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ABSTRACT

Although the world has changed considerably in the past three decades, community colleges and their guiding missions have largely not adapted to changing conditions. College mission statements tend to be unfocused documents that provide overly broad goals. In the business world, the mission statements of effective companies are brief, crisp, and clear, while even governmental and religious agencies manage to develop mission statements that are more focused and succinct than those of community colleges. The questions for college officials, then, are why their mission statements are so unfocused and what benefits would occur if they were fixed. If vague mission statements are not seen as a significant problem, the use of the statement as a guide to college action is seriously called into question. Another question to address is why current college missions overlap so much with those of the 1960's, when so much has changed since then. Finally, college officials should consider the effects an unfocused mission statement might have on state officials seeking to implement stricter outcomes assessment and performance-based funding. An appendix provides a general education survey developed by the State Council of Higher Education for Virginia, illustrating the increasing emphasis of state officials on the rationale and structure of college programs. (Contains 12 references.) (BCY)

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Community college mission: A '60s mission looking at a Y2K world

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Community college mission: A '60s mission looking at a Y2K world

Abstract: The world has changed much in the past three decades; change continues unabated. In response to change, private businesses have moved toward pithy, even terse, mission statements. Some are as short as one or two lines. Many of the same external forces face community colleges, yet few have developed mission statements that are markedly different from those of many years ago. The mission statements of many community colleges are still reminiscent of Moore's (1971) Blind man on a freeway.

The traditional community college mission was well described by Moore in 1971. He likened us to driving full speed ahead while looking in the rear view mirror. More than a quarter of a century later, his depiction seems still appropriate.

We live in a rapidly changing world (e.g., Levin, 1998, 1998a, 1998b), but not just in the traditionally considered demographic, social, and economic dimensions (e.g., Major, 1996; Shostak, 1996; Khalilzad & Lessor, 1998; Pelton, 1998; Reiman, 1998; Salzman & Matathia, 1998). A seldom-considered example of change, the Human Genome Project, will have dramatic effects on our society. <http://www.nhgri.nih.gov/HGP> 24July98.

In the short run, the benefits of HGP to insurance companies and related entities are significant. In the somewhat longer run but still within the next few years, there will be significant benefits in terms of medical treatment and "parents' right to choose" re offspring characteristics, especially (or at least initially) via artificial insemination/implantation. The implications for insurance already are starting to drive employability, promotion and retention. Biological privacy is irretrievably gone. With the advent of cloning, our claim to uniqueness as individuals is seriously undermined.

The role of males in our society will further deteriorate -- already they are less likely to be breadwinners and family heads; soon, males will be seen as irrelevant for breeding, so they will develop considerable psychological issues around identity and self-concept/self-esteem. Our society will be stratified not only in terms of economics, education, and social class, but

also in terms of biology – the rich will be able to buy good genes and to repair genetic defects.

These and many other changes that will be secondary to the human genome project and other forces cannot be put it back in the box. Collectively they will change how we conceive of ourselves as biological organisms and as human beings.

Many other changes, including decreasing household size; decreasing relevance of geopolitical boundaries; merging of crime, terrorism, and war (Van Creveld, 1991); aging populations; diversity rather than common purpose – all of these are affecting our lives. So, how does the community college mission anticipate or respond to these significant trends? By and large, it does not.

In addition to being poorly communicated and unrelated to what is going on around us, most community college mission statements are prolix and unfocused. Community college mission statements provide license but not guidance. One might do anything short of running a house of ill repute and still remain within the bounds of the typical community college mission statement. Second thought, even a house of ill repute might be covered under “economic development.” As a typical egregious example, the mission statement for my own beloved community college is:

The mission of Blue Ridge Community College is to serve the counties of Augusta, Highland and Rockingham and the cities of Harrisonburg, Staunton, and Waynesboro; through the operation of a comprehensive program of instruction, extending not beyond the associate degree. In fulfilling this mission, the College operates within the policies of the State Board of Community Colleges and in accord with the mandates of the Virginia General Assembly.

Blue Ridge Community College is dedicated to the belief that individuals should be afforded a continuing opportunity for the development and extension of skills and knowledge along with an opportunity to increase their awareness of their role and responsibility in society. The College is devoted to serving the educational needs of its service area through cooperative efforts with local industry, business, professional groups, educational agencies, and government.

