, assignments, tests, and internships.

—Both the occupational and humanities components must be assessed even though the assessments may use different methods.

RECOMMENDATION 3.

Learning outcomes for each program include working with others, problem-solving, decision-making, and adapting to change, along with technical and communication skills.

—Outcomes based on the significant and unique contributions of the humanities must be included as equals to occupational outcomes.

—Integrated and complementary outcomes should be considered in both the humanities and occupational programs.

RECOMMENDATION 4.

Faculty and staff develop a sequence of all courses in each occupational program; this sequencing be achieved through combinations of prerequisites, degree requirements, and advising.

—Sequencing should reflect students' growing mastery of skills and maturing interests.

—Curriculum design should sequence humanities course(s) to build on those humanities outcomes earlier incorporated in technical and communications courses.

—Careful advisement must ensure the sequencing and fulfillment of prerequisites to maximize success in the humanities department.

RECOMMENDATION 5.

Advising and counseling strategies focus on achieving student understanding of the merits of both technical and humanities components of the programs.

—Advisors must be committed to the merits of both occupational and humanities components of occupational programs.

—Instructors, especially those who serve as advisors, need to be brought into the curriculum revision process.

—Positive support of and enthusiasm for the integrated curriculum will benefit students.

—Orientation programs, letters to prospective students, brochures, and advertisements for the college can feature strengthened associate degree programs.

RECOMMENDATION 6.

Humanities instruction specifically reference the work setting for illustrative applications of the unique and significant contributions of the humanities.

—Each of the unique and significant contributions of the humanities should be related to the demands of the work place.

—Humanities faculty should draw on their technical colleagues for examples of occupational problems best understood from a humanities aspect.

—Occupational instructors and their students' experiences can be used to seek the link between humanities concepts.

—The connection should be made explicit between the work place and the humanities.

RECOMMENDATION 7.

Technical instruction specifically include the unique and significant contributions of the humanities.

—Occupational educators should integrate humanities outcomes into their courses.

—The changing work setting requires emphasis on working with others as well as working with technology.

—History and special ethics problems should be included in every occupational program.

RECOMMENDATION 8.

The final responsibility for the design, development, and instruction of the humanities course or component be given to those who have been trained in the humanities and who hold an advanced degree in at least one of the traditional humanities disciplines.

—Whereas experience in the occupation can suffice for occupational instruction, an advanced humanities degree is essential for development of the humanities component.

—Humanities faculty selected to design, develop and instruct the humanities course or component must be committed to beginning with student outcomes.

—Humanities faculty must be committed to working closely with colleagues in the occupational program.

RECOMMENDATION 9.

Humanities and occupational faculty and staff be equally involved in the development and review of all components of the occupational programs.

—A joint effort between humanities and occupational faculty and staff is needed in order to develop a carefully sequenced set of courses designed around student outcomes.

—Program review must be done jointly.

—Strategies ensuring cooperation and providing administrative support will vary, depending on size, programs, faculty composition, and resources of the college.

IMPLEMENTATION RECOMMENDATIONS

To realize the above curricular recommendations, the task force further recommends that:

RECOMMENDATION 10.

Colleges work to create an understanding and appreciation of the mutually supportive aims of humanities and occupational education among the faculty and the professional staff.

—Successful integration of humanities into occupational degree programs demands understanding by administrators, instructors and professional staff.

—In-service activities, professional development, *ad hoc* task forces for full- and part-

time faculty and staff are needed so all personnel can learn from one another.

—Technical colleges with no humanities faculty should seek help from humanities-trained consultants.

—The professional development activities should create a climate of understanding and appreciation between humanities and occupational faculty and staff.

RECOMMENDATION 11.

High institutional priority be given to professional staff development activities which foster skills in building curriculum emphasizing student learning outcomes.

—Faculty need seminars, staff development and/or workshops in order to produce a comprehensive program in terms of student outcomes.

—Curriculum building skills should be developed in a variety of ways depending on the institution's individual situation and resources.

—Institutional commitment may be demonstrated through adjusting workloads, offering summer workshops, and/or hiring consultants.

—A rethinking of the curriculum development and review process will be required of both humanities and occupational faculty.

RECOMMENDATION 12.

The technical component of occupational programs be regularly and formally evaluated as to its effectiveness in developing the skills of working with others, problem-solving, decision-making and adapting to change along with technical and communication skills.

—A planned evaluation process must be developed within each program.

—Feedback on the success of students in achieving less precise and concrete skills is necessary for effective revision and upgrading of the occupational components.

RECOMMENDATION 13.

The humanities component of the occupational programs be regularly and formally evaluated as to its contributions essential to the student outcomes defined for the occupational programs.

—The student learning outcomes must be measured in terms of the unique and significant contributions the humanities provide to employability of the graduates.

—No one humanities course can ensure all outcomes will be achieved, but the total humanities component in each program should do so.

—Planning the method of evaluation, an essential part of the curriculum development process, will assist in achieving consensus on the method and will ensure the evaluation takes place.

—The most innovative and potentially effective integration will undoubtedly need revision.

RECOMMENDATION 14.

Evaluation of student performance be a regular, formal systematic assessment of the achievement of humanities competencies, along with technical and communications skills.

—Assessment instruments and techniques must be incorporated throughout the program and must be built sequentially on what has been learned.

—Within each program, the assessment activities and measures will vary and may be less exact than those possible in technical areas; however assessment must be regular, systematic and formal.

—Within the humanities component, the use of work place illustrations must be coupled with assessment of humanities outcomes.

RECOMMENDATION 15.

Longitudinal studies of occupational program graduates include an assessment of the humanities component of those programs in terms of work place performance and career advancement.

—Graduate follow-up studies should include questions related to the designed humanities outcomes.

—Longitudinal studies of graduate workplace performance and career advancement need to assess the skills of working with others, adapting to change, decision-making and problem-solving.

—Longitudinal studies of graduates who have progressed beyond initial employment need to contain information related to the actual demonstration of humanities competencies.

—Program revision is the ultimate purpose of enhanced information from longitudinal studies of humanities competencies.

RECOMMENDATION 16.

Those agencies with governing or coordinating responsibility should systematically review curriculum in occupational programs at the associate degree level to ensure that the curricular contributions of the humanities are integrated into the degree requirements of those programs.

—Realistic guidelines for humanities which allow a great deal of flexibility to meet local situations and innovative efforts should be developed.

RECOMMENDATION 17.

Programmatic or specialized accrediting agencies actively consider student learning objectives in the humanities in their formulation of evaluation criteria for associate degree occupational programs.

RECOMMENDATION 18.

Regional accrediting agencies continue to examine the role of general education components, including those in the humanities, in terms of student learning outcomes for each associate degree occupational program.

—All accrediting agencies should acknowledge that employers have expressed the integral importance of humanities as well as technical competencies for job preparation.

IV
EXAMPLES OF SUCCESSFUL IMPLEMENTATION

The task force selected four community and technical colleges to implement the Shared Vision task force recommendations published in *Integrating the Humanities into Associate Degree Occupational Programs* (Annex C). The colleges were challenged to bring about curricular change linking all of these unique and significant contributions to the student learning outcomes of working with others, problem solving, decision making, and adapting to change.

The model sites were selected by geographic location, size, mission, and structure. Each site was allowed to pick its own occupational program for implementation. Fortunately, all sites picked different occupational specialtics. Each site received funds to provide two faculty members release time for two semesters—one semester for preparation and one for implementation. The only requirement was that one instructor be from the occupational and one from the humanities fields.

The Task Force assigned a consultant to each site to assist with implementation. Consultants visited the sites early in the planning phase and met with administrators and faculty involved in the implementation. At several of the sites, they met with the entire faculty and administration to build support for the project. The consultant then kept in contact with the college, offering help and advice where necessary.

The task force supplied the participating colleges with written recommendations, funds, and support from consultants but offered no detailed formulas. They encouraged each college to design its program making maximum use of its special talents and opportunities. Each college agreed to make periodic reports and, later in the project, presented its progress, successes, and problems to AACJC, NCOE, and CCHA conventions.

In selecting the sites, the task force dealt with the top administrators in hopes of gaining their commitment. The motivations for accepting the responsibility of becoming a model site varied. Two of the original sites were located in the area accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC). SACS/COC has instituted a humanities requirement in all associate degree programs. The two sites felt that this would be an opportunity to create successful integration and meet accreditation requirements for their occupational degrees.

Two sites professed that their motivation for the program derived from responses of potential employers to the importance humanities contributions make to employability. In addition, one site was very interested in broadening its occupational/vocational program outcomes and the image of the college.

All four sites had strong administrative commitment. Generally the CEO supported the program and designated a senior administrator to oversee the implementation. These senior administrators were vice presidents, deans, or department heads. These administrators found that their involvement was primarily as liaison to the task force. Only rarely were they called on to settle disputes or provide more than cursory guidance.

The one issue that caused more problems then any other was the definition of humanities. One school, which did not complete the project, wanted to use an English composition course to satisfy the humanities requirement. The task force definition of humanities did not allow this; the school's administrator was adamant, negating any chance of developing a model that provided the unique and significant contributions. Even though the occupational and humanities instructors carried on, they were unable to do more than develop objectives to meet the contributions in the occupational program and encourage students to take a humanities course from the menu of courses available. The integration of humanities into occupational degrees did not work to any meaningful degree at this institution.

The successful programs did not avoid the humanities definition issue. Other departments, especially in the behavioral sciences, wanted to be included and several occupational instructors wanted to teach the humanities objectives alone. The four successful projects came to grips with these issues by adhering to the task force definition.

Each of the successful sites created a committee made up of administrators and instructors to oversee the implementation project. The committees that received the most

autonomy and authority to settle issues appeared to be the most successful, especially in gaining departmental and instructor commitment. Also the committees who developed a comprehensive action plan with milestones and then used the plan to monitor progress had the fewest problems integrating the humanities into their occupational degree programs.

Two major decisions made by the administrators and committees were selection of an integration model, especially the form of the humanities course, and the instructors to be involved. In all four successful programs at least two instructors, with at least one from the humanities, stepped forward to volunteer their services. These instructors were the single most important element of the implementation process. Who they were, what were their specialties and their level of dedication drove the course selections, method of instruction, and cooperative spirit with other humanities and occupational faculty.

Evaluation of the success at each site was accomplished through a visit to the site at the conclusion of the implementation semester. Administrators, instructors and students were interviewed, classes visited, and an evaluation questionnaire administered. In addition a pre- and post-instrument was administered to the classes involved in the project (Annex D).

The models (see Annex E for addresses, administrators, and project directors) for integrating the humanities into occupational programs for the four schools were:

CLACKAMAS COMMUNITY COLLEGE

Clackamas focused on experiencing the humanities through encounters with works of art and with artists at their work. They developed Humanities 101-01 Humanities Experience and Humanities 102-01 Humanities Connection.

The classes met once a week either for a class presentation or a field trip. A typical term included jazz performances, trips to art and other museums, films introduced by a newspaper reviewer, discussion of historic preservation by an architect, and a concert by a brass quintet. The students completed three out-of-class activities designed to get them to important places in the Portland, Oregon area, i.e., the symphony or opera, the historical society museum or the civic theater. Students were required to fill out a form for each activity they attended on their own and usually were required to attach a ticket or a program.

The graphic arts students who participated in this project presented speech activities

and writings to reinforce the project objectives. The introductory laboratory class integrated the humanities experiments through study of the history of printing, teamwork in analysis of business situations, analysis of the limitations of various design projects and instruction in communicating technical expertise to clients.

The administration and faculty were very enthusiastic about the program. However, even with the enthusiasm, several problems arose. The writing and speech activities did not totally meet the school's expectations. The internal evaluation reported that these were essential to reinforce the contributions; therefore, the college adjusted the program accordingly.

The students, especially the occupational students with outside jobs, found meeting the requirement for three outside visits difficult. Also some students did not complete the humanities sequence thereby missing some of the contributions. The introductory laboratory instructor was convinced that the contributions were an excellent addition to his course. However, the integration of the actual humanities experiences into the occupational courses was not totally successful. Transference of learning and skills proved to be very difficult because of the varied events and irregular schedules.

Although measurement of the outcomes could not be precise for many of the above reasons, the outside evaluator reported, "Without exception the administrators, faculty and students interviewed were fully supportive of the goals of the project. While the exposure to the actual instructional program varied, all thought that the program, with some revisions and additional coordination, showed promise for continuation and expansion." A vocational administrator commented. "The course is individualized. It makes use of local resources, and it is experiential. It's about time you humanities people figured out how to teach."

EASTERN IOWA COMMUNITY COLLEGE

Eastern Iowa is made up of three campuses, all providing degrees in occupational specialties. One of these programs, office technology, was picked for integration of the humanities.

The steering committee decided to create a new humanities course HUM 180 Changes and Choices. This course was designed to be team taught by one instructor with a background in the humanities and one from the office technology program. The steering committee believed that the use of faculty members from both disciplines would assist

not only in the development of an integrated course but also in student acceptance of the humanities and their significance to the student's chosen career.

The two instructors who led the project were dedicated and dynamic. In addition to developing the Changes and Choices course, the committee co-chairs compiled a set of course materials which provided the basic content used in the course. The faculty at both sites where the course was taught used additional handouts, articles, audiovisual media and guest speakers to supplement these materials.

The decision was made to offer Changes and Choices using the two-way interactive television system which tied the campuses together. Two of the campuses used the television system while the third offered the class in a regular classroom setting. Use of the television system created some unique challenges over and beyond the problems of a new course. In response the faculty met face to face with both classes twice during the semester. They now are conducting the face-to-face meetings earlier in the semester.

