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THE UNIVERSITY'S ODYSSEY
TO THE YEAR 2000

...A NONTRADITIONAL
SELF-STUDY

COMMITTEE REPORT
ACADEMIC AND INTELLECTUAL DEVELOPMENT

FLORIDA INTERNATIONAL UNIVERSITY

Nontraditional Self-Study

ACADEMIC AND INTELLECTUAL DEVELOPMENT

A Support Committee Report

Prepared for the
Coordinating Committee

June, 1979

Members:

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ABSTRACT

The quality of FIU's graduates is presently constrained by the quality of its entering students and by the inherent difficulty of administering a cohesive curriculum in the 2+2 setting. Nevertheless, FIU is not presently maximizing the quality of its graduates given these constraints. The educational process at this University particularly suffers from inadequate provisions for remedial instruction, absence of an integrated four-year program even to the extent permitted by the upper division concept, and an inadequate level of rigor in many courses. Special problems posed by international and minority students, and by the North Miami Campus, have not been resolved. Significant changes are needed if FIU is to become a quality urban institution with an important international dimension.

TABLE OF CONTENTS

	Page
Statement of Problem	1
Methodology	1
Discussion of Results	7
Recommendation	15
Appendix A - Minutes of College Curriculum Committee and Faculty Senate Concerning Remedial Skills	
Appendix B - Four Years for FIU	
Appendix C - Curriculum Requirements	
Appendix D - Sample Programs in the College of Arts and Sciences	
Appendix E - Adjunct Faculty and Faculty Turnover	
Appendix F - Results of Faculty Questionnaire	
Appendix G - Academic and Intellectual Development Symposium Supplement, Library Report (on file in Self-Study Office)	

Statement of the Problem

The Committee on Academic and Intellectual Development of Students is charged with assessing the performance of Florida International University in providing a quality education to its students and promoting the maximum development of their intellectual faculties. The Committee has addressed its charge in three steps:

- A. Definition of operational criteria by which to judge the quality of the education received by the students of FIU.
- B. Collection of pertinent data.
- C. Evaluation of data and preparation of the final report with recommendations.

Methodology

A. Definition of Criteria

In deriving a set of operational criteria to measure the quality of the education provided by FIU, the Committee implicitly adopted the model of a firm as an organizing principle. Although an examination of the performance of FIU could be conducted through an evaluation of the quality of its graduates, such a procedure would fail to correct for the constraints under which the university operates in producing these graduates. The most important of these are perhaps the quality of its entering students and the upper division status of the university. It thus becomes necessary to evaluate the educational process directly rather than merely its outcome, the object being to determine:

- a) How severe are the limitations imposed on FIU by the constraints cited previously?
- b) Is FIU maximizing the academic and intellectual development of its students subject to these constraints?

These considerations imply that our criteria should attempt to measure:

- a) The quality of our entering students and the process of their assimilation into FIU;
- b) The quality of the educational process at FIU; and
- c) The quality of our graduates.

Thus the quality of the output is measured in (c) and is hopefully accounted for by the considerations examined in (a) and (b).

The Committee developed a set of specific questions designed to address these issues and to function as the set of criteria mentioned above.

With regard to the quality of our entering students and their assimilation into FIU, we seek to know the following:

1. How does FIU assess the basic skill needs of its entering students?
2. What is the basic skills competence of these students?
3. What provisions are made by FIU to meet basic skill needs?

4. Are there identifiable groups of students (e.g., international students) who face special problems?
5. What do we do to insure an integrated four-year program for our students? How aware are junior college students of the type of preparation desired by FIU?
6. How is academic advisement handled at FIU? How well does it function?

The assessment of the quality of the educational process at FIU is divided into a classroom component and a component outside the classroom. The relevant issues for the classroom component were determined to be:

1. What are the requirements for specific degrees?
2. Is there a defined sequence of courses available to students encouraging them to progress to more advanced courses as they near completion of major requirements?
3. To what extent are student research and problem solving ("culminating activities") fostered, encouraging students to synthesize their knowledge?
4. What is the status of electives and special programs such as certificates and minors?
5. Are courses taught at the appropriate level of sophistication?

6. How is teaching quality insured? Relevant issues are the proportion of faculty with Ph.D.'s, the rate of turnover among faculty, the use of adjuncts, the level of enrollment in external degree programs, and teaching evaluation procedures.

The following questions were judged to be particularly relevant in judging how well the academic and intellectual development of students is fostered outside the classroom:

7. How adequate are library resources? How intensively are they used?
8. What is the nature of student-faculty interaction outside the classroom?
9. What is the status of extracurricular programs of an academic nature which students can engage in as observers or participants?