In meeting its established goals, the College offers various post-high school programs to anyone who has a high school diploma or its equivalent, or is at least eighteen years of age and can benefit from the programs which are offered. In addition, the College maintains a counseling and testing program along with other student services

designed to help students make sound decisions regarding their educational, occupational, and personal objectives.

Because an increasingly dynamic and complex society presents new and often unforeseen demands on its members, the College provides a continuing education program to train or retrain individuals for employment or advancement and to enrich the lives of the individuals who wish to pursue courses of study and satisfy a need for personal growth.

In pursuing its mission, Blue Ridge Community College recognizes its obligation to reflect and influence the social, economic, cultural, and intellectual aspirations of the community it serves.
<http://www.br.cc.va.us/html/mission.html> 24July98

To show that Blue Ridge is not alone in stating a mission that is essentially a grab-bag, I offer another, from a community college that, out of courtesy, shall remain nameless:

[blank] Community College functions within the total educational community to assure that all individuals in the college's service region are given a continuing opportunity to develop and extend their skills and knowledge through quality programs and services that are financially and geographically accessible.

The College offers services in occupational/technical education, transfer education, developmental Studies, continuing education, and community service programs in fulfillment of the mission of the [blank] Community College System.

The College meets community and individual needs by providing the opportunity for educational and training experiences through cooperative efforts with industry, business, professions, government, and other educational institutions, and through support of the economic development of the area.

The College provides student development programs for the enhancement of the academic, cultural, social, ethical, physical, and interpersonal development of students.
<http://www.wc.cc.va.us/visitors/who/mission.html> 24July98.

A less verbose, but still vague, mission statement is the following:

In keeping with the mission of the [blank] Community College System, the mission of [blank] is to respond to the educational needs of a changing community and its institutions, ensuring that all individuals in the [blank] area have an opportunity to develop and enhance their values, skills and knowledge.

<http://www.nv.cc.va.us/catalog/cat96/general/mission.htm> 24July98.

Even brief mission statements may have brevity as their major virtue – often one cannot clearly tell what is and what is not within its scope. For example, in its entirety one community college mission statement is:

To meet the diverse educational and cultural needs of district residents by offering open access to, and excellence in higher education and cultural activities. <http://www.ccc-infonet.edu/mjc.html> 24July98.

Worth noting is a statement attributed to Marilyn Shook:

The mission is a mirror of management-by intention or default. So if a company has a puffy mission statement, "then there's a puff upstairs." cited by Del Hunt Johnson,
<http://www.businessleader.com/blsep96/mission.html> 24July98.

By Shook's measure, community college leadership is as bad as I have feared.

What should a mission statement look like? A parable might be helpful:

"Once there was an old sea captain who was soliciting shipmates for his greatest embarkment ever. He managed to gather an entire crew of men willing to go off to sea. He huddled them together on the deck of his ship and began to delegate responsibility among the crewmen when one of the ambitious sailors asked, "Captain, where exactly are we going?" Confident in his own sense of direction and impeccable navigation ability, the captain replied, "Just do the job I assign you and leave the rest to me."

One night, a storm hit the small vessel tossing it about on the waves. One hard hit sent the captain into the mast and unconscious on the deck. When the storm calmed, the crew began to argue about where they should direct the ship not knowing the direction that the captain desired to take. Unable to agree on a common direction, the crew divided, took lifeboats from the ship and abandoned the captain.

The captain made two fateful errors. One was walking on the deck of the ship in the middle of a raging storm, the other was not sharing with his crew his expectations and mission of the voyage. In the business world, it is also important to establish a common purpose so that all employees and clients of the business know exactly where they fit in and where the company is going. Just as man has always striven to define a purpose for existence, so should businesses ask themselves "Why are we here?" and establish a mission statement." Excerpted from "A shared vision," by Jeff Foxx, <http://www.businessleader.com/blsep96/shared.html> 24July98.

Many enterprises have managed to deliver mission statements that are better than those found in community colleges. Even government agencies can have somewhat focused mission statements. For example,

"The mission of the Agency for Toxic Substances and Disease Registry (ATSDR), as an agency of the U.S. Department of Health and Human Services, is to prevent exposure and adverse human health effects and diminished quality of life associated with exposure to hazardous substances from waste sites, unplanned releases, and other sources of pollution present in the environment." <http://atsdr1.atsdr.cdc.gov:8080/atsdrhome.html> 24July98.

