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ABSTRACT

A student-centered environment in which the curriculum, methodology, and strategy focus on the student's immediate and ultimate goals and view the student as a total person who is developing within a real world is suggested. The student is discussed as to self-assessment; learning matrices; contractual learning; feedback, rewards, and evidence of success; no failures; and narrative evaluation. The role of the teacher as a change agent is described as to mastery objectives, variety of methodology, support services, teaching teams, teaching loads, no need for tutoring centers, and no need for 0900 courses. Programmatic functions, credit bank, lack of remedial courses, career education, multiple exits and entries, general education, and the relationship between general education and career program are discussed as related to the curriculum. Resources that are important are given--administration, inservice agencies, systems support agencies, and the physical plant that houses the environment. An appendix provides a table showing the interface between career education and general education programs. (DB)

A PROPOSAL FOR A DEVELOPMENTAL ENVIRONMENT

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PREFACE

The Proposal for a Developmental Environment is submitted in response to a request for a Developmental Education model appropriate to the needs and goals of the Eastern Campus. The Proposal deals with Developmental Education in an integrated approach, as articulated in the philosophy at Eastern Campus wherein Developmental Education is found to be a redundant phrase as all of life is conceived as developmental and as all of life is described as an education.

I INTRODUCTION

The purpose of this proposal is to suggest an environment which will maximize the emergence of individuals' developmental potentials. The proposal is humanistic in the beliefs that such potentials exist in all individuals and that such potentials have value.

The term "developmental" is approached within an existential framework which views the essence of man as ever emerging through his acts and which defines "development" as synonymous with "emergence". Thus, as long as man lives he develops (Nowles, 1970), and the whole of man's known world, as he encounters it, becomes his developmental environment.

It is incumbent, as contingency to development, that the forces which constitute the environment(i.e. natural, individual, institutional, organizational,) operate in freedom. Thus, man's choices are free choices. Forces which hamper a free environment frustrate man's choices and emergence, and such restrictive forces which frustrate foster anxieties. Anxiety prone environments are antithetical to successful developmental environments and are particularly antagonistic to that part of the developmental process which is termed "learning" - a phenomenon which includes the critical component of internalization. Restrictive, punitive, and anxiety prone environments reduce the desire to risk. Whereas, within a free environment individual motivational dispositions may emerge.

Motivational dispositions are unique in each individual. This is particularly true when considering motivational clusters. Therefore, "learning" requires that attention be paid to individual differences. Flexibility is essential if all are to be served.

Besides the restriction of rigidity and non individualized or leveling processes, restrictive processes which hamper the development of motivational dispositions deny self-actualization. Self-actualization motives are described as:

> "A group of motives that serve to maintain self-confidence and self esteem [and] have sometimes been referred to as ego-integrative motives. These have been variously characterized as motives of self-

actualization or competance." (Sears and Helgard, 1964)

Competance, as motivational vehicle, is sympathetic to development in that the competance motive builds internalized motivational disposition based upon the desires and/or needs of the sensory-neuro-muscular system, whereas, drive-reduction as motivational vehicle reduces development of potential as emphasis is placed upon sublimation and redirection rather than upon emergence and growth. (White, 1960)

Within a democratic student centered learning environment, with process rather than product as objective, the student as person emerges. And, "If the college can provide the kind of climate that encourages self development, that allows the student to plan his learning objectives with his instructors, then the student should emerge as the person most qualified to know if his objectives have been achieved." (O'Banion, 1971)

The emphasis upon process (affective) objectives, does not negate the presence of product (cognitive) objectives, as the affective and cognitive domains need not be considered as mutually exclusive (Stern, 1963). Therefore, the ever-present fear of loss of standards vis-a-vis cognitive knowledge is not necessarily an outcome of behavioral objectives. Cognitive structures may serve as vehicle for affective outcomes. "To know" a something may be verified in terms of what is done with the knowing. For it is only when something is done with the knowing that learning may be termed "internalized". Freedom allows internalization; action verifies internalization.