Finally, with regard to the quality of our graduates, we were interested in the following:

1. How do we assess the exit-level competency of our students?
2. What is the level of competence of FIU graduates?
3. How much follow-up is done after graduation to improve academic offerings?

This set of questions was presented to the Coordinating Committee of the Nontraditional Self-Study and since no changes were suggested was adopted by the committee as its operational criteria.

B. Collection of Data

Answers to the preceding questions were sought as follows:

1. The Office of the Self-Study was requested by the Committee to provide information on:
 - a. the extent of turnover among faculty;
 - b. the percentage of courses staffed by adjuncts;
 - c. the proportion of Ph.D.'s on the faculty;
 - d. the nature of advisement within departments, as well as the inputs used by departments to evaluate teaching; and
 - e. the number of approved certificates and minors;
2. Individual committee members were assigned the task of collecting the following data for their respective academic units:
 - a. degree requirements for all major programs;
 - b. the status of electives in each program;
 - c. the presence of a defined sequence of courses in each program; and
 - d. the use of "culminating activities" in university programs.

In addition, one member of the committee was assigned to collect data on library resources and their utilization.

3. A questionnaire was developed to be administered to the faculty to extract information on:
 - a. the level at which courses are taught;

- b. the nature of student-faculty interaction outside the classroom; and
 - c. the existence of identifiable groups of students facing special academic problems.
4. The Committee conducted a discussion session at the Symposium on the Future of FIU to solicit additional input from the community-at-large.
5. Certain matters, though relevant to the charge of this Committee, were deemed to be more directly relevant to the concerns of other support committees and no data bearing on these issues was therefore collected by this committee. These matters include:
- a. the status of extracurricular programs of an academic nature; (This was felt to be under the purview of the Committee on the Intellectual and Aesthetic Environment).
 - b. all matters pertaining to the quality of our graduates are directly addressed by the Committee on the Preparedness of Students. We chose to abide by the division of labor outlined by the Coordinating Committee and focus our attention more narrowly on the educational process at FIU and the quality and assimilation of entering students.
6. Information concerning the basic skill needs of students at FIU and the particular problems FIU faces as an upper

division university was compiled by the committee's chairperson.

The data assembled by this Committee is included as appendixes to the report and will be discussed in Section III.

C. Evaluation of Data and Recommendations

See Sections III and IV.

Discussion of Results

In this section we summarize the information contained in the data collected in connection with the criteria defined above. The procedure followed is to present the data in appendixes, to be cited below, and present here only our interpretations of these data as they bear on each of the questions posed in turn. The questions shall be addressed one by one in the sequence presented above.

1. Basic Skills

Appendix A contains excerpts of the minutes of the Curriculum Committee of the College of Arts and Sciences and of the Faculty Senate which summarize the discussion of basic skill needs that took place during the 1977-1978 academic year. The following observations are drawn from these minutes:

- a. FIU does not currently administer a comprehensive test or otherwise systematically assess the basic skill needs of its entering students. The diagnosis of severe deficiencies is undertaken, if at all, by individual instructors.
- b. In the absence of such a comprehensive evaluation, no systematic information is presently available

on the basic-skills competence of our students. Nevertheless, some of the information collected by the committee indicated that basic-skills deficiencies may represent a serious problem for FIU:

1. The participants at the Self-Study Symposium's discussion group on academic and intellectual development of students, including the student participants, appeared to agree that basic-skills competence should be an issue of serious concern at FIU (See Appendix F).
2. The minutes referred to above reflect the same views on the part of the College Curriculum Committee and the University Senate (Appendix A).
3. The faculty-at-large appears to feel that the quality of FIU's students is inferior to that of students elsewhere.

The results of the questionnaire reported in Appendix E, for example, indicate that whereas half of all respondents felt that undergraduate courses at FIU are taught at the appropriate level of sophistication, only a third considered this level appropriate relative to the average level at other universities. These respondents appear to consider the nature of FIU's student body an important caveat in judging the level of sophistication

of undergraduate courses. As Appendix E documents, similar results are obtained with regard to graduate courses.

4. Professor Peterson's paper "Four Years for FIU" reports that Miami-Dade Community College, which generates the bulk of FIU's students, now requires minimal competency in reading, writing and math at only the eighth to ninth grade level (Appendix B, p. 11).
5. The provisions presently made by FIU to meet basic skills deficiencies include the Writing Lab and the Math Lab, sponsored by the Student Government Association, and a remedial writing course administered by the English Department for students who register for ENG311 but whose writing skills do not meet junior-level standards (Appendix A). Students are referred to the labs by individual faculty members.
6. Sixty percent of the respondents to the faculty questionnaire felt that particular problems were faced by identifiable groups of students (Appendix F). Significantly, the particular groups most frequently mentioned were foreign students and minority students. This implies a severe academic challenge to FIU if it truly seeks to fulfill its international and urban missions.