Common to several other model sites, the Eastern Iowa faculty observed a high level of student frustration stemming for the most part from the students' first exposure to a course of this nature. While struggling with the interactive television format contributed to the frustration, the students' fears and frustrations primarily stemmed from: fear of the course content and their ability to handle something so "academic," fear of sharing their inner feelings and thoughts with others in the classroom, the desire to be given the "right" answer and the resulting frustration when one was not forthcoming from the faculty, and discomfort resulting from being asked to analyze their own lives and the choices open to them.

The program administrators believed that their withdrawal rates would have been significantly higher without the team approach to the course. One faculty member reported, "Two instructors, who sometimes presented different interpretations of the material, demonstrated to the students that 'in the real world' there may be more than one correct answer. The close working relationship of the instructors was a concrete example of the combining of two different disciplines of study." The faculty believes that either instructor alone would have been unable to surmount the student fears and frustrations.

While references from Changes and Choices were used in the occupational component of the program, no other major course revisions were incorporated into the occupational curriculum. The students reported that after the initial discomfort they began to talk to

other students about their Changes and Choices experiences. References and approaches to problem situations introduced in Changes and Choices were used by students in other courses and are now being used by other faculty members.

The final evaluations and pre- and post-test results showed the Eastern Iowa implementation to be very successful. The development of a team-taught hybrid course and materials designed and published specifically for the course were major strengths in teaching the unique and significant contributions. The outstanding instructors involved in the project, the administrative support and the students' enthusiasm for what they learned all point to a very successful implementation model that can be replicated in other colleges and occupational programs.

SEMINOLE COMMUNITY COLLEGE

The Seminole Community College Shared Vision committee chose to revise a humanities course in order to refocus and integrate the humanities into occupational degrees. The revision centered on the integration of the arts with technology, emphasizing how each influences and relates to the other. The humanities faculty member developed the course by incorporating the significant humanities contributions into Humanities 2250, Technology and Humanities for the 21st Century.

The course was designed to show how technology interacts with culture in the contemporary world. Representative works in the visual arts, music, literature, and philosophy were studied so that the student could understand the humanistic foundations of the 20th century and consider their significance on projects designed for the future.

The new course was designed to involve the students with "hands-on" activities such as class discussions, debates, oral reports, field trips, art demonstrations, student analyses of the arts and journal writing. Instructors evaluated student progress through students' written comments, observation of connections made by students between the arts/technology, past/future, other cultures, etc., and evaluation of students' skills in projecting the future.

The college offered two sections of the new course: one for an automotive program and one open to all students including those in college transfer and other occupational programs. Some variations in readings existed between the two classes.

A very close, cooperative effort developed between the English and humanities instructors who had the automotive students the same semester. They coordinated the

reading and writing assignments to obtain the greatest possible benefit from both courses through a writing-across-the curriculum approach.

One of the greatest challenges faced by the course developers was the choice of reading materials. Stella Russell's *Art In the World* (Holt, Rinehart and Winston) was used for the visual arts and some of the aesthetic considerations. The new edition of this book emphasizes exploring art through technology. In addition, the students read *2001, A Space Odyssey*. This novel served as the basis for debates on ethical issues as well as for discussions on the relationship of film and novel and the factors to consider when making projections about the future. Additionally the instructors presented students with lists of articles to read. With this activity, they demonstrated critical thinking skills through written reactions, oral reports and/or debates. The selected articles provided ample material for the development of the significant contributions of the humanities.

The occupational and humanities faculty worked together to develop a basis for motivating and teaching the automotive students. They made changes to the general education component for the automotive students but did not revise occupational courses.

Evaluation of this program showed that participating students had their awareness of and interest in the humanities raised considerably. Additionally, a vast majority of the faculty and students, involved or not with the project, felt that participation in the course raised the level of performance of the students in the areas of decision making, problem solving, and working with others. The evaluations indicated the graduates strongly agreed that taking this course was a valuable experience for background preparation and advancement in their occupation.

The administration and faculty are, without exception, fully supportive of this program. The project directors believe this is an excellent way to meet the Southern Association of College and School's humanities requirement for occupational degrees. The course has several additional benefits. As a course for liberal arts students, the course brings awareness of the humanities/technology relationship in the modern world to those not necessarily involved in a specific occupational education. The course can easily be expanded to all occupational degree programs.

SOUTHERN MAINE TECHNICAL COLLEGE

This project had the greatest barriers to overcome in order to successfully implement the unique and significant contributions developed by the Shared Vision task force.

The first major obstacle was mission definition. The technical colleges in Maine had just changed their names from Vocational Technical Colleges in recognition of a broader mission. The college's mission statements still emphasized the traditional service to training for entry into industry. The Southern Maine dean and many faculty saw the mission as more complex and were committed to increasing the general education core. They saw this project as another step in this process and early on strongly committed to the humanities as a way to strengthen the occupational/technical programs. This philosophical barrier was exacerbated by a very practical one: the college had no broad-based humanities staff. Two English instructors with backgrounds in literature stepped forward to take on the project.

The dean of the college brought together a strong steering committee. Representatives from the English Department and the two occupational departments selected to implement the project (Law Enforcement and Allied Health/Radiology) were joined by representatives from departments not directly involved in the project (i.e., Math, Buildings' Construction, and Social Science).

The committee, given a great deal of authority by the administration, moved quickly and decisively to confront their problems. The American Literature course (ENG. 112) was revised in order to meet the recommendations and significant contributions identified by the Shared Vision task force. The revised course included novels and short stories covering race, gender, class, and ethnicity. The course's expressed purpose is to provide an "examination of insights and reflections that contribute to the heterogeneity of American society" and ". . . learn to see the connection between the study of literature and the demands of the workplace."

The Law Enforcement and Radiology Departments were closely involved in the course development process. The two departments developed objectives in several of their occupational courses (Introduction to Law Enforcement, Management of Police Forces, and Introduction to Health Sciences) to mirror the literature course. One example demonstrates this integration at its best. Immediately following the readings on race in the literature course, law enforcement officers who dealt daily with race and ethnic problems were brought in to discuss the issues with the students in the law enforcement classes. According to one administrator, this activity ensured that the students knew that occupational instructors were not giving a "wink and blink" commitment to the humanities. In addition, the college committed funds for library acquisitions in humanities and addi-

tional staff development.

The new literature course caused a great deal of excitement; however, the steering committee, after reviewing the syllabus and outcomes, felt that it did not completely cover all of the unique and significant contributions. Another English instructor created and incorporated a new course, Humanities 100 Ethical Dilemmas in Modern Society, using Ruggiero's text *The Moral Imperative* and several other readings. The course was designed to survey the major philosophical thought of western civilization and focused on ethics derived from metaphysical, social and political philosophy. Principles taught in this course are mirrored in the Law Enforcement Seminar, the last occupational course for law enforcement graduates.

Evaluation of Southern Maine's implementation took place during the last week of classes. This model showed the largest positive growth of any of the sites between the pre-test and post-test. While sitting in the class, the evaluator became caught up in the student excitement and enthusiasm for the concepts. The student attitude permeated the campus and students in other occupational areas applied pressures to have their curricula include the Shared Vision concept.

The major lesson learned from this Southern Maine Technical College model implementation is that seemingly insurmountable barriers (i.e., lack of mission, limited faculty and low student interest, etc.) can be overcome with commitment from all levels of the institution.

V
APPROACHES FOR INTEGRATING HUMANITIES INTO OCCUPATIONAL DEGREE PROGRAMS

The task force recommends several approaches to integration of humanities into associate degree occupational programs. Each of the following approaches has advantages and disadvantages. Schools wanting to successfully integrate humanities into occupational degrees are encouraged to pick the approach that meets their particular situation and the needs of their students.

1. Create a humanities requirement, then provide a list of existing humanities courses that will satisfy that requirement.

This is not a new approach to integrating humanities into occupational as well as all degree programs. If the Shared Vision definition of humanities and very careful counseling (based on occupational and humanities faculty cooperation) are utilized, this approach may work better than it has in the past.

ADVANTAGES — This approach easily meets accreditation or other requirements. Additionally it requires minimal course revision, takes little time to implement, and causes the least disturbance to the status quo.

DISADVANTAGES — Initial research for the project showed this approach has not worked well in the past and has little chance of ensuring the unique and significant contributions of humanities will be achieved. In most cases where this approach has been implemented, humanities have become an "add-on" and are treated as a "wink and blink" requirement by occupational administrators and instructors. "It's a requirement; you have to take it," or "Just take it and get your degree," are arguments that offer little motivation to an occupationally oriented student. In fact most occupational stu-

dents do everything possible to avoid the humanities requirement, even not completing their degree. This is easy to do in most occupational programs where the degree is not necessarily a job entry requirement. Unwilling to lose graduates, many schools broadened their humanities definition by accepting arts performance, basic communication skills, social sciences and, in at least one case, computer classes.

Even when an attempt is made to create a humanities list that meets a definition closer to that of the task force, many problems arise. First, providing the students with a choice from a humanities menu makes it almost impossible for occupational instructors to do any meaningful mirroring of humanities in their classes. Second, covering all of the unique and significant contributions in one humanities course is almost impossible. This is especially true if none of the courses have been designed specifically to cover the contributions. Finally, and most importantly, a single traditional humanities course not specifically coordinated between the humanities and occupational faculties will probably fail to accomplish the outcomes desired for occupational students.

2. Revise present humanities and occupational courses.

A specific humanities course is revised to include readings, materials, exercises and assignments in order to include the unique and significant contributions. The extent of the revision is variable depending on the nature of the course selected and the types of occupations the students are studying. Texts and course content need to be reexamined and possibly altered or supplemented.

The course(s) making up the occupational component of the program also must be revised in order to include the contributions made by the humanities. The occupational component needs to expressly reference and, if possible, demonstrate practical applications of the skills and insights developed in the humanities course(s).

The most successful utilization of this approach occurs when the humanities and occupational instructors develop their components together. Also important in this approach is the sequencing of the components with the occupational component following and illustrating the humanities instruction in a practical way.

ADVANTAGES — This approach is relatively easy to accomplish and causes minimal disturbance to existing programs. In an institution where resistance to more liberal arts is great, this approach can provide a start.

DISADVANTAGES — The easier, quicker implementation of this approach may result in

little evaluation of outcomes, lip-service curriculum revisions and superficiality. Without close cooperation between counselors and occupational and humanities faculty, the students may easily miss the full benefit of the humanities outcomes.

3. Combine revised humanities and occupational courses with a new humanities course.

Strong administrative support and commitment from both the occupational and humanities components are needed to include humanities courses into already full occupational programs. Strong mirroring of the humanities in the occupational courses is balanced by serious attention to the human problems of appropriate occupational careers in the humanities courses.

This approach consists of revising a humanities course, i.e., literature, ethics, etc., to meet as many as possible of the unique and significant contributions. Working with the humanities faculty, the occupational faculty develops outcomes which mirror the humanities objectives and complement those concepts through proper sequencing.

Achieving all of the contributions in one revised course is extremely difficult; therefore, a complementary new humanities course should be developed. The occupational and humanities faculty need to work together in the course development to ensure the occupational course(s) will mirror the objectives and outcomes of the new and revised humanities courses.

Proper timing and sequencing of the two humanities courses along with the matching occupational courses enhance the results of this implementation method. With full-time students, the sequencing problem can be achieved relatively easily. For the growing number of part-time students, the problem can be resolved, with judicious use of prerequisites. Sequencing needs to be taken into consideration by both humanities and occupational faculty during the implementation planning phase but is not as critical as ensuring that the occupational students experience the unique and significant contributions.

ADVANTAGES — This approach results in the most complete coverage of the unique and significant contributions. Also in the model site project, it produced the most positive change in student skills, behaviors and commitment.

DISADVANTAGES — This approach demands the largest amount of time to institute and requires serious commitment from all elements of the college.

4. Add a new humanities course and revise occupational courses.

The humanities course is designed specifically to serve as the entire humanities component in an occupational program. The course can take the form of a humanities survey, an introduction to a specific humanities field, or a course with a more specific purpose for a single occupational area. The course, whatever form, needs to be developed in close cooperation with the occupational faculty to ensure that the occupational course(s) mirrors, reinforces, and illustrates the concepts taught in the humanities course.

ADVANTAGES — The students receive an introduction to the humanities and a sense of what the study of humanities can provide them. The humanities component can be targeted to a very specific occupation or can set as its goal the motivation of students to seek out more humanities study on their own. If the occupational courses mirror the humanities topics studied, this approach can be very effective.

DISADVANTAGES — This approach demands a great deal from the occupational instructor in translating the broad coverage of the humanities into specific occupational outcomes. The major risk of this approach is superficial treatment of the humanities and reduced attention to certain of the unique and significant contributions.

5. Develop a new interdisciplinary hybrid course.

A single course is developed consisting of both humanities and occupational content. Such a course will probably be built from scratch and all supplemental texts, audiovisuals and supporting materials will more than likely have to be created. For the best results, the course should be team taught with the humanities instructor teamed with an occupational instructor representing the occupational field.

ADVANTAGES — This approach provides extensive coverage of the unique and significant contributions. Students relate very well to the integration of the humanities when they see their own occupational instructor totally involved. At the same time, this approach provides the best examples of the conflicts between the humanities contributions and the practical occupational circumstances. The approach most vividly shows the students the complexities of considering factors other than the occupational outcomes.

DISADVANTAGES — This approach takes the most cooperation and the most time and effort to implement. Team teaching, while very effective, may be cost prohibitive for most schools. The financial disadvantage is especially significant when attempting to imple-

ment the program across all occupational specialties.

The instructors at Eastern Iowa strongly recommend the course be team taught. However, schools may want to investigate starting with this method and transitioning to a single instructor who assumes total teaching responsibility after familiarizing him/herself with the humanities or occupational area. Schools who wish to replicate the outstanding results of Eastern Iowa and cannot afford team teaching throughout the occupational programs may want to study this variation carefully.