Knowledge is not useable until it is ". . . related to behavior or to other knowledge which has implications for learning . . . different students have differing background understandings to which they can relate the new knowledge." (Clark and Beatty, 1967)

If, in order to be internalized, knowledge is related to other knowledge and perceptions in a learners' particular memory bank then teachers must discover the ". . . individual differences [which] affect learning strategies." (Lansky, 1969) Perceptions which are critical to learning strategies must become prime concerns to teachers. "Feelings are real, always present and relevant for learning . . . unless feelings are considered and are used, the classroom becomes irrelevant." (Harrison, 1969) A humanistic rather than a mechanistic approach to students is

required in order to facilitate development. The dynamic of empathy should be fostered for: "When the teacher has the ability to understand the student's reactions from the inside, has a sensitive awareness of the way the process of education and learning seems to THE STUDENT, then again the likelihood of significant learning is increased." (Rogers, 1969)

An environment then which would maximize individuals' developmental potentials would value:

(1) Freedom

(2) Human potential

(3) Individual differences

(4) Perceptions

(5) Competance as positive motivational disposition

(6) The priority of behavioral objectives

(7) Life as a process of continuing and emerging development

Honoring these values, the following proposal is designed as a model for a developmental environment.

II PROPOSAL

Eastern Campus, Cuyahoga Community College began its operation as a comprehensive community college three years ago. In terms of institutional dynamics, three years is a relatively short period of time and Eastern Campus is considered to be still in its formative stage. Therefore, evaluation of on-going processes at this time is inappropriate. However, in the quest for processes consistent with Eastern's innovative educational theories, indications emerge as to desired goals. The Proposal for a Developmental Environment reflects the desired goals as articulated at Eastern Campus. It is a Proposal which is predicated upon an ideal environment within the immediate Campus community and within the systems and commitments of the entire College community. It is in a sense an Alice in Wonderland environment - a walk through the looking glass - a wonderous adventure. Yet - innovation is an adventure into new and wonderous fields. Innovation is not to be engaged in by the faint of heart. The quest for new excellence is fearsome as it involves the unknown and the untried, and it is at times discouraging, for it is engaged in by humans not by Gods.

The Proposal suggests a student centered environment wherein all dynamics, (curriculum, methodology, strategy) should focus upon the students immediate and ultimate goals and should view the student as a total person developing within a real world. Thus, all dynamics should avoid fragmentation and should reflect interdisciplinary concerns as an analogy of inter-realationships within the world of phenomenon.

With the student as central agent, three theories provide the basis for the environmental rationale:

(1) That learning is primarily system (student: personality) related and only secondarily related to teaching (Mac Donald: 66)

(2) That learning is based upon a hierarchy of behavior which establishes pre-conditions for learning (Gagne: 65)

(3) That competence is the most fundamental

element in motivation (White: 59)

The Proposal is structured so that objectives or desired effects are discovered first. Therefore, the Proposal deals first with THE STUDENT. Means of achieving the desired effects are discovered through description of the three change agents - (1) The Teacher, (2) The Curriculum, (3) The Resources.

III THE STUDENT

Realizing the value of the student as person - and most important as primary agent in the development process, it is incumbent that all services serve the student. "Serving the student" is not intended to imply "fixing the student". If any "fixing" is to be done, the student should be placed in charge of his own repair work. As in all human encounters we may role-take, we may empathize, but we cannot creep into another's skin and see the world through another's eyes and mind. If we engage in "fixing" one another, we play the game of manipulation and we negate freedom. Further, acceptance of the negation of freedom for one assumes the acceptance of the negation of freedom for all.

Self Assessment

Therefore, the student should be encouraged to engage in self-assessment. Self-assessment requires a developed self-awareness and self-concept. Further, self-assessment requires development of value structures against which and within which one arrives at judgment.

Many who come to the Eastern Campus have not as yet developed self awareness. The environment should provide support agencies (i.e. counselors, group workshops) which assist the student in developing full potential.