2. The Four-Year Program

The evidence of the integrity of the four-year program is somewhat mixed. General education requirements are determined by the Board of Regents and largely satisfied before enrollment at FIU. Junior College transfers are alerted to upper division requirements through the FIU catalog and through advisement at the junior colleges. Although many departments, particularly the natural science, specify extensive prerequisites in the catalog, a substantial number of upper division departments provide only vague and limited guidance to lower division students through the catalog (Appendix C). This leaves much of the burden of synchronizing the four-year program to lower division advisement. Since the efficacy of the advisement process at the junior college is bound to depend on the degree of communication with the upper division department, the integrity of the four-year curriculum is likely to be department specific. The recent move to recommend a minor requirement by the Curriculum Committee of the College of Arts and Sciences and the Academic Articulation Workshop Series of the Southeast Florida Educational Consortium are both designed to improve the integrity of the four-year program and may indicate some dissatisfaction with its present state. The only safe conclusion appears to be that the integrity of the four-year program is not uniform across departments or other academic units.

Further discussion of this issue by a member of our committee is contained in Appendix B.

3. Academic Advisement

The Committee has not at this time received any information pertaining to the nature of academic advisement.

4. The Educational Process at FIU-Classroom

Appendix C surveys the characteristics of FIU's academic programs which are relevant to the questions posed in Section II. The following conclusions emerge:

- a) The number of courses required for specific degrees often leaves little room for non-departmental electives. This points to an issue which arose in symposium discussions. What is the role of an upper division university in meeting the objective of providing students with a liberal undergraduate education? The evidence indicates that this question is unresolved at FIU.
- b) Most programs provide for courses to be taken in at least an implied sequence as well as specifying common "core" courses and/or tracks for majors.
- c) A substantial number of certificates and minors are available. Our committee cannot provide adequate information on either the administration of or enrollment in such programs. This is an important omission particularly with respect to the area and ethnic studies certificate programs.

- d) Many programs, particularly in the College of Arts and Sciences and the School of Business and Organizational Sciences, lack a culminating activity designed to encourage students to synthesize knowledge (Appendix C).
- e) An explicit foreign language requirement does not exist.
- f) Many programs are not offered at the North Miami Campus. Although our committee has not adequately addressed this issue, this is only one of several reasons that could be adduced for believing that the academic and intellectual development of students may depend in an important way on the campus attended.

The previous discussion refers to requirements for specific programs as they appear on paper.

The way these programs function in actuality, however, is a separate matter. For example, Appendix D contains the results of an analysis of the typical programs taken by a sample of recent graduates from the College of Arts and Sciences. This report was prepared by the Dean's Office of the College. It indicates that students majoring in at least some disciplines in the college in fact take programs which are more concentrated in their major fields than formal requirements would indicate. This once again raises the question of how specialized FIU wants its students to be under the present 2+2 system. We administered a faculty questionnaire, the

results of which appear in Appendix F, to judge whether courses were taught at the appropriate level of sophistication. Further input with regard to this matter was received from the symposium discussion group (Appendix G). The results were as follows:

- a) Discussion participants seemed to agree that the quality of education possessed by our graduates was unsatisfactory.
- b) Forty percent of the faculty respondents feel that undergraduate courses were at least sometimes taught at too low a level even considering their perception of the level of preparation of FIU's student body. The corresponding figure for graduate courses was 44 percent. As noted above, the proportion of faculty who felt that the level of sophistication was too low rose (to 63 and 57 percent respectively) when the criterion for judgment was specified as the level of sophistication of similar courses at other universities.

With regard to the control of teaching quality, we have compiled the following information:

- a) The external degree program is rather small. It has produced a total of 534 graduates. At present, 208 students have contracted for this program including 65 students preregistered for the summer quarter.
- b) Teaching evaluation procedures are not uniform. Both procedures for evaluating teaching and the teaching evaluation instrument administered to students differ among departments.

c) The committee does not at present have information on the number of courses staffed by adjunct faculty. We do, however, have information on total regular faculty and total adjunct faculty employed during the Fall of 1978 (Appendix F). Restricting our attention to the major instructional units, 390.5 faculty positions and 186 adjunct faculty were employed. Hypothetically, if two-thirds of all regular faculty taught a normal load while the remainder taught a single course, and if half of all adjunct faculty taught two courses, this would imply that approximately 30 percent of all courses were taught by adjunct faculty during the Fall of 1978.

d) We can only provide evidence of faculty turnover after the 1977-78 academic year. For the major instructional units, the ratio of separations to total faculty positions was approximately 12 percent, according to the information contained in Appendix E.