6. Develop a new humanities course incorporating experiential learning.

A new course is created providing students, who generally have not been exposed to the humanities, experiences in live opera, plays, poetry readings, museum visits, etc. The out-of-class experiences which take advantage of local cultural events are followed by class discussions, papers, etc., in order to cover the unique and significant contributions.

ADVANTAGES — This approach provides an interesting and exciting addition to the traditional classroom experiences. With careful selection and well-prepared follow through, this approach can foster an appreciation for the humanities that can have long-lasting effects.

DISADVANTAGES — The varying events and irregular schedules create a tremendous challenge to both humanities and occupational faculty attempting to provide complete coverage of the significant and unique contributions. Occupational students who have outside employment and those enrolled part time have problems attending outside events. Discussions depend on close attention during events as the students cannot refer to a concert the way they can to a text; therefore common support systems normally used for enhancing instruction are unavailable. Use of videotape may overcome some of the disadvantages, although the loss of the live experience may not produce the most positive results.

VI
RESULTS AND RECOMMENDATIONS

The Shared Vision Project demonstrated that humanities can be successfully integrated into occupational degree programs. On-site evaluations, pre- and post-tests, and school self-analysis showed that model approaches to implementation using *Integrating Humanities Into Occupational Degree Programs* increased (in varying degrees) humanities awareness, appreciation, and skills among occupational students. The following sequence of recommendations are made for successful integration of humanities into occupational programs:

1. **Gain Institutional Commitment** — The prevailing reasons used to gain institutional commitment are to meet new accreditation requirements, meet employer needs, and upgrade occupational/technical degree program outcomes and image.

2. **Secure Administrative Commitment** — Without administrative commitment to settle disputes, provide resources (i.e., release time) and develop philosophical grounding, integration of the humanities into occupational degrees is probably doomed to failure.

3. **Create A Steering Committee** — The probability of success will be greatly enhanced if a committee is formed to oversee the implementation. The committee's effectiveness will be increased if it receives a great deal of autonomy and includes representatives of not only the humanities and occupational faculties but also representatives of areas not included in the project. A good send-off by the administration and periodic exchanges of information and visits keep interest high and promote accountability.

4. **Gain Departmental Commitment** — Both humanities and occupational departments must be committed. When only one or the other takes on the major responsibility of teaching the unique and significant contributions, a weak program at best is achieved. The humanities commitment is absolutely necessary and even if only one humanities

course is required, some benefit will result. If the occupational educators attempt to carry the program alone, it does not work.

5. **Secure Instructor Commitment** — The best success resulted from the program where at least one humanities *and* one occupational instructor took the lead and developed the course(s) and mirroring course components. The humanities instructors who attempted to define learning outcome objectives reflective of occupational program objectives were the most successful.

6. **Develop a Comprehensive Action Plan** — This step is key to the timely start up of the integrated programs. The best action plans included many of the items in this list of recommendations and set out such items as faculty development, information programs, plans for longitudinal study of graduates, assessment issues, orientation for high school students, etc.

7. **Define Humanities** — This step turned out to be critical. The Task Force definition is the tightest of several published by national organizations. In addition every school with a humanities requirement defines humanities by the list of courses they accept to fulfill the requirement. Studying many of these lists leads to the observation that many colleges have not thought out what objectives the humanities can provide all degree programs. The task force strongly recommends that its definition be used in order to best prepare occupational (and other) students in the areas of problem solving, working with others, decision making, and adapting to change.

8. **Select an Approach** — The Shared Vision Project has identified six approaches, each with varying degrees of success. Based on each school's circumstances, the steering committee and instructors should either select one of these, develop a variation, and/or create a new approach. The only limiting factor to success in integrating humanities into occupational degree programs appears to be the energy, innovation, and persistence of those involved in the project.

9. **Determine the Timing of the Courses** — Timing in the curriculum is dependent on individual school situations. Several schools saw a need for prerequisites and delayed the humanities and occupational integration until late in the program. Another school found that their occupational graduates were in such demand that waiting until the last two semesters for the humanities courses caused problems for students who were leaving the program early.

10. **Gain Student Commitment** — At Southern Maine Technical College, the students

themselves became so excited about their courses that students from other programs insisted on their inclusion. This result came only after the steps recommended here were achieved and the administrator, department and instructor commitment and enthusiasm overcame low self-image, perceived non-interest, and even lack of preparation for the reading and writing demands.

11. **Assess Outcomes** — After accepting outcomes assessment, the humanities instructors had little problem developing short-range assessment instruments tied directly to the occupations. At this date the time frame has not allowed longitudinal studies to determine if a difference has been made in the workplace of graduates. This is a necessary step and the best programs will include it in their assessment process.

12. **Expand the Model Programs to Other Occupational Areas and Schools** — Even before the project was completed, many schools outside of the project had started their own programs after hearing presentations at AACJC, NCOE and CCHA conferences. Several accrediting agencies are following the project closely and have asked for the results.

The bottom line of the Shared-Vision Implementation Project is humanities can be successfully integrated into occupational degree programs.

ANNEX A
AACJC HUMANITIES POLICY STATEMENT

POLICY STATEMENT

American Association of

Community and Junior Colleges

National Center for Higher Education

One Dupont Circle, N.W., Suite #410, Washington, D.C. 20036

THE HUMANITIES

I. What Do We Mean by the Humanities?

The humanities are ways of thinking about what is human—about our diverse histories, imaginations, values, words, and dreams. The humanities analyze, interpret, and refine our experience, its comedies and tragedies, struggles, and achievements. They embrace history and art history, literature and film, philosophy and morality, comparative religion, jurisprudence, political theory, languages and linguistics, anthropology, and some of the inquires of the social sciences. When we ask who we are, and what our lives ought to mean, we are using the humanities.

In addition to the specific content of this roster of disciplines, the humanities represent an approach to learning—an approach which is characterized by certain beliefs about the value of what is worthy of our interest and study. The study of the humanities ranges from the reading of great texts to the understanding of the contemporary, yet perennial, concerns of the human family. The methods of the humanities encompass the methods of the particular disciplines as well as the methods of broader, interdisciplinary inquiry such as the critical and imaginative use of language, texts, and other artifacts of human experience. Whether in content or method, however, study in the humanities always has as its fundamental objective to reveal that which is significant about human life—past, present, and to the extent possible, the future.

II. Why Study the Humanities at Community Colleges?

Learning in the humanities is particularly critical in community, technical, and junior colleges because of the strong interest on the part of students in practical education. It is

important that students become economically self-supporting. But it is equally important for them to broaden their horizons so they may participate willingly and wisely in a fuller range of human activity.

The humanities do have inherent worth. The proper study of the humanities, however, is also decidedly practical. For example, the development of advanced technologies requires not only higher order processes of intelligence, but also a keen appreciation of the impact of technology on the human environment. The humanities concentrate in direct ways on skills of the mind and skills of language, while the ability to reason clearly and communicate well should be a goal of all branches of study. These capabilities, by their very nature, are especially connected to the humanities. The medium of the humanities is essentially language, and their use of language sets in motion reflection and judgment. The humanities assist in developing insights and capacities that are essential for a well-informed public life as well as a fulfilling private one.

The concerns of the humanities extend to many enduring and fundamental questions which confront all human beings in the course of their lives: What is justice? What is courage? What should be loved? What deserves to be defended? What is noble? What is base?

Community college faculty must teach the humanities to their students so that each student is better able to discover a sense of relationships among life, work, and circumstances; to understand self and society through different eyes, places and times; to reflect on the way personal origins and beliefs affect actions and values; to encounter questions and answers posed in the past; and to raise similar questions about the present and future.

Study of the humanities nurtures the imagination and offers individual and private pleasure. Study of the humanities encourages the best habits of mind. Study of the humanities fosters disciplined approaches to questions that do not have necessarily correct answers. Study of the humanities promotes an enhanced ability to make value judgments—to select the wiser course of action. Study of the humanities inculcates a sense of common culture, encouraging civic purpose and citizenship practices. Study of the humanities seeks balance between the individual and society while fostering the basis of any civilized society—civility and mutuality.

Beyond responsibility to their students, community colleges have a further obligation to the communities they serve. It follows that they should teach the humanities to *all*

students so that social cohesion may be fostered through shared understanding, language, and values. Community college students should study the humanities for a seemingly simple reason—to gain knowledge and ability to think concretely about important social and personal questions and to communicate these thoughts through clear and effective written expression. The practical demands of life—both private and public—are illuminated and made more valuable by the study of the humanities.

III. Recommendations to Community College Leaders

The ferment in higher education, reflected by the many calls for educational reform from all quarters, suggests that now is an opportune time for educational leaders to speak out on behalf of the importance of the humanities to the associate degree offered by community colleges. To that end, the following recommendations are offered:

Recommendation 1. Educational policy concerning the humanities and their place in the community college curriculum should be framed within the context of an overall policy on a liberal or general education program of study.

Recommendation 2. Study in the humanities should be a required part of *every* degree program offered by community colleges.

Recommendation 3. Study in the humanities *disciplines* should be required beyond existing college requirements for such courses as composition, public speaking and communications.

In order to assure that the humanities maintain their proper place in the curriculum, it is crucial that the following degree requirements be made public and manifest via the endorsement of the highest policy and administrative bodies—trustees, presidents, academic deans and other administrators. Hence:

Recommendation 4. A minimum of six semester hours in the humanities for the degree of Associate in Applied Science;

Recommendation 5. A minimum of nine semester hours in the humanities for the degree of Associate in Science; and

Recommendation 6. A minimum of twelve semester hours in the humanities for the degree of Associate in Arts.

The *manner* of teaching college courses, as well as the *content* of courses, especially courses with specific humanities content, is vital to the educational process. Instruction

in the humanities must engage students extensively in activities that take them beyond the mere acquisition of facts and the comprehension of principles and theories. Students must be asked to understand the human circumstances that the materials address and to consider critically alternative points of view. Therefore:

Recommendation 7. Humanities courses should develop students' abilities to participate in reflective discourse, to question, analyze, and understand. To develop these abilities, humanities classes must include extensive reading, writing, speaking, and critical analysis of the perspectives, cultures and traditions that make up our intellectual heritage.

Community colleges serve a wide and varied population, with the typical student body reflecting diversity in age, sex, ethnicity and interests. The faculty of these institutions, being most familiar with student needs, should take the lead in building appropriate humanities programs. Therefore:

Recommendation 8. The faculty within each institution should develop a comprehensive plan for helping its students achieve knowledge of and sophistication in the humanities. This plan should include a coherent program of courses in sequence, with clear indication of which courses in the humanities are basic, which courses presuppose others, which courses are best taken concurrently with others, and which courses constitute appropriate selection for students who will take limited coursework in the humanities.

It is important that good teaching be the basis for faculty promotion and recognition. To encourage and assist good teachers to continue in the profession and to stimulate others to develop good teaching skills, three recommendations are offered:

Recommendation 9. Evidence of good teaching should be used as an explicit criterion for hiring, promotion, tenure, and other forms of professional recognition. This will demand the development of appropriate measures of teaching ability and effectiveness.

Recommendation 10. Faculty development resources should be used to help faculty develop their teaching skills and further their knowledge of their discipline. Full-time faculty, and in every instance possible, part-time faculty as well, should be encouraged to attend the meetings and conferences and read the publications of those academic

organizations which are increasingly turning their attention to the quality of teaching in our colleges.

Recommendation 11. Funds should be made available to college libraries and learning resource centers for the purchase of materials that support research, provide the basis for cultural enrichment, and constitute resources for programs in the humanities.

Humanities studies do not, and should not, end in high school. Neither should they begin and end in college. Courses of humanistic study can and should be integrated so that high schools and colleges can build on the habits of mind and knowledge acquired by students in their early classes and developed in later ones. Therefore, it is recommended that articulation processes be developed to meet these goals:

Recommendation 12. Governing boards, administrators, and faculties of community colleges, high schools, and four-year colleges should work together to plan a unified and coherent humanities curriculum for their students.

It is urgent that these recommendations be circulated widely to college administrators, legislative officials, and college faculty as well as to the public and private presses.

IV. Background

The American Association of Community and Junior Colleges received an emergency grant from the National Endowment for the Humanities to enable community, technical, and junior college leaders to:

- examine *To Reclaim a Legacy: A Report on the Humanities in Higher Education* by William J. Bennett, in terms of its relevance and application to community, technical, and junior colleges, and;
- make specific recommendations regarding humanities requirements for associate degrees awarded by community, technical, and junior colleges.

To accomplish these purposes, AACJC convened a two-day humanities roundtable on June 23-24, 1985, in Washington, D.C., led by Dr. Judith Eaton, Chair, AACJC Board of Directors and President, Community College of Philadelphia. Twenty-three participants, selected for their demonstrated commitment to the humanities in community colleges and broad overview of the college scene, attended the meeting. They met at the AACJC offices to discuss the Bennett report; respond to a position paper prepared for

the roundtable by Dr. Tziporah Kasachkoff, Professor of Philosophy, Borough of Manhattan Community College, and Dr. Joshua Smith, then Chair-elect, AACJC Board of Directors and Chancellor, California Community Colleges; and develop a set of recommendations for community colleges nationwide that offer the various associated degrees.

The recommendations, presented herein, are addressed to community college leaders—presidents, governing boards, administrators, faculty, and curriculum committees. Responsibility for placing the importance of humanities study before the college community and mobilizing activities in its support belongs to each community college president.