Additionally, inventories should be made available to all students in order to engage in self-assessment. The student supplied with necessary help should act as sole assessor and as the ultimate, and when preferred, sole determinee of placement.

Inventories should be constructed to provide information regarding achievement levels in disciplines both as needed for course work and as required for program mastery. Inventories should also provide information regarding mastery within the hierarchy of learning behavior. It

is recommended that Gagne's theories as described be utilized for the taxonomy.

LEARNING CONDITIONS

The learning of

Problem Solving and Strategy-Using

Self-arousal and selection of previously learned rules to effect a novel combination

which requires the pre-learning of:

Principles

Performing an action in conformity with a rule represented by a statement containing terms which are concepts

which requires the pre-learning of:

Concepts

Assigning objects of different physical appearance to classes of like function

which requires the pre-learning of:

Associations (Verbal)

Exhibiting a chain of verbal response linked by implicit codes

which requires the pre-learning of:

Chains (Motor)

Exhibiting a set of responses each member of which is linked to each subsequent member

which requires the pre-learning of:

Identifications

making a specific response to a specific stimulus

which requires the pre-learning of

Responses

(Gagne: 65)

Collapsed Learning Time-Lines

Outcomes of self-assessment should then be correlated within learning matrices in order to maximize individualization of curriculum design.

Additionally, in order to maximize individualization, and in order to maximize valuing the student as a person, assumptions regarding norms of learning time lines should be eradicated. School calendars which reflect quarter systems as time lines for mastery reflect assumptions that all learners learn at the same rate. Such a learning theory simply is not demonstrated to be the case. Students should be permitted to engage in the pursuit of mastery as deemed necessary and/or fulfilling and as determined by the student in contract with teachers and other support agents.

Contractual Learning

The diversity of the students' profiles presents pedagogical problems when teaching is approached as a group encounter. There is an attempt to discover a "level" of groups to be addressed. Such a process levels all and annihilates individual indentity. The student becomes an idealized student. In order to encounter the student as person; to respond to the "I" rather than to the "we", teacher and student should engage in contract learning. In reality the contract is a covenant, for it holds no legal reprimands for default. The covenant should be engaged in with full knowledge on the part of both parties as to its assertions and as to the responsibilities of both parties in honoring its terms.

The contract/covenant between teacher and student should respond to (1) where the student is "at" within the hierarchy of learning, (2) what the mastery requirements are to achieve success in the course of study, (3) what components in the course of study reflect the student's goals in program mastery and (4) should respond to the time lines required by the individual student in achieving successful mastery.

It is incumbent upon all developmental agents and agencies that the student be treated to a success oriented environment; one that breaks the model of past traditional pass/fail responses. Such a success

oriented environment is particularly critical in serving the needs of the student body at Eastern Campus where an open enrollment policy is in effect. The desire for success is shared by all regardless of educational or socio-economic backgrounds. Insurance of success, negation of the possibility of failure is a goal desired by all and required in the process of development. Frequent positive feedbacks, frequent rewards and evidence of success are essential to diminishing anxieties and encouraging emergence.

Positive Feedback
Frequent Rewards
Evidence of Success

Implementation of these strategies may be accomplished through a variety of means. At the simplest level instruments of evaluation should receive critical notation of check marks when the student gives evidence of proficiency. Obviously, where checks are omitted, lack of mastery will be assumed. It has been the habit within failure oriented environments to reinforce failure with crosses. In an attempt to break the model, evaluators should deal only with the check as success indicator.

No Failures

Additionally, in order to reinforce a success oriented environment, failure evaluations should be discarded. For, if learning time lines are collapsed there can be no failure evaluation as an end point in assessment. The end point in assessment can be acheived only at the time of successful mastery. Further, judgments should be made by the students in concert with the teacher as to level of performance. Inter-student competition should be avoided as should comparison with arbitary norms. Therefore, evaluations should be engaged in by both student and teacher and should be transferred into narrative form avoiding traditional letter or numerical classification. Narrative reports should deal with mastery of behavioral objectives as perceived by both the student and the teacher. For it is the desire and/or need for competencies which stimulates learning and it is the achievement of competencies which serves as reward.