To address scientific and technology issues in the energy arena having pressing national importance. To work with U.S. industry to facilitate the rapid commercialization of Energy Program technologies. <http://alvin.llnl.gov/> 25July98

Academics and their ilk are on occasion succinct. The Australian Society of Archivists produced a mission statement for an archivist as follows:

Archivists ensure that records which have value as authentic evidence of administrative, corporate, cultural and intellectual activity are made, kept and used. The work of archivists is vital for ensuring organisational efficiency and accountability and for supporting understandings of Australian life through the management and retention of its personal, corporate and social memory. <http://www.glenbow.org/asa/dec96/mission.htm> 24July98.

Mission statements in well-run businesses tend to be brief, crisp, and clear. For example,

TriTeal Corporation's mission is to unify enterprise computing by providing a universal, common desktop environment that spans many major computing platforms used today. <http://www.triteal.com> 24July98.

The Info-Data mission is to provide the premier international mining information service. <http://www.info-mine.com/rgroup/rid.html> 24July98.

To be a preeminent global provider of voice, data, video and wireless communications, directory advertising and other information services. <http://www.bellsouthcorp.com/bsf/grantguide/docs/aboutbsc.html> 24July98.

The mission of the North Alabama Industrial Development Association (NAIDA) is to assist in creating quality jobs for residents of Northern Alabama. <http://www.ro.com/customers/naida/index.html> 25July98

Our mission is to partner with our customers to provide solutions that meet their business needs and serve them to make their business run more efficiently. <http://www.pssm.com/mission.htm> 25July98. [oddly, the visual display on this web site is accompanied by the theme song from "Mission Impossible."]

Even religion-related businesses need not wander on in the manner of community colleges, e.g.,

The mission of The Psalmist is to assist people who are called to Christian music ministry by providing information that will help them manage their ministry, by giving them excellent recording services, and by helping them market their ministry effectively. <http://www.cm-online.net/psalm/misstmt.htm> 25July98.

Private, for-profit, institutions of higher education are midway between industry and public colleges in both length and focus. For example,

to provide high quality education to working adult students. The University identifies educational needs and provides, through innovative methods including distance education technologies, educational access to working adults regardless of their geographical location. The University provides general education and professional programs that prepare students to articulate and advance their personal and professional goals.

http://www.uophx.edu/uop/_gettokn.htm 24July98.

In summary, while most community college mission statements are prolix, archaic, and unfocussed, private industry tends to be brief and to the point; other governmental entities tend to be intermediate.

I ask, therefore, a few questions:

1. Why are community college mission statements so verbose and unfocussed while much larger and more complex private (and other governmental) enterprises have terse and focused mission statements?
2. Is #1 a significant problem and, if fixed, who would benefit? If it is not a significant problem, does this mean that we don't use the mission statement to guide what we do?
3. Why does the current community college mission overlap so much with the mission of the 60s?
4. Do we know what business we are in? If we do, how do we explain it to potential business customers, potential donors, etc?
5. Might any of the above enter into the thinking of legislators and other state officials as they increase the pressure for outcomes assessment and performance-based funding? (see, e.g., appendix 1, which was received at my college last week and Schmidt 1998)..

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State Council of Higher Education for Virginia
General-education survey
General information

This general-education survey is divided into three parts, the first and second of which are designed for responses to be entered directly onto Excel files (e-mail copy provided; if you need the file in Lotus or on a disk, please let us know). The third part of the survey is a Word file and requests responses from defined lists, completion of an Excel format, and insertion or attachment of specific materials. We prefer that you respond to part 3 directly on the Word and Excel files and will provide you with the files on a disk or in WordPerfect or Lotus if you need them in that format. General directions for each of the three parts are given below. Specific directions are included on the Excel and Word files.

If you have questions about the survey, please call Donna Brodd, Acting Associate Director for Academic Affairs, at 804-225-4416, or send an e-mail message to her at brodd@schev.edu.

Survey responses must be received by the Council of Higher Education on or before **September 1, 1998**. E-mail submissions of the survey should be sent to brodd@schev.edu. If you prefer to respond on a hard copy of the survey, please mail it to Donna Brodd at the address on the letterhead.