Adopted April 1986

ANNEX B
CRITERIA FOR EXCELLENCE
IN
ASSOCIATE IN APPLIED SCIENCE
DEGREE PROGRAMS

Criteria for Excellence
in
Associate in Applied Science
Degree Programs

A Policy Statement

of the

National Council for Occupational Education

prepared by the

Task Force on the Associate in Applied Science Degree

July 15, 1985

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Introduction

The quality of American education is a prime issue of national concern in this decade. The gulf between societal expectation and realization was first identified in the elementary and secondary schools with the label of mediocrity being liberally applied. Soon after, higher education also came under scrutiny. By the early 1980s, the American Association of Community and Junior Colleges (AACJC) had already begun a study of the Associate Degree which serves as the curriculum base for the 1,200 community, technical and junior colleges in the nation. The conclusions and recommendations of this study provided basic guidelines for the associate degree which were accepted as an official policy statement by the Board of Directors of AACJC in July of 1984.

The dialogue within the two-year college community generated by this statement has sparked a closer look at a specific type of associate degree—the Associate in Applied Science (AAS). This most recent and perhaps most promising variant is designed primarily to prepare students for immediate employment in a career field without foregoing the opportunity for further education. The AACJC Policy Statement included the following reference to the Associate in Applied Science Degree:

The second type of degree program is designed to lead the individual directly to employment in a specific career. While the titles given these degrees vary considerably among community, technical, and junior colleges, the most common title is Associate in Applied Science. Other titles used are Associate in Business, Associate in Data Processing, or other specific occupations, and Associate in Applied Arts and Sciences. It should be noted that the number of degrees awarded in these occupational areas has been increasing in the last two decades. In some instances, particularly in the health-related fields, the degree is a prerequisite for taking a licensing examination. Some institutions belong to voluntary specialized accrediting agencies that set qualitative degree standards for their programs. Although the objective of the Associate in Applied Science degree is to enhance employment opportunities, some baccalaureate degree granting institutions have developed upper division programs to recognize this degree for transfer of credits. This trend is applauded and encouraged.

Postsecondary occupational education, including AAS degree programs, increased dramatically between 1960 and 1970. According to the National Center for Educational Statistics, 43 percent of all associate degrees awarded in this decade were occupational in nature. By 1980, according to the preliminary presentation of the AACJC National Task Force to Redefine the Associate Degree, this figure had risen to 62.5 percent. The AAS degree, or similar occupational degrees, had become the choice of the majority of community, technical and junior college graduates.

Statement of Purpose

In response to this trend, the National Council for Occupational Education (NCOE), an affiliate of AACJC, saw an urgent need to identify criteria leading toward excellence in the AAS degree so that it may become the cornerstone for a national program of human resource development. It will then become more effective for a wide range of occupational education and as a national employment credential.

In the interest of brevity, as well as avoiding areas already dealt with in other recent reports of undergraduate education, this report is primarily concerned with the curricu-

lum for the AAS degree. It concentrates on the scope, form, substance, and image of the degree—all in a national context.

As in the preceding work of the AACJC National Task Force to Redefine the Associate Degree, the overall objective of this report is to clarify the function of this specific associate degree and to recommend ways of strengthening it. In a word, to propose, with ample feedback from the field, criteria for excellence in AAS degree programs.

Criteria for Excellence in AAS Degree Programs

1. Associate degree programs designed primarily for immediate employment should be designated as an Associate in Applied Science Degree Program.

Degree Designation

Considerable variation in associate degree titles exists across the nation, particularly in occupational education. Although some states use the Associate in Science (AS) degree to designate two-year occupational programs, by far the more common usage is the AAS. Common degree terminology should improve national visibility, reduce confusion in our mobile economic society, increase the credibility of the AAS degree, and form the basis for a nationwide program of human resource development.

2. The AAS degree should be identified with a specialty designation.

Specialty Designation

This identification of a specialty or major, currently common practice in many institutions, implies relevant preparation for employment in a specific area of work. Even though there are advantages in labeling the degree program as specifically as possible, this should not preclude designations that cover a field of study rather than a single specialty, e.g., Associate in Applied Science Degree in Health Occupations.

3. AAS degree programs must be responsive to the employment needs of business, industry, public agencies, the military, and entrepreneurship.

Employment Needs

The single most important purpose of the AAS Degree is to prepare students to enter directly into specific occupations. For the degree to achieve greater acceptance as an employment credential, effective articulation must be developed between the educational institution and the employers of AAS degree graduates. The most important facet of the linkage with employers is the maintenance of a timely and effective curriculum reflecting current practices in the work world. This relationship with employers, however, breaks with academic tradition in that AAS degree curricula are not initiated and developed solely within the educational institution. This partnership between the institutions and the potential employer needs to be nurtured continuously.

4. All components of the AAS degree requirements should become outcome oriented.

Outcome Orientation

Common practice in higher education is to define course and program requirements in terms of subject matter topics. Instead, faculty and academic officers from all components of the program should develop and disseminate a statement of the course and program outcomes that students must achieve. While not all of the course and program outcomes can easily be measured, there remains a responsibility to define the knowledge, skills and attitudes students are expected to attain. It is expected that this outcome orientation will apply to all components of the degree, including general education, related studies and technical specialty courses. Evaluation measures and procedures should be routinely utilized to assess the adequacy of each course in meeting stated outcomes. Special attention should be given to measuring the success of graduates on the job.

5. The AAS degree requirements should be limited to 60 to 72 semester credit hours or 90 to 108 quarter credit hours.

Total Credit Hours

There is a growing tendency to expand credit hour requirements for occupational programs to meet a variety of pressures including those from specialized accreditation and licensure agencies. Semester credit hours beyond 60 (90 quarter hours) lengthen and intensify the program beyond the normal academic load. Fifteen credit hours per term is a reasonable and challenging load for full-time students. Requirements beyond 60 semester hours (90 quarter hours) should be fully justified in terms of program outcomes. Remedial and developmental work should be in addition to the collegiate level requirements of the degree program but should, whenever possible, be pursued concurrently with skill training to enhance intent and relevance.

6. The technical specialty component of the AAS degree should constitute 50 percent to 75 percent of the course credits.

Technical Specialty

Although general education is increasingly more important in an informational society, the credibility of occupational programs rests with the ability of the AAS degree graduate to function at the technical and mid-management level. The technical specialty component should emphasize an applications orientation through laboratory, clinical and work experiences sufficient to qualify for entry-level employment.

7. The general education component of AAS degree programs should constitute a minimum of 25 percent of the course credits with the combination of general education and related studies constituting up to 50 percent of the course credits.

General Education and Related Studies

There is an increased recognition of the importance of general education and related studies as integral components of occupa-

tional education. Increasingly, the ability to think, reason, compute, communicate and adapt to change are essential if workers at all levels are to remain employable and cope with the expanding knowledge base. General education also includes human development in civic, consumer, environmental, and social responsibilities. Related studies typically achieve a dual purpose of enhancing general human development and providing a basic foundation for the pursuit of more advanced occupational goals. General education and related studies outcomes should be identified, implemented and measured by the institution.

8. Although open admission to the institution for all adults is a cardinal characteristic of most community, technical, and junior colleges, minimum criteria for admission to AAS degree programs are essential.

Admission Requirements

Admission requirements should be established on an individual program basis to assure that the entering student has a reasonable probability for success and that course and program standards are maintained. Where appropriate, preassessment should be included in the admission requirements. Such requirements must be accompanied by maximum opportunities for access to programs by students who do not initially meet the requirements. Developmental or pre-technical certificate programs, tutoring, and/or special laboratory assistance are examples of how this may be accomplished.

9. AAS degree programs should be supported by student services designed systematically for the needs of career-oriented students.

Student Services

As a result of the vigorous growth of occupational programs, student services now play a much larger and more important, even critical, role in student success than previously. Some colleges have even expanded the definition of "student" to include the entire community of the adult work force and now offer services to the currently employed and the unemployed. Occupational education has thus expanded horizons and markets of two-year institutions immeasurably but must now provide for success and promotability as well as entry into employment. Continuous interaction with students should begin with preadmission testing, assessment, and counseling to assure a reasonable match of student aspirations and skills with programmatic requirements and expectations. These services should include career development activities which lead to successful placement and/or transfer.

10. A curriculum structure with multiple exit/re-entry points should be considered for the AAS degree whenever possible.

Multiple Exit/Re-Entry

A multiple exit/re-entry structure for the AAS degree has distinct advantages for many students who because of work, family or other obligations do not complete the AAS degree in a continu-

ous mode. Such students necessarily take advantage of convenient "stop-outs" where they can complete a segment of the program with some degree of closure before going further. One such common "building block" approach is a series of certificates which represent flexible components of the AAS degree program that may eventually be converted into the full degree. In this sense, the degree becomes a credential increasingly representative of technical and mid-management level employment; a natural step up from certificates generally identified with entry-level employment plateaus. The technical specialty component of the AAS degree should be provided as early in the program as possible. Exit/re-entry points at the end of the first term and/or first year of the program should be given particular consideration.

11. Credit toward the AAS degree should be awarded for knowledge and skills acquired through prior experiences.

Experience Based Credit

Increasingly, the concept that learning is learning, regardless of the source, is gaining acceptance. The ultimate determinant of what is creditable must, however, reside in college policy determined with substantial faculty involvement. Currently, credit is being awarded by many colleges for prior knowledge and skills acquired from many sources including proprietary schools, the military, labor unions, community based organizations, in-service programs of business and industry, work experience, independent study, and examinations. Care must be exercised to assure that the integrity of program outcomes is maintained when such experiences are assessed.

12. AAS degree curricula should be articulated with appropriate general and vocational secondary schools.

Secondary School Articulation

There is a trend toward increased articulation between secondary and postsecondary institutions. The advantages of such articulation are to encourage earlier goal orientation, provide possible advanced placement and avoid unnecessary duplication. The growing use of outcomes as a basis for instruction and learning should make program comparisons much easier than the previous use of course titles and catalog descriptions.

13. AAS degree curricula should be articulated with receptive and appropriate four-year institutions through the cooperative planning and implementation of transfer agreements including two + two curricula.

Baccalaureate Articulation

Although AAS degree programs are designed primarily to prepare students for employment, they can no longer be considered terminal. In addition to the necessity for lifelong learning in response to the knowledge explosion, students can expect to make several career changes during their lifetime. Further education, including work toward a baccalaureate degree, should be anticipated for AAS degree graduates. Therefore, articulation agree-

ments should be initiated by two-year institutions in those programs with the greatest potential for transfer. However, the occupational outcomes of AAS degree programs should not be subverted to the transfer potential.

14. Selected AAS degree programs should be networked among two-year institutions at the local, state and national levels.

Institutional Networking

There is increasing interest in developing consistency and comparability among similar occupational programs on state and national levels. As the AAS degree becomes universally accepted as an employment credential, it will be feasible to develop selected programs with comparable outcomes across the nation without sacrificing local flexibility. Institutions developing or revising AAS degree programs should consider comparability and consistency with similar occupational programs. Further networking is encouraged and should be facilitated by educational institutions, state agencies, and other regional and national organizations.

Summary

The criteria for excellence are essential for the AAS degree to achieve its potential both as a national employment credential and the curricular foundation for the occupational mission of community, technical, and junior colleges. In highlighted form, these criteria would help to assure that AAS degree programs are:

1. Clear and consistent in titles, length, components and outcomes—publicized and documented for all to see and know.
2. Articulated continuously with employers, four-year colleges, secondary schools, and the non-collegiate sector including specialized accreditation, credentialing, certification, and licensing agencies.
3. Flexible in structure for our varied adult clientele, with multiple exit/re-entry points which optionally may be compounded to attain the goal of technical and/or mid-management-level employment equated with the AAS degree.
4. Open to students on a selective basis with full opportunity to remedy deficiencies in meeting admission requirements.
5. Supported by student services fitted to the occupationally oriented needs of AAS degree students.
6. Part of an expansive and universal definition and categorization of occupational education that conveys a positive image.
7. Part of a national network serving the comparable educational and training needs of the nation, states and communities.

Implicit in these criteria for excellence in the AAS degree is the assumption that community, technical, and junior colleges have taken on preparation for employment as a major function of their emerging identity. That identity will be strengthened by developing criteria for excellence in the AAS degree, the curricular cornerstone of community college occupationally oriented training and education. Concurrent with enhanced identity may come national acceptance of the 1,200 community, technical, and junior colleges

as the preferred delivery system for a national program of human resource development embracing job and career-oriented training, education, and services for the entire adult community—pre-employed, employed, and unemployed. Such a goal is humanitarian. It is also central to the national self-interest to insure an educated and trained work force prepared for present and future manpower needs which, in turn, helps maintain a strong competitive position for our nation in the world economy. The AAS degree provides the curriculum base from which such a national program can be developed.

Illustration

AAS Degree Occupational Curriculum Guide
Generalized Example in Credit Hours

It should be emphasized that the illustration shown is an example only and should not be interpreted as a requirement or as an ideal. Many variations are possible, and differences will likely be based upon the specific needs of a particular occupational field. In particular, the distinction between General Education and Related Studies is not always obvious. Likewise, the listing of traditional disciplines is not intended to detract from the required occupational outcome orientation or possible interdisciplinary approaches that might be used to achieve these outcomes. They are intended to better communicate the general scope, form and substance of the AAS degree criteria. The Technical Specialty Component would consist of those curriculum areas and outcomes, including supporting skills, that directly and immediately pertain to the specific occupational major.