Narrative Evaluation

In all of these dynamics which interplay within the environment, one of the most critical dynamics is that of the interpersonal relationship between student and teacher. The role of the teacher as environmental facilitator is critical in the creation of conducive learning environments.

IV THE TEACHER

Though learning is primarily system (student-personality) related and only secondarily related to teaching (Mac Donald: 66), the role of the teacher among change agents is primary and the ability of the teacher to empathetically relate to the student's perceptions is fundamental to successful mastery outcomes.

An empathetic response requires a sensitivity to the individual student and the student's aspirations and needs in order to achieve fulfillment. Thus, the individualized approach requires recognition of individual differences, differences in learning styles, differences in learning time lines.

Statement of Objectives

In order to arrive at a contractual agreement with the student, the teacher should make a clear statement, committed to writing, as to the mastery objectives within the course and within individual units or modules which comprise the course.

Variety of Methodology

This accomplished, the teacher should provide a variety of methodological approaches to achievement of objectives (i.e. lecture, discussion, on-to-one, self-study). Such a variety in methodology acknowledges individual differences yet presents operational problems.

Support Services

In order to assist the teacher, who is primary facilitator, support should be provided in the persons of paraprofessionals and counselors. A team approach should be encouraged with all services attending to student mastery objectives. Paraprofessionals should be identified for preparation and skills and should exhibit excellence in their level of performance. Paraprofessionals should be able to lecture, conduct discussions, and tutor, under the supervision of the teacher thereby freeing the teacher to engage in learning dynamics outside of the confines of the classroom. A teacher should be free to assist students in tutoring situations.

Traditionally "remedial" needs have been "fixed" outside of the classroom. At Eastern Campus in particular "remedial" needs are "fixed" by tutors far removed both literally and figuratively from the classrooms. Tutors at Eastern Campus are not the most professional among support agents. Those with the least expertise have been placed

in positions requiring the most expertise. Further, the distance between the tutoring and the classroom has eroded the articulation between the two dynamics and has tended to erode the sense of responsibility of the teacher for the tutoring process. The student, in many cases, has been "sent out to be fixed" and not by the most expert repairmen.

Teaching Teams

Teaching should be accomplished in teams with teachers, expert paraprofessional, and counselor support. Unit and/or class calendars should be arrived at by the team whereby students are given choices as to attending lectures, group discussions, tutoring sessions, or engaging in self study. Teams should share responsibilities for all on-going dynamics. Class time should not be fixed by system, but scheduled by need. Mastery solely should determine credit rather than class attendance and/or other systematic ritual patterns. Such a team effort would insure articulation of all developmental agents, and most important would provide the student with a choice of agents and means by which to attain mastery thereby honoring individual differences.

Teaching Loads

Teaching loads should not be determined by FTE but by hours involved with student concerns. And, with the implementation of contract teaching and the collapse of traditional time lines teachers' needs should be honored by the scheduling of "Quiet Times". A teacher would then be involved with a team for a period of time and then offered a "Quiet Time" away from the team effort, in house, but pursuing individual interests rather than group or team concerns. The team members should rotate "Quiet Times" so that students are served at all times.

The teachers in the team should be responsible for providing the student with agencies for (1) assistance in self-assessment (2) assistance in goal identification (3) assistance in achieving subject mastery (4) assistance in achieving program mastery (5) assistance in identifying the role of achieved mastery within the student's total potential.

No Tutoring Centers

The teachers should be assisted in this responsibility by the teams' paraprofessionals and counselors. The team approach negates the

No 0900 Courses

need for tutor centers. All services should fall within the purview of the team. Additionally the team approach negates the need for 0900 courses. The team should implement immediate feedback, positive feedback, frequent rewards and evidence of success; all in the creation of a success oriented developmental environment.