General directions for parts 1, 2, and 3.

Part 1: General-education requirements for 1993-94 to 1996-97:

Attached is an Excel file with a file name of **GE history.xls**, which provides a format for reporting which courses met general-education requirements at your institution from 1993-94 to 1996-97. With data in this format, the Council's staff can use its student-specific database to determine general-education course-taking patterns during this period.

Part 2: General-education requirements for 1997-98:

The Excel file **GE 1997-98 requirements.xls** provides a format for reporting which courses met general-education requirements for **1997-98**. Please list each of these courses and answer questions about each course. This Excel file also asks you how your institution classifies each course and for other course-specific information.

Part 3: Specific questions about your institution's general-education program:

This part of the survey is a Word file that asks a series of general questions about the rationale and structure for your institution's general-education program and the process for changing that program. Completion of an Excel file titled **GE assessment.xls**, which requests information about assessment of student learning in your general-education program, is included in this part of the survey

State Council of Higher Education for Virginia

General-education survey

Institution

Contact person

Title _____ E-mail address

Phone number _____ Fax number

Each institution of higher education has a rationale for its general-education program and has formulated a structure that implements that rationale. The following questions ask you to describe your institution's general-education rationale and structure.

1. Does your institution have an official statement of the philosophy or rationale for its general-education program?

___ Yes. (If yes, please attach a copy of it.)
___ No

2. Which of the following characterize general education at your institution? (Check all that apply, and add any additional rationales that are distinct from those listed.)

- ___ Acquiring intellectual skills
___ Creating a learning community
___ Cultivating personal fulfillment (to live "the life more abundant")
___ Developing habits of mind of a liberally educated person
___ Developing social and civic competencies and values
___ Integrating learning
___ Learning more about oneself
___ Producing an educated citizenry
___ Providing a foundation of learning experiences to enable advanced studies
___ Producing a versatile workforce (prepared for future career changes)

- Sampling a variety of fields to enable choice of a major or future profession
- Supplementing the person's concentration in a specialized field
- Transmitting cultural heritage/s and values
- Other (specify)

3. Has your institution developed a set of learning goals or objectives for its general education program?

- Yes (If yes, please attach a copy of the goals/objectives.)
- No
- In process

4. If yes, which one of the following best describes those learning goals/objectives? They are stated:

- Almost entirely in terms of content knowledge
- Primarily content knowledge with some skill development
- Equally in terms of skill development and content knowledge
- Primarily skill development with some content knowledge
- Almost entirely in terms of skill development
- Other (please specify)

5. Has your institution adopted a definition of an educated person?

- Yes (If yes, please attach a copy of this definition.)
- No
- In process

6. If your institution has general-education learning goals/objectives that wholly or in part are stated in terms of skill development, please answer this question. In the left-hand column, please check only the categories that are applicable to your general-education program. List and check other categories as appropriate. In the right-hand column, list the number of credits that are required in each of the categories. Since this list is not exhaustive, please add whatever categories your institution uses for its general-education program. If these skills are taught across the curriculum and do not have specific credit requirements, please answer question number 9 in addition to this question.

Skill area	Number of credits required
<input type="checkbox"/> Computer/technological literacy	
<input type="checkbox"/> Critical thinking skills	_____

- Ethical reasoning skills
- Foreign-language skills
- Mathematical reasoning/quantitative analysis skills
- Library research skills
- Oral communication skills
- Writing skills
- Other (specify) _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

7. If your institution has general-education learning goals/objectives that wholly or in part are stated in terms of content knowledge, please answer this question. Check the disciplinary areas that you require for your students. Since this list is not exhaustive, please add whatever categories your institution uses for its general-education program. In the left-hand column, please check only the categories that are applicable in your program. List and check other categories as appropriate. In the right-hand column, list the number of credits that are required in each of the categories. If this content is taught across the curriculum and does not have specific credit requirements, please answer question number 9 in addition to this question.