	Semester Hours	Quarter Hours	Percent
1. TECHNICAL SPECIALTY COMPONENT	30-36	45-54	50%
2. GENERAL EDUCATION & RELATED STUDIES COMPONENT			
General Education			
Communications	6	9	
Behavioral or Social Sciences	6	9	
Humanities	3-6	4.5-9	
	15-18	22.5-27	25%
Related Studies			
Mathematics	6	9	
Business, Engineering, Science or Technology	6	9	
Computer Literacy	3-6	4.5-9	
	15-18	22.5-27	25%
Sub-Total	30-36	45-54	50%
TOTAL	60-72	90-108	100%

The Process

The Task Force on the Associate in Applied Science Degree was appointed by the Board of Directors of the National Council for Occupational Education in July of 1984. Based upon data collected by the American Association of Community and Junior Colleges in their 1983 study of the Associate Degree, the Task Force began a dialogue on Criteria for Excellence in Associate Degree Programs at the annual NCOE conference in October of 1984. In addition, individual members of the Task Force began discussions on the criteria with various organizations and agencies in their regions. Utilizing this input, an Interim Report was drafted by the Task Force and circulated to the 1200 member colleges of the AACJC and to each member of NCOE in January of 1985 with a call for comments and suggestions.

Responses from over one hundred individuals in sixty-four community, technical, and junior colleges were incorporated into the Revised Interim Report published for a workshop on Criteria for Excellence in AAS Degree Programs at the Annual Convention of the AACJC in San Diego, California, on April 15, 1985. Reactions to and suggestions for the criteria were presented by a panel consisting of Dr. John Grede, Vice-Chancellor Emeritus, City Colleges of Chicago; Dr. Dale Parnell, President, AACJC; Dr. Henry Spille, Director, American Council on Education, Office of Educational Credits and Credentials; Dr. Robert Childers, Executive Director, Southern Association of Schools and Colleges; and Dr. Howard Bowen, Professor, Claremont Graduate School and member NIE Panel on Conditions of Excellence in Undergraduate Education. Workshop participants from throughout the nation then reacted to the proposed criteria and the comments of the panelists.

The comments and reactions obtained from this year-long process were utilized by the Task Force in preparing this policy statement, adopted by the Board of Directors of the National Council for Occupational Education in July of 1985. It is, however, recognized by the Task Force and NCOE that these recommendations will require revision and expansion to keep pace with changes in the workplace and in our colleges—consequently, it is viewed as a "living document" that will be reviewed regularly. Comments continue to be welcome.

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ANNEX C
INTEGRATING THE HUMANITIES INTO ASSOCIATE DEGREE OCCUPATIONAL PROGRAMS

Integrating the Humanities into Associate Degree Occupational Programs

Summary

of the

Final Report

of the

SHARED VISION TASK FORCE

of the

National Council for Occupational Education

and the

Community College Humanities Association

Two Affiliate Councils

of the

American Association of Community and Junior Colleges

with support from the

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I Shared Vision Concept

In January of 1986, against a backdrop of critical evaluation of the aims and effectiveness of higher education in the United States, representatives from two affiliated Councils of the American Association of Community and Junior Colleges (AACJC) — the National Council for Occupational Education (NCOE) and the Community College Humanities Association (CCHA) — met to discuss what could be initiated to improve the quality of occupational education programs at two-year colleges across this nation. In particular, they met to discuss how the Humanities component of the general education core of Associate Degree occupational education programs should be viewed. It quickly became apparent to those involved in the discussion that they shared a common vision as to the place of the Humanities in occupational programs. In this vision, the Humanities were seen as having an integral role in the preparation of students for employment and not simply as an enriching element that could help to produce a better person, a more well-rounded individual or one who was culturally literate. The Humanities were seen as a way, and perhaps the only way, to develop certain skills and attitudes that students would need if they were to survive and to succeed in an increasingly complex workplace. In this context the Humanities were viewed as a vital part of the preparation of responsible citizens who would be better at working with others, at solving problems, at making decisions, and at adapting to and coping with change in the workplace. Consequently, representatives of these two Councils agreed to form the Shared Vision Task Force.

Far too often, Humanities courses in occupational programs are regarded by students, and even by some educators, as being almost entirely irrelevant and unnecessary. The Humanities have often been reduced to merely assisting in the development of basic communication skills. While Humanities faculty have acknowledged this contribution, they are acutely aware that the study of the Humanities has much more to offer students — all students, including students enrolled in occupational programs. When asked to explain what was meant by such a claim, Humanities faculty are uncomfortably vague. This approach to the nature and role of the Humanities in occupational programs will simply no longer suffice, in the view of the Task Force.

The members of the Task Force agreed that if a genuine case could be made for the presence of the Humanities in occupational programs, then occupational educators and administrators would have to review current practices and strengthen their programs by improving the quality of instruction in the Humanities. They also agreed that there is a real need to examine and reformulate how the Humanities are conceived by Humanities faculty so as to be more relevant to the task of developing skills and attitudes needed by those who seek to succeed in the workplace.

There is common acceptance on the part of the Task Force that the Humanities can make a contribution to the development of certain skills beyond the level of basic proficiency — that more is expected of today's graduate than basic reading, writing and arithmetic. This appears to have been overlooked, and we find many graduates cannot display proficiency in even these basic skills. However, the Humanities have much to offer beyond assisting students to read, write and speak better. Not only do they have more to offer but what they have to offer is vital to the objectives of occupational programs.

It is envisioned that the Humanities will be accepted as a viable and integral component of two-year occupational curricula when occupational students, faculty, and administrators are presented with the evidence that employers value the contributions of the Humanities to occupational preparation. Equally important, when Humanities faculties

understand that the achievement of specific learning outcomes resulting from the study of the Humanities *does* contribute to workplace performance, they will examine course content to assure that those specific outcomes are included. At the same time occupational faculties will examine their instructional programs to assure that these specific outcomes, beyond proficiency in communication and technical skills, are included in their curricula goals and the Humanities integrated into those programs. This is the "Shared Vision!"

II Description of the Project

Between May and September 1987, the draft report was mailed to the Chief Executive Officers and Chief Academic Officers of AACJC member institutions, accrediting agencies, state education agencies, and CCHA and NCOE members. Task Force members, meeting in October 1987, using responses to the first draft report developed the ten unique and significant contributions that the Humanities were considered to make to occupational preparation.

Definitions

Much of the more energetic debate about the role of Humanities play in general education stems, unfortunately, from misunderstandings about terms. What is meant by occupational education? By Humanities? By learning outcomes? In its initial work, the Task Force too found itself deeply involved in discussion about these terms and others. After much deliberation, Task Force members agreed on the following key definitions and present them as a means of focusing such debate and enhancing understanding of how studies in the Humanities contribute to the two-year occupational degree programs offered by community colleges:

Humanities. Humanities in Associate Degree Occupational Programs are studies which expand the student's awareness of the human condition and appreciation of human needs, values, and achievements. The Humanities assist in developing insights, capacities, and well-reasoned convictions essential for a fulfilled public and private life as well as success in a career. They include studies of literature and all languages, history, philosophy and religion, and the history and appreciation of the fine arts. They do not include the development of basic communication skills in any human language.

Technical Component. That portion of occupational degree programs that provides institutional experiences sufficient to qualify for entry-level employment at the technical and mid-management level.

Humanities Component. That portion of the general education component of an Associate Degree occupational program that includes studies in the Humanities as defined above.

Learning Outcomes. Learning outcomes are no more than what educators expect a student to know and be able to do at the end of a specified period of instruction. Often in the technical component of occupational degree programs, learning objectives or outcomes are more or less readily measurable by performance testing. Learning outcomes in the Humanities component are derived from study and discussion of the human experience, past, present and future, and from the student's ability to synthesize such study and discussion.

III The Unique and Significant Contributions of the Humanities

CONTRIBUTION 1. An appreciation for what is significant about human life — past, present and projections for the future.

If people are to be effective in working with others and in solving problems together, they need to understand one another, and specifically, to understand what human beings have which distinguishes them from other living beings and from institutions. In solving problems which humans face in ways that will satisfy the needs of human beings, it is essential to understand what people have historically held as valuable, worthy, and desirable. It is of great importance for truly effective and efficient problem-solving that there be an understanding of how humans have approached problems in the past, what has been achieved, what have been recurring difficulties, what present attempts are being made to address these problems, and what the future might hold in store given present trends and the continuing fundamental set of human needs. Understanding where we have come from, what we are presently about and our future aspirations is absolutely vital in working with people to achieve common purposes.

CONTRIBUTION 2. The ability to understand and empathize with others through the development of an understanding of human needs and problems.

In working with people and having others work for you, it is essential that there be an appreciation of the perspectives of others — perspectives which include their past, their hopes for the future, their problems and their basic needs. Barriers are often erected between people by jargon, argot, technical knowledge and social roles. Technical and professional education often works against the development of such a skill when it encourages individuals to think of themselves merely as technicians, mechanics, nurses, etc.

CONTRIBUTION 3. An understanding, beyond proficiency in basic language skills, of the unavoidable ambiguities, vagaries and value-laden nature of human language.

People who work with others need to have effective language or communication skills to read, write, and speak in a clear, precise and effective manner. However, beyond these abilities, people must realize that human language at times contains elements of ambiguity which just as often lead to misunderstandings as they lead to enriched forms of expression. People must come to learn that, in certain settings, some degree of ambiguity is inescapable or even preferred, while in others it is totally unacceptable. In addition to understanding this, students seeking to be successful in working with others must also come to an understanding that words and phrases often unavoidably carry with them value judgments and orientations, e.g., words such as "good," "girl," "boss," "kid," as well as the more familiar racial, ethnic and religious epithets and a legion of additional titles and terms.

CONTRIBUTION 4.
The ability to recognize the limits and goals in applying analytical skills to the resolution of human problems and dilemmas.

Students need to develop their abilities to analyze situations and problems in order to respond to them and to accomplish their goals. When working with others, however, people must come to realize that there are a variety of analytical methods, some of which are more suitable than others for dealing with certain situations. There are times when the analytic skills learned, for example, through a study of literature might prove more effective than similar skills practiced by technicians, engineers, or social scientists. On other occasions it might prove valuable to realize that particularly when dealing with human beings a situation might not lend itself to any precise analysis: it may be overdetermined. Certain human activities, e.g. forms of amusement, painful or humorous events, etc., are not readily captured by any of the methods of the technical and scientific fields.

CONTRIBUTION 5.
An appreciation of the variety of human purposes and values to be realized in solving problems.

In solving problems involving human beings one must have the abilities to analyze content, to understand the factors contributing to the problem, and to evaluate the likely effectiveness of alternative resolutions in keeping with the basic objective to be achieved. However, beyond possessing and using these skills, one must realize that human beings often disagree with one another on how to proceed because they have different objectives to be accomplished. Not everyone involved in a given situation may share a common purpose or hold the same values or hold them in the same order.

CONTRIBUTION 6.
The ability to approach and make decisions concerning problems that may not have a singular resolution.

In mathematics, the natural sciences and in technical fields the approaches taken to answering questions and solving problems are well-defined and usually lead to a preferred answer or solution. In the workplace questions arise for which there is not one definite correct answer. Too often the situation is such that some answer must be given, some decision made, some course of action taken. The study of the Humanities can offer a student methods that are orderly and structured and which can be brought to bear on difficult questions.

CONTRIBUTION 7.
An appreciation of the importance of responding appropriately to change as an essential and necessary human activity.

While people who prepare for occupational fields learn facts, acquire skills, and learn how to adapt to changes in their fields, it is through the Humanities that they learn that these skills are absolutely essential for a human being to have, not simply as a technician or worker, but as a being struggling to survive and to prosper in a constantly changing world. The physical environment, social environment, and work environment are constantly changing and humans must learn to adapt to those changes. The Humanities convey this sense of the importance of learning how to adapt, to continue learning and to grow.

CONTRIBUTION 8. The ability to make judgments reflective of human values: ethical, aesthetic.

When delivering a service or a product there are other considerations besides whether or not it will fulfill the terms of a contract or suit the purpose or do the job. In addition to delivering what was expected, was the product or service provided made as pleasing to human sensibilities as possible? Will any one human being be harmed by what is to be done? Were any deceptions or deceits practiced? These considerations are taken up not because they might serve the interests of the economic enterprise and its concern for income and profit but because they reflect the values of truth, beauty and goodness which human beings seek to realize.

CONTRIBUTION 9. An appreciation of what human beings hold in common which encourages their sense of civic purpose and responsible citizenship.

Nowhere else in the curriculum except through a study of the disciplines which promote an appreciation for what human beings hold in common is there given any attention to what is needed in order to motivate people to work together to realize common goals both in the workplace and in society. The realization that human beings do share more in common than they have differences and that only through a civilized social life in which all cooperate can those common elements be held secure and diversity respected are fostered by a study of the Humanities. It is a realization that comes through a study of the human condition past and present and through the study of the expression given by human beings to those sufferings, joys, needs and desires which all people have.

CONTRIBUTION 10. An appreciation of the values of diverse cultures.

When attempting to understand others in order to work along with them, it is important to realize that not everyone shares the same culture. The study of human achievements and human expressions and human values as present in cultures other than one's own fosters a sense of respect and appreciation for the ways in which human beings have found for learning how to live and to achieve together and to prosper. Through an appreciation of other cultures one often learns what is truly distinct about one's own. In the workplace where people from different cultures must learn to work together it often becomes an imperative to learn of and respect the diversity of cultures present in order to effectively communicate and resolve problems. The Humanities involve by their very nature the study of other cultures, their achievements, forms of expression, and values.

IV Validation of the Concept

To validate the ten unique and significant contributions of the Humanities, each was subjected by the Task Force to scrutiny, first by community college administrators and faculty from occupational programs and the Humanities, and then, by representatives of business and industry. Of primary importance in this validation was the confirmation first, of the uniqueness of the contributions to the Humanities in the curriculum, and second, of the significance of the contributions to an individual's occupational preparation. For uniqueness both occupational and Humanities administrators and faculty were asked to respond. For significance, Humanities faculty confirmation was sought.