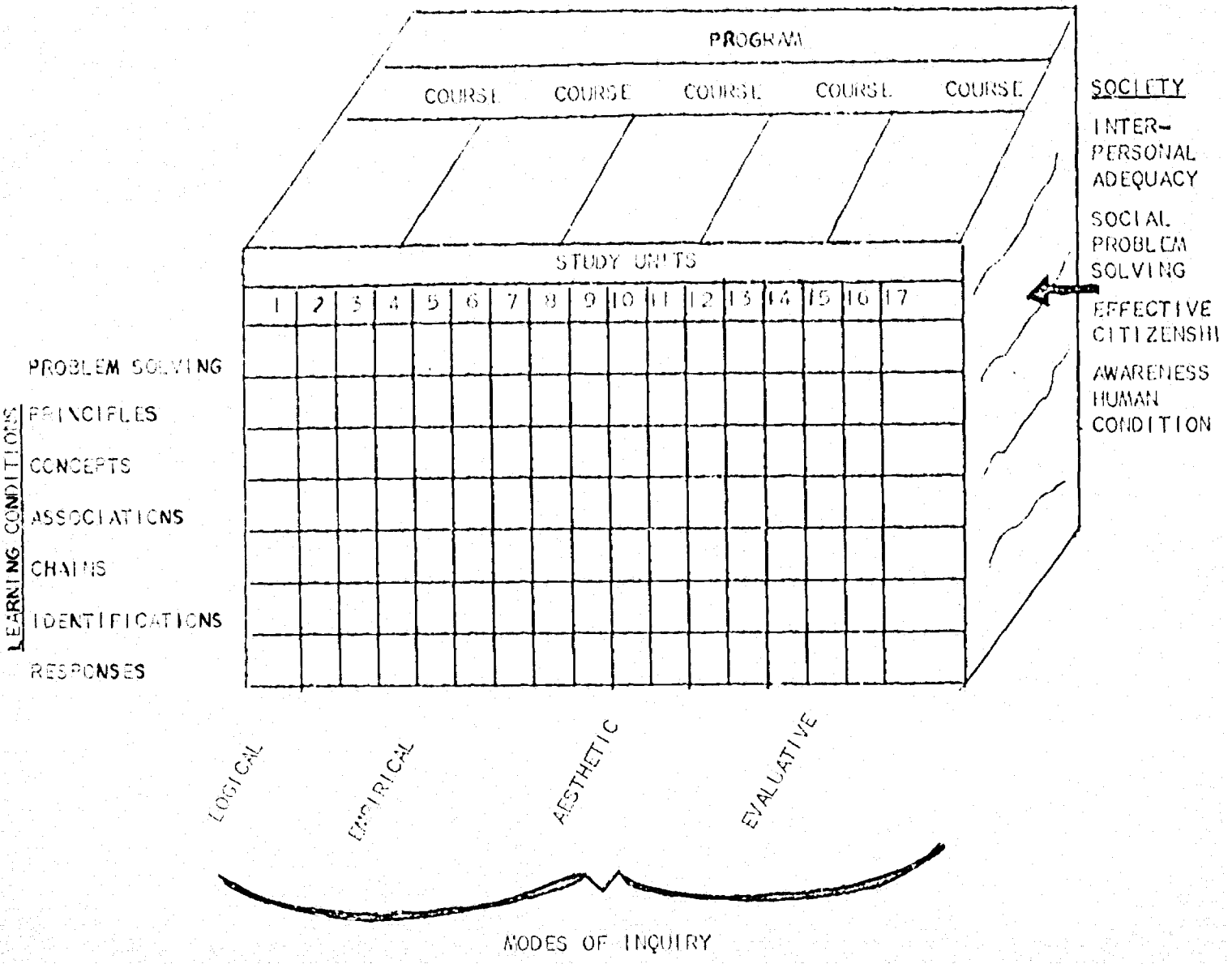
IV THE CURRICULUM

Programmatic Functions

The curriculum design should reflect the focus upon the student as central to the developmental process. Traditionally, the curriculum has been central within a learning dynamic; the curriculum has been treated as sacrosanct, inflexible, there to be honored at the expense of valuing the student. Such idolatry of subject matter should, in the Eastern Campus adventure, shift to honoring the student. Curriculum should become an analogue of the world beyond the college. Thus, curriculum design should serve as a mocrocosm of the total macrocosmic possibilities beyond the immediate environment. In order to achieve such an objective, fragmented approaches via discipline oriented curriculum models should be displaced in favor of inter-relationships which mirror the real world. Curriculum design should reflect programmatic functions rather than academic departments.