Content area required	Number of credits
<input type="checkbox"/> Communications	
<input type="checkbox"/> Ethics	
<input type="checkbox"/> Fine arts	

- ___ Foreign languages
- ___ Health / physical education
- ___ History
- ___ Humanities
- ___ Literature
- ___ Mathematics
- ___ International studies
- ___ Natural sciences
- ___ Social sciences
- ___ Technology
- ___ Other (specify) _____
- ___ _____
- ___ _____
- ___ _____
- ___ _____
- ___ _____
- ___ _____
- ___ _____
- ___ _____

8. If your institution has general-education learning goals/objectives that are not covered in questions 6 or 7, please add those goals here. If the content or skills are taught across the curriculum and do not have specific credit requirements, please answer question number 9 in addition to this question.

required	Number of credits
___	_____
___	_____
___	_____
___	_____

9. Some institutions give special emphasis in their general-education programs to certain instructional themes across the curriculum. Please indicate whether your institution's general education program gives special emphasis across the curriculum to the following: *(Check all that apply.)*

- Computer literacy
- Critical thinking
- Ethics or ethical reasoning
- Gender studies
- Global studies / international studies
- Multi-cultural studies
- Oral communications
- Science
- Technology
- Writing
- Other (specify)
- _____
- _____
- _____

10. What is the total number of credits required in your institution's general-education program?

11. Does your institution announce criteria for selecting courses for its general-education program?

- No
- Yes *(If your institution has such criteria, please attach them. If these criteria are part of the rationale provided in question 1, please direct us to that rationale.)*

12. Briefly explain whether and how your institution has sought to ensure that students gain a breadth of knowledge through their general education experience. (If this rationale is part of the rationale provided in question 1, please direct us to that rationale.)
13. Briefly explain whether and how your institution has sought to ensure that students gain a depth of knowledge through their general education experience. (If this rationale is part of the rationale provided in question 1, please direct us to that rationale.)
14. Does your institution attempt to assure content or skill-development consistency across different sections of the same general education course? If yes, in what ways, for instance, does your institution or some of its units encourage or require common syllabi, examinations, texts, or assessment methods?
15. How do you know whether students have attained the expected content and /or skill development as a result of completing your institution's general-education program? In your response, briefly describe how your institution uses general-education assessment findings in planning and evaluation, budget/ resource allocations, academic organization structures, faculty development or incentive programs, curriculum development, the co-curricular environment, and instruction. As part of your response, complete Sheet 3 of the Excel file "GE assessment.xls" which asks you to provide details on how your institution's general-education program is assessed.

16. Are all students required to take writing-intensive course/s?

No
 Yes If yes, how many courses (including English composition)? _____

If yes, how many are upper-division courses?

 If yes, how many are in the major?

17. What is the minimum level of mathematics required of all students?

Calculus
 College-level algebra
 Math - but no level or course specified
 Statistics
 Other (specify) _____

18. Does your institution's general-education program vary with the: *(Check as many as apply)*

Associate degree (A.A., A.S., A.A.S., etc.)? (How many associate's degrees have

separate general education requirements? _____)

Bachelor's degree (B.A., B.S., B.F.A., etc.)? (How many bachelor's degrees have

separate general education requirements? _____)

College/school? (How many colleges/schools have separate general education

requirements? _____)

Not applicable: All students take the same general-education program.

19. If the number of credits varies by degree type, list the degrees, the number of credits in general education and the total credits required for each degree.

Type of degree program	Number of credits in general education	Number of credits required for the degree
Occupational-technical associate degree		
Transfer-level associate degree		
Bachelor of arts degree		
Bachelor of science degree		
Bachelor of fine arts degree		
Bachelor of business administration degree		
Others (list)		

20a. For four-year institutions: Is your institution's current general-education program designed to be: *(check only one)*

Evenly distributed through all four years of the curriculum.

Mostly in the first two years with a few courses in the last two years

Primarily in the first two years of the curriculum

20b. For four-year institutions: Does your institution require upper-division courses/study in general education?

Yes _____ credits Specify area(s):

Students may elect to take upper-division courses for general education

No

20c. For two-year institutions: Is your institution's current general-education for transfer-level programs designed to be: (check only one)

Evenly distributed through both years of the curriculum.

Mostly in the first year with a few courses in the second year

Primarily in the first year of the curriculum

20d. For two-year institutions: Is your institution's current general-education for occupational-technical programs designed to be: (check only one)

Evenly distributed through both years of the curriculum.

Mostly in the first year with a few courses in the second year

Primarily in the first year of the curriculum

21. Which one of the following best describes the structure of your institution's general-education program? (If more than one answer applies, mark the best description 1, the next best description 2, and so on.)