Response of Educators

Community college faculty and administrators were asked to rate, on a scale of 1 to 5, the significance to occupational preparation of the ten contributions. The contributions were ranked as significant or very significant by a high of 88 percent of the respondents to "Appreciation of Adapting to Change as an Essential and Necessary Human Activity," and a low of 64 percent to "Appreciation of What Is Significant About Human Life." "Ability to Understand and Empathize with Others" and "Ability to Make Judgments Reflective of Human Values" also received over 80 percent ratings.

Representatives of state agencies responsible for Community Colleges placed the ten contributions in almost the same rank order as the faculty and administrator respondents with "an Appreciation of the Importance of Adapting to Change" and "Ability to Understand and Empathize with Others" again receiving overwhelming endorsement.

Two-year college faculty and administrators were also asked to rate the uniqueness of the potential contributions to the Humanities in the curriculum. Specifically, they were asked to rate these contributions on a scale of 1 to 5 with 5 being the highest and 1 being the lowest.

Results of this rating indicate that 50 percent or more of the respondents rated each of the contributions either a 4 or 5, emphasizing that they considered the contribution to be either "unique" or "very unique." Certain of the contributions were rated "unique" or "very unique" by a higher percentage of respondents than others.

Importance to Employment

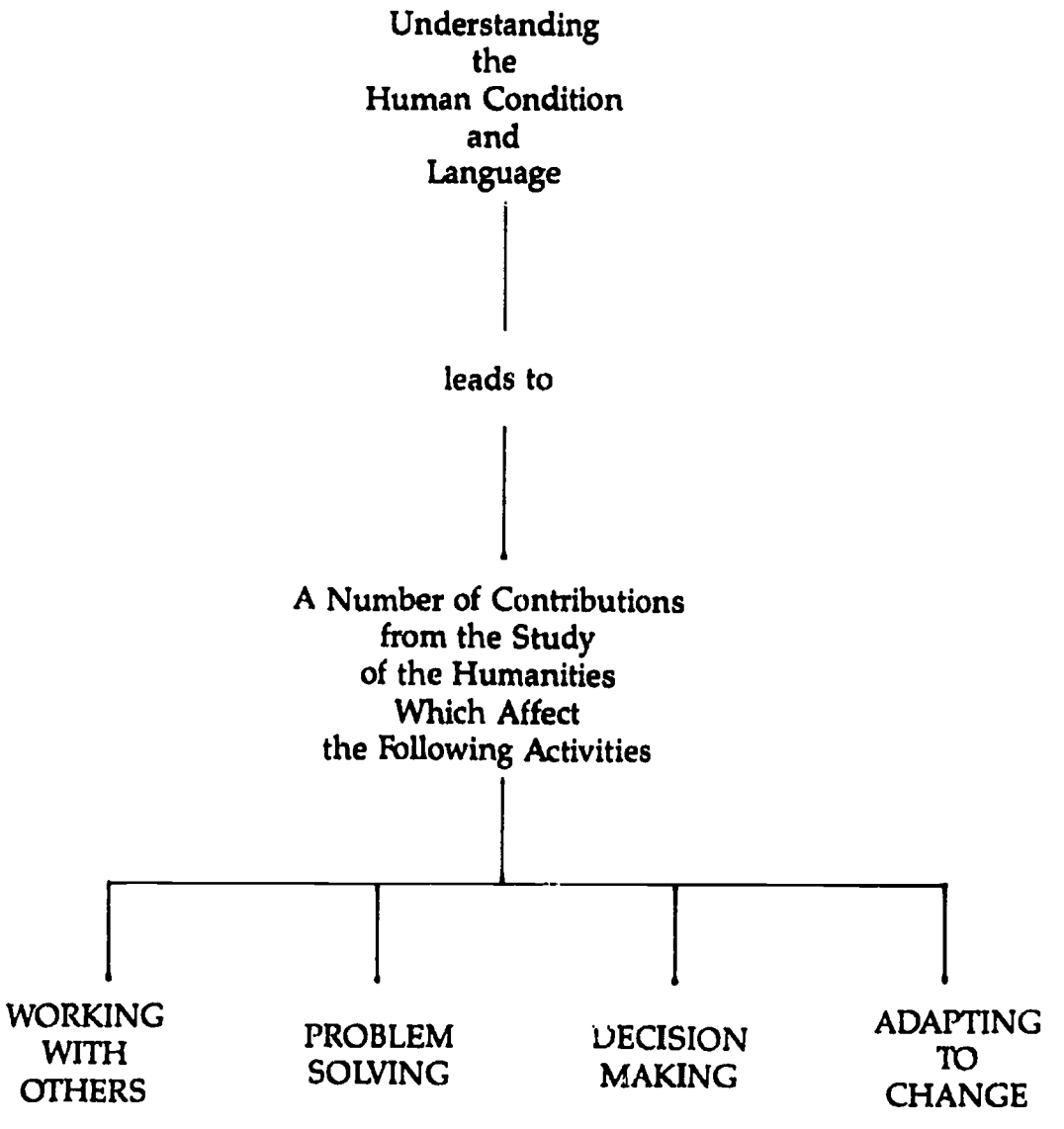
An Interim Report presenting these concepts was then utilized by the Task Force to obtain the reaction of potential employers of two-year college graduates to its work, particularly to the draft report. Members conducted five forums for potential employers, in Boston, Chicago, Portland, Raleigh-Durham and Detroit. Employers were asked to focus upon specific contributions that the study of the Humanities may make to a graduate's performance in the workplace. Task Force members conducted the discussion and asked participants to complete a questionnaire regarding each of the potential contributions to on-the-job employee performance.

At the five Forums held for representatives of business and industry, attendees were asked to indicate whether the various contributions were important for their employees. Specifically, participants were asked to indicate whether such contributions were "always," "usually," "occasionally," or "never" important for their employees. Eighty percent or more of all participants indicated that each of the ten contributions were either "always" or "usually" important. The contribution "an Appreciation of the Importance of Adapting to Change as an Essential and Necessary Human Activity" was viewed as "always" important by the largest number of participants — 73.7 percent.

Without exception, the representatives of business and industry from throughout the country affirmed the importance to them of Associate Degree graduates who, in addition to technical skills, have the ability to work with others, solve problems, make decisions, and adapt to change. Most importantly, there was also universal agreement as to the uniqueness of study of the Humanities in acquiring these significant outcomes.

Workplace Performance

After reviewing the responses received from the educational community, the Task Force made slight revisions in the contributions and grouped them according to specific workplace performance as follows:



V Curriculum Recommendations

Following validation of the concept by educators and representatives of business and industry, the Task Force has developed a series of recommendations that are, in their collective judgment, essential to the integration of the Humanities into Associate Degree occupational programs. The nine curriculum recommendations must be considered as a whole rather than individually since each contributes to strengthened occupational programs. To assure that the processes for developing, revising, and assessing the technical and Humanities components of occupational programs represent a unified commitment on the part of all involved, the Task Force also presents nine specific recommendations as to how the curricular recommendations may be achieved.

Recognizing the diversity of institutions — their size number and type of programs, and governing constraints — the Task Force has chosen to place emphasis on student learning outcomes as the key to program development and assessment. Occupational and Humanities faculty and administrators are called on to be innovative and imaginative as they rethink occupational programs to achieve those outcomes unique to the Humanities as well as those of the technical component. The task is challenging, but the result will unquestionably be better prepared graduates able to meet the demands of the workplace in the 1990s and beyond.

In order to achieve the integration of the Humanities into Associate Degree occupational programs the Task Force makes the following curriculum recommendations:

RECOMMENDATION 1.
The unique and significant contributions made by the Humanities be regarded by faculty, staff, and students as an integral and essential component of occupational education.

When the Humanities component is defined as integral and essential to occupational programs, past views of Humanities courses — as "add-ons," acceptable only if-and-when there is room in the program after technical skills — become unacceptable. Instead, occupational programs must be viewed as complete and successful only if they have a Humanities component related to specific learning outcomes.

RECOMMENDATION 2.
Occupational program and course review be based upon learning outcomes developed for each.

An occupational degree program graduate's ability to perform on the job with the skills, understandings, and attitudes recognized as essential by supervisors and employers is the measure of any occupational program's success. A course of study based upon learning outcomes in each occupational program and a syllabi directed at achieving those outcomes for each course within that program ensures this emphasis on what the student knows and is able to do, rather than on the content to be covered. Students then enter the workplace better prepared to handle the responsibilities and tasks of the occupation.

RECOMMENDATION 3.
Learning outcomes for each program include working with others, problem solving, decision making, and adapting to change along with technical and communication skills.

Consistent with the integration of Humanities into occupational programs based upon

learning outcomes, the learning outcomes primarily achieved through the unique and significant contributions of the Humanities must be included. Associate Degree occupational program graduates will have to work with different people, solve different problems, make varied types of decisions, and adapt to the unique changes in their fields.

RECOMMENDATION 4.
Faculty and staff develop a sequence of all courses in each occupational program, this sequencing be achieved through combinations of prerequisites, degree requirements, and advising.

The necessity of mastering certain basic skills before attempting to perform more complex tasks in reading, writing, and math is generally acknowledged. In community and technical colleges, we have adapted to the influx of underprepared students, returning adults who are unsure of their skills, and those making career changes through entry-level skills assessment and placement in developmental courses. This trend is essential to effective sequencing of students' learning in occupational programs. Careful sequencing achieved through combinations of prerequisites, degree requirements and advising will not only require students to obtain basic skills before they move on to courses that require mathematics, extensive reading, good study skills, and effective writing and speaking, they will also be given a coherent, reasoned sequence of courses which integrate student outcomes — technical, communications, and Humanities.

RECOMMENDATION 5.
Advising and counseling strategies be focused on achieving student understanding of the merits of both Technical and Humanities components of the programs.

Since students often receive their first impression of a program from the person who advises them, advisors must be committed to the merits of both Technical and Humanities components of occupational programs. If advisors are faculty who have participated in the curriculum revision, they will be able to communicate to students why employers will value their skills and understanding obtained from both the Technical and Humanities components of the curriculum.

RECOMMENDATION 6.
Humanities instruction specifically reference the work setting for illustrative applications of the unique and significant contributions of the Humanities.

Along with careful sequencing and integration of Humanities in the curriculum, Humanities courses or components will be more clearly connected to the workplace and students' goals if Humanities faculty relate instruction to the workplace. In the past, relevance of Humanities concepts to students' own lives was sometimes assumed. Particularly with students in liberal arts programs such assumptions may have been justified; however, the students seeking Associate Degrees in occupational programs may be more inclined to question the relevance of Humanities concepts to their career goals. Each of the unique and significant contributions of the Humanities to Associate Degree programs can be related to the demands and problems of the workplace without sacrificing the Humanities concepts or the integrity of the discipline.

RECOMMENDATION 7.
Technical instruction specifically include the unique and significant contributions of the Humanities.

The integration of the Humanities in occupational programs will be greatly enhanced by

inclusion in technical instruction as well as Humanities courses. The continuity of instruction emphasizing working with others, adapting to change, decision making, and problem solving will lead to graduates better prepared to meet the demands of employers. Technical instructors have, for the most part, prepared their students for the inevitability of more technological change; however emphasis on state-of-the-art equipment may obscure the need to work with others in a constantly changing work setting and imply that if students have all the technical skills, in the field, they are adequately prepared.

RECOMMENDATION 8.
The final responsibility for the design, development, and instruction of the Humanities course or component be given to those who have been trained in the Humanities and who hold an advanced degree in at least one of the traditional Humanities disciplines.

Just as technical instruction always has been provided in occupational programs by those with education and experience in the field, so the final responsibility for the design, development, and instruction of the Humanities course or component should be given to a person trained in the Humanities and who holds a Humanities degree. In some cases, technical experience is more important in providing technical instruction than an advanced degree; however, in the Humanities, an advanced degree is essential to get the depth of background necessary to develop the Humanities component.

RECOMMENDATION 9.
Humanities and occupational faculty and staff be equally involved in the development and review of all components of the occupational programs.

The success of strengthened occupational programs which integrate a Humanities component depends on equal involvement of Humanities and occupational faculty and staff in developing and reviewing all program components. There must be a joint effort in developing a carefully sequenced set of courses designed around student outcomes. Program review must be done with the same cooperation.

VI Implementation Recommendations

To realize the above curricular recommendations, the Task Force further recommends:

RECOMMENDATION 10.
Colleges work to create an understanding and appreciation of the mutually supportive aims of Humanities and occupational education among the faculty, and the professional staff.

Occupational educators must see the need for the Humanities component in occupational programs and Humanities educators must see the practical needs of occupational students for the Humanities experience to be successful. Moreover, all professional staff must be aware of the mutually supportive aims of Humanities and technical components in occupational programs. This shared vision will require both careful planning and serious commitment from administration and faculty. The College must place primary emphasis on in-service activities, retreats, and ad hoc task forces or other professional

development experiences which encourage staff and faculty, full and part-time, to learn from each other about Humanities and occupational terminology, goals and practices.

RECOMMENDATION 11.
High institutional priority be given to professional staff development activities which foster skills in building curriculum emphasizing student learning outcomes.

Few Humanities instructors have formal preparation in providing instruction based on student outcomes or in using employer recommendations in the development of curriculum. Technical degrees and experience, on the other hand, often stress technical competency and knowledge of the field. While there may be more emphasis on student outcomes, this is often viewed in terms of course goals and licensing examinations rather than a comprehensive view of the program in terms of student outcomes.

RECOMMENDATION 12.
The technical component of occupational programs be regularly and formally evaluated as to its effectiveness in developing the skills of working with others, problem solving, decision making and adapting to change, along with technical and communication skills.