However, caution should be exercised in order to avoid traditional pitfalls of constructing curriculum models based upon program design yet continuing to treat student as subservient to curriculum. Self-assessment, and goal identification, coupled with course objectives and program requirements should be analyzed in order to contract for areas of mastery. Applied to a matrix, components in the mastery contract should be correlated as illustrated.

THE STRUCTURE OF INDIVIDUALIZED CURRICULUM DESIGN



(ADOPTED FROM
MAC DONALD '66)
GAGNE '65)

Credit bank

Such assessment of student needs in relation to goals necessitates a modular approach to syllabi and identification of immediate and ultimate course objectives. Contracts arrived at upon such a basis would at times necessarily fragment the syllabus. A student interested in learning typing may only desire to "be taught" how to place fingers on the keys and what texts to purchase. The student may then elect to study typing at home. The typing course syllabi should then be fragmented to meet the students identified needs and goals. A credit bank should serve as agency for such highly individualized program designs and for system back-up to contractual learning.

No remedial courses

Additionally, the individualized curriculum design coupled with the team approach to teaching precludes the necessity for remedial (0900) courses. Identification of learning conditions and learning goals should assist in guiding support agents in areas of developmental needs. Contractual approaches to amelioration of needs excludes the necessity for the designation of remedial courses.

Career Education

The goal of affecting an environment which is an analogue of the "real" world; which breaks down the wall between the college and the world outside requires that programs which deal with career goals provide ample opportunity for the student to gain insight into functional experiences. Therefore, career education should include internships in career areas. Such internships or apprenticeships should occur early in the program so that changes in career goals may be affected without concern with recompense. Internship/apprenticeships should be insinuated within studies early in the program with time allocated for "on the job" experiences expanded as the student gains foundation proficiencies. Such an "on the job" experience provides many advantages to the student. The student gains (1) self awareness of the affect of the career choice, (2) insight into the operational level of career choice, (3) new models to emmulate, thus gaining added motivational incentives to achieve competancy, (4) all career programs should incorporate such experiences in the "real" world.

Further, all programs should be designed so that change is affected with little difficulty and at the same time so that there is some encounter with studies in career area. Programs should be commonly tracked at the foundations level with emphasis upon processes in human development, inquiry, logic, and core skills. Career courses should be included early in the sequence but only at the introductory level.

Multiple Exits and Entries

If the student is be become aware of the developmental processes as an on-going life process, with dynamic possibilities, then curriculum design should mirror such a dynamic by providing flexibility and change agencies through various program commonalities and through ever-present concern with processes, thereby facilitating self-directed decision making and holding forth the possibility for change.

General Education

While mirroring the "real world", curriculum should serve the diversified needs within the college "world". For many at Eastern Campus, the college experience has no career goal. Women returning for studies desired in their pasts, retirees, and people successful andcontent in career pursuits, comprise part of the student population; their sole goal is enrichment. Such a goal should be served by the inclusion of General Education courses within the curriculum and by the development of a General Education Degree Program.

General Education is that facet of education concerned with the student's development of a process which enables the identification of self concepts, the indentification of value structures, the identification of immediate goals, and which facilitates the application of the developing process in self-directed functional relationships. General Education differs from career education in its emphasis upon enrichment rather than upon job preparation.