Common set of required courses that all students take;

Set of content-oriented areas (e.g., natural sciences, social sciences, humanities, etc.)

with course options in each area;

Set of skills-oriented areas (e.g., writing, oral communication, quantitative

analysis, etc.) with course options in each area;

Mixture of required courses and ones that are part of the major,

No requirements are set

Other (specify) _____

22. Does your institution's general education program include any of the following special features? (Check all that apply and add others as appropriate.)

Capstone courses

Distance-education courses (not web based)

Freshman seminar

Honors courses

Independent study

Interdisciplinary "core" courses

- Internships or work experience
- Senior seminar or project
- Service learning
- Web-based courses
- Other (specify)
- _____
- _____
- _____
- _____
- _____

23. Briefly explain how the special features that you identified in the last question contribute to your institution's general-education program.

General-education programs are dynamic and change in response to new pedagogy, student characteristics, and national trends, among many other things. The next set of questions asks you to describe the ways in which your institution maintains the vitality of its general education program.

24. Who is responsible for oversight and periodic review of the general education program at your institution?

25. Have specific institutional funds been provided to support the general education program?

- Yes (*If yes, briefly describe.*)
- No

26. Has your institution undertaken faculty development activities specifically in support of general education?

- Yes (*If yes, briefly describe.*)
- No

27. When were the last two comprehensive reviews of general education conducted at your institution? (*Give years.*)

- 1. _____
- 2. _____

28. Please outline the last review process, including how long it took from initiation to final adoption of the revised general-education program.

29. When do you expect to undertake the next comprehensive review of general education at your institution?

If your institution has undertaken a comprehensive review of general education within the past ten years or is planning one in the next three years, please answer the remaining questions:

30. Who was/is primarily responsible for initiation of the review? (Check all that apply, and double check the three most important persons/groups for each review.)

Last review Upcoming review

_____	_____	Committee (specify group and membership)	
_____	_____	Dean(s)	
(specify _____)			
_____	_____	External bodies (SACS, SCHEV, etc.) (specify	
_____)			
_____	_____	Faculty	group
(specify _____)			
_____	_____	Members of the board of visitors/trustees	
_____	_____	President	
_____	_____	Provost/Academic Vice President	
_____	_____	Strategic planning group	
_____	_____	Other	
(specify _____)			

31. Indicate whether the following were/will be important as motivating factors in the review: (Check all that apply, and double check the three most important motivating factors for each review.)

Last review Upcoming review

_____	_____	Broad concerns about general education	
_____	_____	Changes in scholarship	
_____	_____	Changes in student demographics	
_____	_____	Need to accommodate new pedagogical styles,	
such as more			
		collaborative learning and greater use of technology	
_____	_____	Need to address cultural diversity issues	
_____	_____	Need to address global issues	
_____	_____	Need to incorporate technology skills	

_____	_____	Need for more interdisciplinary opportunities
_____	_____	Need to provide students with greater choice
_____	_____	Need to provide students with less choice
_____	_____	Need to strengthen basic skills (writing, math, etc.)
_____	_____	Need to strengthen students' preparation for the workforce
_____	_____	Perceived incoherence in the former general-education program
_____	_____	Other (specify _____)

32. Which of the following constituencies were/will be involved in the review? *(Check all that apply and double check the three most important constituencies for each review)*

Last review Upcoming review

_____	_____	Administrators
_____	_____	Alumni
_____	_____	Donors
_____	_____	Faculty
_____	_____	Legislators
_____	_____	Governing board
_____	_____	Parents
_____	_____	Potential employers
_____	_____	Students
_____	_____	Other (specify _____)

33. Which of the following strategies facilitate the review? *(Check all that apply and double check the three most important strategies for each review.)*

Last review Upcoming review

_____	_____	Committee deliberations
_____	_____	Open hearings
_____	_____	Retreats
_____	_____	Participation in regional or national initiatives
_____	_____	Use of consultants
_____	_____	Other (specify _____)

34. Describe briefly the ways in which your institution's current general-education program changed during the last revision. For instance, did it

become more or less structured, have more or less student choice, or become more or less content or skill oriented?

35. We recognize that this survey cannot describe adequately and accurately each institution's general education program. Please add any other comments about your institution's general-education program that should be considered in the Council's report on this topic.

JC 980 326

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