Program evaluation is essential to determine that the courses, prerequisites, sequencing, learning activities, and evaluation of students all work to meet student learning outcomes. If the skills of working with others, problem solving, decision making and adapting to change are to be considered as important as technical and communication skills, then they must be formally and regularly evaluated in all components of the program.

RECOMMENDATION 13.
The Humanities component of the occupational programs be regularly and formally evaluated as to its contributions essential to the student outcomes defined for the occupational programs.

The Humanities component of the occupational programs is different from most existing Humanities courses with its emphasis on student learning outcomes. It must be measured for its effectiveness in providing for those outcomes related to the unique and significant contributions of the Humanities to employability of the graduates. The purpose of the evaluation is to improve the achievement of the desired student outcomes.

RECOMMENDATION 14.
Evaluation of student performance be a regular, formal and systematic assessment of the achievement of Humanities competence, along with technical and communications skills.

In all components of each occupational program, Humanities competencies must be assessed as well as discussed and incorporated in assignments. Employers are particularly interested in hiring graduates who have been assessed for their skills in working with others, adapting to change, decision making and problem solving. The student outcomes approach to curriculum development and review must incorporate assessment instruments and techniques which are integrated throughout the program and build sequentially on what has been learned in the program.

RECOMMENDATION 15.
Longitudinal studies of occupational program graduates include an assessment of the

Humanities component of those programs in terms of workplace performance and career advancement.

Follow-up studies of occupational programs customarily ask graduates to assess the adequacies of those programs in preparing them to obtain and perform jobs in their field. Questions related to the desired Humanities outcomes should be incorporated into these assessment instruments. Longitudinal studies of workplace related performance and career advancement need to assess the skills of working with others, adapting to change, decision making, and problem solving for these are not as apparent in the early stages of employment.

RECOMMENDATION 16.
Those agencies with governing or coordinating responsibility should systematically review curriculum in occupational programs at the Associate Degree level to insure that the curricular contributions of the Humanities are integrated in the degree requirements of those programs.

Since agencies for governing or coordinating various occupational programs at the Associate Degree level vary greatly among different states and even within states, specific recommendations to these groups are not possible. These agencies should determine how best to ensure that curricular contributions of the Humanities are integrated in the degree requirements of these programs.

RECOMMENDATION 17.
Programmatic or specialized accrediting agencies actively consider student learning objectives in the Humanities in their formulation of evaluation criteria for Associate Degree occupational programs.

The tendency of programmatic and specialized accrediting agencies to emphasize the technical component of Associate Degree occupational programs has most often resulted in the increase in that component at the expense of the general education components. This trend needs to be reversed and the acceptance by representatives of business and industry of the importance of the Humanities component as integral and essential to the programs supports this view. The accrediting agencies now must take such actions as are necessary to reflect this change in the acknowledgment of workplace requirements beyond technical knowledge and proficiency.

RECOMMENDATION 18.
Regional accrediting agencies continue to examine the role of general education components, including those in the Humanities, in terms of student learning outcomes for each Associate Degree occupational program.

Regional accrediting agencies vary in their approaches to assessing institutional effectiveness, some being much more prescriptive than others. However, regardless of the approach taken, all such agencies should recognize the need to effectively integrate the Humanities into Associate Degree occupational programs so as to achieve desired student learning outcomes.

VII Statement of Significance

The Task Force is aware that its recommendations will involve a major revision of the way in which educators are to view occupational curricula and in the way in which instruction is effected in both the Humanities and in the Technical components of programs. If Associate Degree occupational programs are to keep pace with the changing workplace requirements of the 1990s and into the twenty-first century, both occupational program and Humanities educators must revise not only curricula but basic attitudes. No longer can the technical component of occupational programs be considered as all important. No longer can Humanities faculty continue to emphasize traditional content of their courses without regard to desired and essential student learning outcomes. No longer can the dichotomy between occupational and Humanities faculty and staff exist — an atmosphere of understanding and appreciation of the common goals of all faculty and staff must prevail. Those common goals have the student's learning as their primary focus. Curricula must be seen in terms of what students need to know and to do and not in terms of what faculty want to teach. When students' genuine needs and real interests are given primary attention there will still be ample opportunity for faculty to determine the best course of study to achieve those ends and satisfy those interests.

The acceptance of the recommendations in this Report will require faculty and administrators to reassess the goals of each of their academic programs, degree programs, certificate programs and individual courses. Curricular revision will follow. An appreciable effort will be needed to reformulate the manner in which courses and degree programs are designed, structured, scheduled and evaluated. This will in turn require a significant amount of time and support in terms of workload adjustment, workshops, consultants and other forms of assistance for faculty and staff.

The manner in which courses and degree programs are evaluated within the institution and by external bodies will also undergo a significant reassessment once the recommendations made by the Task Force have circulated within and are understood by the academic community.

The recommendations offered by the Task Force can readily be seen as having equal import for all occupational degree programs, not simply the Associate Degrees. Occupational education itself will come to be reappraised in light of these recommendations if the country is to produce people properly prepared to take their positions as employees in the workplace and citizens of this nation.

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ANNEX D
EVALUATION INSTRUMENTS

SHARED VISION
MODEL SITE EVALUATION

Evaluation of the Shared Vision project model sites was multifaceted. Attached are the two instruments used in evaluating the model sites' program to integrate humanities into their occupational degree programs.

Throughout the project, the task force consultants rendered reports on the progress of the sites. In addition each site provided periodic reports on problems and successes. Experimental and control groups completed pre- and post-test instruments (attachment D-2). The project co-directors administered the primary evaluation using the Shared Vision Model Site Evaluation Checklist (attachment D-1).

Colleges may want to use these evaluation instruments to assess their own programs. One note of caution—the Student Awareness and Skills Assessment Instrument (attachment D-2) was more valid for humanities courses emphasizing philosophy and ethics. The scenarios also provided a better test if they closely matched the occupational specialties of the students in the humanities course(s). Lastly the repetition of questions ending in 7 through 0 (i.e., 17, 20, 28, 30, etc.) resulted in differences that were not significant and post-test critiques suggested in only using them once.

Overall the model sites and the evaluators found the checklist evaluation along with instructor prepared assessments based on course outcomes better measures of their program success. They also used these instruments to adjust their courses and programs for improved results.

SHARED VISION
MODEL SITE EVALUATION
CHECKLIST

DIRECTIONS — After a short introduction, use the following questions to guide a discussion concerning the Shared Vision Project:

1. What was your involvement in the project?
2. Do you believe humanities has a role in occupational programs?
3. Did those involved in the project make an attempt to involve or inform other members of the staff and faculty about the project?
   a. What means did those involved use to inform the rest of the faculty and staff?
   b. How could those involved have better communicated the goals and outcomes of the project?
   c. Do you believe faculty/staff awareness of the importance of humanities in occupational programs was raised by this project?
   d. Do you believe student body awareness of the importance of humanities in occupational degree programs was raised?
4. Can humanities teach skills that transfer to the work place?
   a. Working with others?
   b. Problem solving?
   c. Decision-making?
   d. Adapting to change?

Faculty/administrators involved in the project —

1. How did you revise courses to meet the 10 contributions listed in the task force report?
2. How did you involve faculty, staff and students inside and outside the program?
3. How did you include the humanities in occupational programs?
   a. How did you base the humanities upon learning outcomes?
   b. Were you able to include learning outcomes for all of the following:
      1. Working with others?
      2. Problem solving?

3. Adapting to change?
4. Decision-making?

c. Did you develop a sequencing of the courses to ensure prerequisites, degree requirements and advising were achieved?

d. How did technical and humanities personnel cooperate in the development of humanities outcomes in occupational courses?

e. Were you able to include all 10 unique and significant contributions of the humanities?

4. How did you include the work setting in the humanities instruction?
   a. Did humanities faculty work with occupational faculty? How?
   b. Did the occupational staff cooperate?
5. What were the problems and successes you had in getting administrative, occupational and humanities cooperation?
6. Do you believe there is a high institutional priority in building curriculum emphasizing learning outcomes?
   a. In humanities?
   b. In occupational courses?
7. Have their been any assessment/evaluation processes put in place?
   a. In humanities?
   b. In occupational courses?
8. What successes and problems did you have in evaluating student achievement of Humanities competencies?
9. Do you plan on continuing, expanding or dropping the project?
10. Do you plan any longitudinal assessments?
11. Did you have problems with —
    a. Administrative support?
    b. State agencies?
    c. Accrediting agencies?
    d. Support from other departments?
12. What is your overall evaluation of the project?
13. Do you believe occupational students will have improved skills for the work force?

STUDENT AWARENESS AND SKILLS ASSESSMENT INSTRUMENT

DIRECTIONS

1. On the *Answer Sheet* please write the name of your school in block that says "Name."
2. In the "Subject" block please write the name of the course in which you are enrolled and answering this survey.
3. Read each of the five work situations then answer the ten questions for each situation by marking the block *on the answer sheet* that matches the answer which comes closest to describing your own views. There is no right or wrong answer. Please do not write in the survey package.
4. Ensure you use a #2 pencil and fill completely the space for your answer.

Note

The preferred answers for questions 1, 11, 21, 31, and 41 are as follows (1 being the most preferred; 5 the least):

1.	a	(4)	11.	a	(4)	21.	a	(5)	31.	a	(4)	41.	a	(1)
	b	(5)		b	(5)		b	(3)		b	(2)		b	(3)
	c	(1)		c	(2)		c	(4)		c	(5)		c	(4)
	d	(2)		d	(3)		d	(1)		d	(3)		d	(2)
	e	(3)		e	(1)		e	(2)		e	(1)		e	(5)

For questions ending in numbers 2 through 0 (i.e., 12, 23, 34, etc.) the higher the average response number the more positive the result.

Situation One: Crime in the Police Station

Your Position: Deputy Sheriff

Scenario:

In a city of 125,000 there is a police force of eight officers, a sheriff, a deputy and six officers. You as the deputy sheriff are responsible for security for all evidence held at the police station. Recently two automobiles that had been stolen were recovered and an arrest was made. The owners of the cars reported items missing from them, including radios. The reports made by the officers who recovered vehicles did not describe the radios as missing. You have noted the disagreement in the reports.

A young officer, the last hired, has been receiving instruction from you and has come to trust and rely upon you for advice. He now approaches you after work in a local bar often frequented by members of the force when off duty. The young officer wishes to speak to you "off the record" or unofficially. You agree to go "off the record." The young officer is troubled by a conflict in loyalties. He is torn between his loyalty to his fellow officers and his sense of professional duty and his loyalty to his profession. He reports that while on patrol he has observed a fellow officer leaving a known drug location on two occasions and has witnessed the same officer remove a radio from one of the recovered stolen vehicles while parked behind the station house. He has also heard from a local businessman that a police officer had been asking for money to provide a little more "special attention" to their premises. The young officer believes that it is the same colleague involved in the other incidents. If it is, he is worried about what his fellow officer may be into and how much further it may go. He doesn't want to be traitor to the fellowship of officers but he doesn't want to see the officer get into deeper trouble or hurt the department and the reputations of all the other officers. You thank him for coming forward, advise him to do nothing for the moment and tell the worried officer that you'll take care of it and try to keep him out of it.

Problem: Theft of evidence and possible use of drugs by officers.

Task: Stop the thefts, identify those responsible and assist in ensuring the proper operation of the police department.

1. As deputy sheriff what do you do next?
   a) report the young officer's communication to you to the sheriff and await further

instructions from him

b) call in the officer suspected of theft and question him

c) consider a number of alternative courses of action and evaluate them in terms of what they would do for the department and for the individual officer involved

d) gather more information concerning the suspected officer's likely involvement in the incidents and build a case against him without his being aware of it

e) discuss with the sheriff the general policies and procedures to be followed in incidents where members of the department may be involved in wrongdoing or may have a drug abuse problem

How important do you consider the following in this situation?

2. Ensuring that you understand how the situation is seen by the police officers, the sheriff and the community being served

   a) not at all b) somewhat c) considerably d) very e) essential

3. Being able to make a decision for yourself without having to check with the sheriff on every matter

   a) not at all b) somewhat c) considerably d) very e) essential

4. Thinking about alternative ways of handling the situation before you set out on any particular course of action

   a) not at all b) somewhat c) considerably d) very e) essential

5. Ensuring that you have communicated your understanding of the situation and your plan of action to the sheriff and to the officers in a general manner

   a) not at all b) somewhat c) considerably d) very e) essential

6. Being sensitive to the personal situations and backgrounds of the officer involved: his family, race, religion, culture, language

   a) not at all b) somewhat c) considerably d) very e) essential

7. Being able to adjust to changing circumstances, i.e. changes in the customs of society, changes in personnel, changes in rules, laws, worker's rights and procedures

   a) not at all b) somewhat c) considerably d) very e) essential

8. Having courses in college that prepare you for dealing with people in troubling situations and circumstances

   a) not at all b) somewhat c) considerably d) very e) essential

9. Having courses in college that teach you about people and their problems and how

they handle them

a) not at all b) somewhat c) considerably d) very e) essential

10. Having courses in college in the Humanities

a) not at all b) somewhat c) considerably d) very e) essential

Situation Two: New Instructions on Lab Procedures

Your Position: Laboratory Technician

Scenario:

In a hospital there is a medical laboratory which among other procedures provides radiation treatments for various forms of cancer therapy. There are seven people on the staff. There is a laboratory supervisor, a deputy and five technicians. The business manager of the hospital has been reviewing the latest figures and has determined that the laboratory is not operating as efficiently as it might. It is not cost efficient, in her view. She informs the laboratory supervisor that there will be staff reductions in many units of the hospital and in her unit two people will be terminated. The supervisor is not permitted to respond to the initial communication but is instead instructed to prepare to operate the laboratory with the reduced staffing while maintaining the same level of service.