Relationship between General Education and Career Program

Because of the heavy emphasis upon process, and functional relationships, the General Education units should be designed with the assistance of community advisors and in some cases the community advisors should facilitate study units. Such an approach describes a close articulation between General Education and apprenticeships within Career Programs. The interface should serve well the preparation of General Education units and the design of apprenticeship experiences. In some programs General Education units may serve within career programs while

at the same time serve as course units within a General Education degree program. (See Appendix)

General Education units should be concerned with facilitating competance in the student's daily environment. The student should be encouraged to synthesize cognitive knowledge gained through discipline course study with the process model discovered through Human Potential course study, and to apply self-directed analysis to questions posed in daily life.

The following illustrates some of the possible concerns and strategies in General Education Study units.

SOCIAL SCIENCE IN LIFE PROCESS (MARRIAGE AND THE FAMILY)

Group workshops with community marriage and family counselors.

ACCOUNTING IN LIFE PROCESS

Practicums with banking personnel on family budgets, savings plans, and handling bank accounts.

ECONOMICS IN LIFE PROCESS

Discussion groups with community business leaders on economic trends and implication for prices and wages.

SOCIAL STUDIES IN LIFE PROCESS (COMMUNITY)

Field experience (i.e. client contact) with community service organizations.

V THE RESOURCES

The attainment of a success oriented developmental environment which recognizes the value of the student and of the student's potential can be achieved only with the assistance of all support and resource agencies. Among the agencies and resources which play important roles are administration, in-service agencies, systems support agencies, and the physical plant which houses the environment.

Administration

The role of the administration should be a sensitive one which reflects the dynamic nature of the developmental process. Therefore, besides serving as agency for policy making and for policy implementation, administration should play the dual role of an agent of change through the vehicle of facilitating accountability. Self assessment should not

be a dynamic engaged in solely by students. Rather, self assessment should be engaged in by all; administrators, teachers, counselors, paraprofessionals, and all support agents. Awareness of self is a precondition to awareness of others. And, self assessment is a basic component in accountability to self, to peers, and to students.

Assessment and accountability encourages change. The role of administration as change agent can only be effective if the areas of responsibility within administration are clearly described. If change is to be encouraged the knowledge of "who is responsible for what" in decision making and in implementation processes is critical in order to sustain the motivational stimuli which initiate change. Frustration may to some degree breed desire for mastery; yet, frustration without frequent rewards has its point of diminishing returns and breeds entrenchment.

In-Service Development

All facilitating and support agents whould be encouraged to recognize the dynamic nature of their roles in achieving the desired environment. Therefore, in-service encounters (i.e. workshops, small group discussions, consultants) should become an on-going process. Facilitating such a process should become the responsibility of administration in close collaboration with facilitators and with support agents in order to clearly define the objective of the in-servece encounter and the desired means of achieving the objective.

Further in-service processes should touch upon part-time teachers, and counselors; for all that has been put forth in this proposal is intended for evening as well as night students, part-time as well as full time students, full time faculty as well as part-time faculty, and full time counselors as well as part time counselors. The proposal is intended for all in the gestalt belief that if any agency fails that failure will affect all; whereas, if any agency meets with success, the extent of its success will be affected by the degrees of success within supporting and cooperating agencies.

Part-Time Faculty

The in-service experiences of part-time teachers and the proposed team teaching approach applied to the evening session should be part of the responsibility and involvement of full-time faculty and constitute

part of the required student-contact hours. The status of "second class citizenship" vis-a-vis services for evening school students must be altered.

In order to support, modular teaching, credit banks, flexibility in curriculum, collapsed learning time lines, teaching loads based on contact hours, etc., effective systems for data collection, storage, and retrieval should be designed. Such support is necessary for the implementation of these innovations. Computor programs which have been designed and which are being designed at other colleges should be studied. Of particular interest is the program designed for College IV; Grand Valley State College.

Additionally, a study of the Govenor State University data collection system should be pursued; as well as the system designed at College of Du Page.