The supervisor informs the staff of the impending cuts. The staff immediately express their horror and disgust. The business manager is thought to be poorly informed of the operation of the laboratory. As the laboratory operates 16 hours each day and the technicians work a 40-hour week, the staff reductions will result in times when the laboratory will have only one technician on duty. It is considered unsafe to perform certain procedures for patients when there is only one technician operating the equipment and providing for the support and safety of the patient. The supervisor and technicians wonder about how they are to operate, providing the same level of patient care, at the reduced staffing levels. Some state aloud their concerns that should a mistake be made that causes injury or harm to either a patient or a staff member, who would be responsible?

Problem: Possible harm to workers and patients

Task: Ensure the safety to oneself and others

11. As a technician who is likely to remain after the reduction, what would be your course of action?
    a) stage a job action or work stoppage until the order is revoked
    b) go along with the changes and be as careful as possible
    c) advise your supervisor to speak with the business manager again, informing her

of your concerns and attempt to have the order rescinded

d) inform your supervisor of what your personal response will be when faced with working under circumstances that might pose a danger to yourself or a patient with whom you are working

e) offer your assistance to your supervisor in preparing a study indicating what the potential risks and hidden costs are of the planned operation of the lab with reduced staffing

How important do you consider the following in this situation?

12. Ensuring that you understand how the situation is seen by your supervisor, the hospital administration and your patients

    a) not at all b) somewhat c) considerably d) very e) essential

13. Being able to make a decision for yourself without having to get approval from your supervisor or the hospital administration

    a) not at all b) somewhat c) considerably d) very e) essential

14. Thinking about alternative ways of handling the situation before you decide to do something

    a) not at all b) somewhat c) considerably d) very e) essential

15. Ensuring that you have communicated your understanding to your supervisor, labor leaders, the administration of the hospital and the patient advocates involved

    a) not at all b) somewhat c) considerably d) very e) essential

16. Being sensitive to the personal situations and backgrounds of the those involved: their family, race, religion, culture, language

    a) not at all b) somewhat c) considerably d) very e) essential

17. Being able to adjust to changing circumstances, i.e. changes in the workplace setting, changes in financial circumstances, changes in procedures and regulations

    a) not at all b) somewhat c) considerably d) very e) essential

18. Having courses in college that prepare you for dealing with people in troubling situations and circumstances

    a) not at all b) somewhat c) considerably d) very e) essential

19. Having courses in college that teach you about people and their problems and how they handle them

    a) not at all b) somewhat c) considerably d) very e) essential

20. Having courses in college in the Humanities

a) not at all b) somewhat c) considerably d) very e) essential

Situation Three: The Office

Your Position: Office Manager

Scenario:

A law firm in a large city has over 35 lawyers working for it and there is a secretarial pool, consisting of seven women and three men, to assist lawyers and their paralegal assistants when there is too much work for the individual secretaries assigned to each lawyer. The legal partner who has the responsibility for managing the firm has given you a directive to establish a four-day-week, ten-hour-day work schedule for the secretaries to go into effect in two weeks.

Those who are unwilling or unable to adjust their hours to those of the lawyers will be reassigned to another lawyer or sent into the pool or asked to leave. Pool secretaries may be assigned to lawyers should openings develop.

You realize immediately that there will be some difficulties in implementing the new schedule but you are confident that it can be done. When you read the directive to the secretaries in the pool you are shocked that some are not only displeased by it but are resistant and hostile. Two of the younger women have young children who get out of school and will either be alone longer until their mothers get home or will need to stay with a paid sitter. One young man has a second job in the evenings and the later hours will conflict with that job. One man is pleased with the new directive for he looks forward to the additional day without any work in the firm. One of the women is happy with the possibility of moving out of the pool by replacing one of the secretaries assigned to a lawyer who would not be able to work the new hours.

Some of the lawyers are indicating that they would prefer working a 7:30 to 5:30 day rather than an expanded 9:00 to 7:00 or an 8:00 to 6:00. The firm is attempting to accommodate a variety of requests from the legal staff for the staggered hours. Some of the secretaries assigned to the lawyers are having real difficulties with the new times proposed for starting. Some have fears of traveling in the early hours or in the later ones. Some have children to see off to school and pick up. One woman has indicated that later working hours may interfere with her attending religious services. Several secretaries have complained that transfers within the company will take place in a manner violating the seniority principle.

Problem: Implementing the new directive

Task: Ensure the cooperation of the office staff

21. Now that you have heard the initial responses to the directive, what do you do next?
    a) survey those who can and cannot work the new hours and prepare a list of reassignments thus implementing the directive
    b) have a discussion with the managing partner concerning the principles to be observed in implementing the directive, principles which would take into account seniority, religious practices, family situation, etc.
    c) have a discussion with the secretaries involved in order to give them a full opportunity to voice their concerns and to work out a series of reassignments
    d) prepare a list of alternative methods for implementing the directive and the advantages and disadvantages of each and present them to the managing partner who will choose which to enact
    e) inform the managing partner of the problems that have surfaced thus far and ask for a further directive as to how to proceed

How important do you consider the following in this situation?

22. Ensuring that you understand how the situation is seen by the lawyers, their secretaries, the pool secretaries and the partners who operate the firm
    a) not at all b) somewhat c) considerably d) very e) essential
23. Being able to make a decision without having to first receive direction and approval from the managing partner
    a) not at all b) somewhat c) considerably d) very e) essential
24. Thinking about alternative ways of implementing the four-day-week schedule with a minimum of disturbance while still fulfilling other goals
    a) not at all b) somewhat c) considerably d) very e) essential
25. Ensuring that you have communicated your analysis and understanding to the managing partner and all of the secretaries
    a) not at all b) somewhat c) considerably d) very e) essential
26. Being sensitive to the personal situations and backgrounds of the secretaries: their religions and cultures
    a) not at all b) somewhat c) considerably d) very e) essential

27. Being able to adjust to changing circumstances, i.e. changes in the workplace setting, changes in technology, changes in personnel, changes in procedures, hours, etc.

a) not at all b) somewhat c) considerably d) very e) essential

28. Having courses in college that prepare you for dealing with people in troubling situations and circumstances

a) not at all b) somewhat c) considerably d) very e) essential

29. Having courses in college that teach you about people and their problems and how they handle them

a) not at all b) somewhat c) considerably d) very e) essential

30. Having courses in college in the Humanities

a) not at all b) somewhat c) considerably d) very e) essential

Situation Four: Orders to Increase Productivity

Your Position: Assistant Production Manager

Scenario:

A small manufacturing company is supplying items for automobiles. One of its products is brake pads for automobile and truck disk brakes. The sale of these pads accounts for 45 percent of the company's revenues. After a particularly bad quarterly period the company reviewed its situation in order to effect whatever cost-saving measures it could. The executive officer for the company has called in the production manager and has informed him that he must find ways of cutting the operating costs while increasing production. The production manager has instructed his engineering department to prepare a report on what the likely consequences would be if the third cycle of quality control checks on the brake pad metals was eliminated. The third level of checks ensures that the welds will hold under extreme pressures. It is a safety check. Prior to the receipt of that report the production manager orders that the pads be sent to packaging after the second check, eliminating the third level altogether. As the third level of checks was the most labor intensive and time-consuming, the production manager believed he had fulfilled the instructions of the executive officer.

The quality control officer for the company, upon hearing of the elimination immediately became alarmed. She confronted the production manager and made known her concerns and worst fears. The manager informed her that the company was in trouble and all of their jobs were at stake. He had to find a way of increasing production at any cost to help save the company. They will turn out more pads this way and do so in less time and at less cost, thus allowing their product to be better positioned in the marketplace, in terms of its price. Her response was again to note the danger of defective pads reaching the marketplace. The production manager's response noted that the third level of checks was picking out only one defective pad per thousand. He maintained it was not a "cost-effective" procedure. The quality control officer responded by warning of the consequences of the first lawsuit against the company likely to result. The production manager ended the conversation by pointing out that the company carried insurance for such matters.

You are the assistant tc the production manager and have just been informed of the new procedures for the brake pads. You are aware of the quality control officer's conver-

sations with your superior. You are instructed to implement the new procedures and to insure the new output production target.

Problem: Avoid violating the law and one's conscience

Task: Ensure the production of the targeted output

31. What do you do upon receiving your instructions to implement the new procedure?
    a) refuse to do so
    b) meet with the quality control officer and suggest going with her to the company executive officer in order to have the order changed
    c) proceed to implement, documenting the instruction in order to protect yourself
    d) appear to proceed while informing the appropriate governmental agency — whistle-blowing — and a consumer rights group
    e) ask for a conference with the production manager and with the company executive officer to clarify the nature of the original instruction to increase production "at any cost"

How important do you consider the following in this situation?

32. Ensuring that you understand how the situation is seen by the production manager, the executive officer, the board, the quality control officer
    a) not at all b) somewhat c) considerably d) very e) essential
33. Being able to make a decision for yourself instead of simply following the directives of the production manager
    a) not at all b) somewhat c) considerably d) very e) essential
34. Thinking about several alternative ways of handling the situation in order to ensure achieving your purpose with a minimum of risk or sacrifice
    a) not at all b) somewhat c) considerably d) very e) essential
35. Ensuring that you have communicated your understanding to the executive officer, production manager, quality control officer and board members
    a) not at all b) somewhat c) considerably d) very e) essential
36. Being sensitive to the personal situations and backgrounds of the executive officer, production manager, and quality control officer: their cultures, religions, values, and aims
    a) not at all b) somewhat c) considerably d) very e) essential

37. Being able to adjust to changing circumstances, i.e. changes in the workplace setting, changes in technology, changes in personnel, changes in procedures

a) not at all b) somewhat c) considerably d) very e) essential

38. Having courses in college that prepare you for dealing with people in troubling situations and circumstances

a) not at all b) somewhat c) considerably d) very e) essential

39. Having courses in college that teach you about people and their problems and how they handle them

a) not at all b) somewhat c) considerably d) very e) essential

40. Having courses in college in the Humanities

a) not at all b) somewhat c) considerably d) very e) essential

Situation Five: Trouble on the Job

Your Position: Head Mechanic

Scenario:

In a large metropolitan area there is an automobile dealership which has one of the largest sales volumes in the area. The dealership sells automobiles made by three different companies: one American, one Japanese and one European. The company employs 21 mechanics in its service area. It has a service manager, assistant manager, three service representatives, and three head mechanics. The service area is extremely busy and there is constant pressure to produce. In addition the mechanics must be continually educated and trained in order to keep up with the latest designs and technology utilized by the manufacturers. There is some difficulty in retaining skilled mechanics; for once they learn enough about the maintenance and repair of the automobiles, they begin to freelance and then leave in order to work at higher wages for smaller service stations or to open service operations of their own, at times in other cities.

As a head mechanic it is not only your responsibility to service the automobiles assigned to you by the assistant manager but to supervise the work of the other mechanics who work on the cars of the manufacturer in your area. You are expected to assist them by providing information and occasionally physical assistance.

Over the last several years the mechanics who have applied for positions have included an ever-increasing number of immigrants to this country who bring with them different cultures, together with different values, work habits, and expectations, not to mention different languages.

Some of the foreign-born mechanics do not adjust very well to the constant pressure from management to increase productivity. Some do not appreciate having the service representatives, who accept the requests and inquiries of the customers, overlooking their work. These mechanics are upset by having their work inspected by the chief mechanic, the service managers and then the service representatives. "Too many bosses," they say, in effect, although in different languages. In addition, they do not take kindly to having other mechanics interrupt their work, asking for information or assistance. Under the pressure to get the work out, under the watchful eyes of many people, they do not want to stop their work to help someone else Some of the mechanics also complain about unfair assignment of jobs.

Two mechanics assigned to work on the same vehicle have been quarreling, insulting one another in different languages. They turn to you as head mechanic for help offering two mutually inconsistent accounts of their difficulties with the automobile repair and with one another.

Problem: Improving morale

Task: Complete the mechanical tasks assigned to you

41. How do you handle the situation?
    a) bring the incident to the attention of the assistant service manager in your area and request a conference with him and the service manager to discuss what could be done to handle such problems and reduce the chance of reoccurrence
    b) issue instructions that will allow them to get the job done
    c) let them work it out on their own
    d) speak to the assistant service manager about the situation and get him to handle it
    e) switch assignments with one of them and work with the other to get the work done

How important do you consider the following in this situation?

42. Ensuring that you understand how the situation is perceived from the perspective of the mechanics, service managers and representatives
    a) not at all b) somewhat c) considerably d) very e) essential
43. Being able to make a decision for yourself as to what to do about such situations without having to consult with or defer to a service manager or representative
    a) not at all b) somewhat c) considerably d) very e) essential
44. Thinking about alternative ways of handling the situation so as to produce the best possible solution for all involved
    a) not at all b) somewhat c) considerably d) very e) essential
45. Ensuring that you have communicated your understanding to the mechanics and managers and representatives
    a) not at all b) somewhat c) considerably d) very e) essential

46. Being sensitive to the personal situations and backgrounds of those involved: their family needs, race, religion, cultures, and languages

a) not at all b) somewhat c) considerably d) very e) essential

47. Being able to adjust to changing circumstances, i.e. changes in the workplace setting, changes in technology, changes in personnel, changes in procedures

a) not at all b) somewhat c) considerably d) very e) essential

48. Having courses in college that prepare you for dealing with people in troubling situations and circumstances

a) not at all b) somewhat c) considerably d) very e) essential

49. Having courses in college that teach you about people and their problems and how they handle them

a) not at all b) somewhat c) considerably d) very e) essential

50. Having courses in college in the Humanities

a) not at all b) somewhat c) considerably d) very e) essential

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SHARED VISION TASK FORCE MEMBERS

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