Physical Environment

The decisions arrived at in the planning for the building of a new Eastern Campus are of enormous impact in achieving the proposed environment. The proposal requires physical surroundings which will support the cluster concept required in the team approach. Additionally, the proposal requires that the physical surroundings support the proposal for variety in methodology by providing larger lecture rooms, smaller discussion or seminar rooms, carrels for study, as well as offices for conferences all within each cluster in order to support the team approach.

Out-Reach Programs

The resources which support the proposal are not only contained within the campus but extend into the community in the persons of community advisors to General Education courses and in the agencies which will support "on the job" experience in career education. But, besides these dynamics which flow into the community, Eastern Campus should play a principal role in initiating out-reach programs which respond to needs in the community which surrounds the campus, in hospitals, in correctional institutions, in old age homes, by bringing the college to the student. And, Eastern Campus should play a principal role in reaching out to the community in initiating retraining programs in collaboration with labor unions for workers displaced by economic forces or changes in technology; all in the spirit of actualizing the promise in the description of Eastern Campus as a comprehensive Community College.

APPENDIX

INTERFACE BETWEEN CAREER PROGRAM
AND GENERAL EDUCATION PROGRAM

CURRICULUM MODEL

1 Career Degree Program – Accounting			11 General Education Degree Program	
Credit Hours	Course		Credit Hours	Course
	1st Quarter			1st Quarter
4	Human Potential	→	4	Human Potential
3	English	→	3	English Communications as Life Process
3	Business Administration 460-108 Intro. to Business	→	3	Business Methods in Life Process
3	Accounting 410-107 Business Mathematics	→	3	Mathematics in Life Process
4	410-121 Principles of Accounting	→	4	Accounting in Life Process
17			17	
	2nd Quarter			2nd Quarter
3	English			
3	Social Science	→	3	Social Science in Life Process (Marriage and Family)
1	Health or Physical Ed.	→	1	Health in Life Process
4	Data Processing	→	4	Data Collection and Processing in Life Process
4	Accounting 410-122 Principles of Accounting			
15				

1 Career Degree Program – Accounting		17 General Education Degree Program	
Credit Hours	Course	Credit Hours	Course
	3rd Quarter		2nd Quarter (continued)
3	Speech →	3	Speech Communication as Life Process
3	Social Science		
1	Health or Physical Ed.		
3	Office Administration 830-105 Office Machines		
4	Accounting 410-221 Intermediate Accounting		
14			
	4th Quarter		
3	Humanities →	3	Humanities as Life Process
		14	
			3rd Quarter
3	Science →	3	Science in Life Process
3 or 4	520-100 Basic Economics or →	3	Economics in Life Process
	520-151 Development of the American Economy →	4	Process of Development of American Economy
3	Business Administration 460-23 Business Law →	3	Business Law in Life Process
4	Accounting 410-222 Intermediate Accounting		
16 or 17			

1 Career Degree Program – Accounting		11 General Education Degree Program	
Credit Hours	Course	Credit Hours	Course
	5th Quarter		3rd Quarter (Continued)
3	Humanities, Social Science, Science or Math		
3	Humanities, Social Science, Science or Math		
	Office Administration		
3	890-150 Business Communication		
	Accounting		
3	410-110 Principles of Finance ——→	3	Finance in Life Process
4	410-231 Cost Accounting		
16		16	
	6th Quarter		4th Quarter
3	Humanities, Social Science, Science or Math		
3	Humanities, Social Science, Science or Math		
	Accounting		
4	410-232 Cost Accounting		
3	Social Science		
1	Physical Education ——→	3	Physical Education in Life Process
14			

1 Career Degree Program - Accounting

11 General Education Degree Program

Credit Hours	Course
3	History in Life Process
3	Political Scienee in Life Process
3	Psychology as Life Process
3	Philosophy as Life Process
15	

5th Quarter

3	Elective
3	Sociology in Life Process
3	Early Childhood Education in Life Process
3	Art in Life Process
3	Consumer Affairs in Life Process
15	

6th Quarter

3	Drama in Life Process
3	Music in Life Process
3	Literature in Life Process
3	Social Studies in Life Process (Community)
4	Human Potential
16	

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