5. The Educational Process at FIU Outside the Classroom
The committee has compiled a Library Report which is included as a separate supplement. The report is only descriptive, however.

The amount of student-faculty interaction outside the classroom does not appear to be extensive. As indicated in Appendix F, half of the faculty respondents to the questionnaire administered by this committee reported "very little" student-faculty interaction. Only 6.4

percent reported a large amount of interaction. The fact that the student body consists of commuters may be a contributing factor.

As indicated in Section II B, no data on the exit level competency of our students were collected by this committee since such matters fall under the purview of the committee on the Preparedness of Students.

Recommendations

1. FIU should assess the basic skill needs of its entering students in a comprehensive fashion and take appropriate steps to meet these needs perhaps with particular attention to specific groups such as international, adult, and minority students. This step is urgent if this university is to provide a quality education for its urban constituency and line up to its international mission.
2. The level of academic vigor must be raised. The level of sophistication of many courses is currently perceived to be low. We understand that the operational content of this recommendation as it stands is naught. To implement it would require as a first step a public recognition of the importance of this question by the administration. It is imperative that FIU devise techniques to assess the academic vigor of its programs and ensure that minimum levels of vigor and teaching competence are adhered to.

3. Improved articulation of the four-year undergraduate program is necessary as long as FIU continues to draw a substantial number of its students from the junior colleges.
4. The role of the North Miami Campus should be explicitly defined. In particular, FIU must decide whether it intends for particular students to be able to complete an entire four-year program at North Miami. If so, it may be necessary to expand the range of academic offerings at North Miami. The alternative may be a more narrow, specialized role for that campus.
5. Area studies and ethnic studies programs should be an integral part of FIU's curriculum.
6. The extensive use of adjunct faculty should be questioned, and its impact on instructional quality assessed. The following recommendations are relevant to our area of concern, but as mentioned before, are more directly addressed by other committees.
7. It may be desirable to assess exit-level competency of our students through comprehensive examinations or other means.
8. The absence of faculty-student interaction outside the classroom may indicate a need to substantially improve the intellectual and cultural environment in this university community.

APPENDIX A

COLLEGE CURRICULUM COMMITTEE MINUTES

EXCERPTS

Minutes of October 5, 1977:

A proposal on remedial work, which had been held over from last year was discussed. A subcommittee consisting of Howard Rock and Tucker Arnold was charged with tightening up the proposal for the next meeting of the College Curriculum Committee.

Report of the subcommittee on needs for remediation in the College:

The CCC Subcommittee on Remediation discussed what sorts of interim steps might be the most effective in meeting student needs for remedial aid in Math and English during the period between this time and the implementation of the COMP (College Outcomes Measurement Project) exam system.

The subcommittee concurred that decisions about remediation in this period could not be made in any blanket fashion for the entire college. Decisions about what will be done in the way of remediation must rest with individual departments.

Math and English were identified by the group as the two areas with the most immediate involvements in remedial needs. The English Dept. representative emphasized that English already has a remediation program underway which the Dept. feels will suffice until implementation of COMP. By dividing 311 (basic comp) classes into two sections via diagnostic exam, the English Dept. feels it properly segregates classes by achievement levels. The less accomplished writers, those who might be said to be in need of some form of remedial attention, are placed in ENG 499, while the more accomplished writers continue in 311. Course content and requirements are adjusted accordingly. The English Dept. gives full credit for completion of 499, and believes that it is essential that this be the case, as experience has indicated that students simply drop 499 if no credit is awarded. The English Dept. believes that whatever possible compromising of the articulation agreement may be involved here should simply be tolerated, in our students' best interests.

Instructors in all English courses regularly refer students to the SGA sponsored writing lab, and Expos. Writing instructors frequently require use of the lab from weaker writers. The English Dept. believes that these measures will suffice as temporary remedial steps.

The Math dept. plans to rely on the Math lab, which is set up along the lines of the English lab, without any formal remedial courses. The Math Dept. feels that the demand for remediation in the area ranges across too many areas for a single remedial course to satisfy the problems.

Minutes of October 26, 1977:

Lynn Berk addressed the Committee on the need felt by the English Department for a course such as the proposed ENG 309, which was designed to serve the needs of students whose writing skills did not meet Junior-level standards. Such a course, she added, would enable the English Department to keep ENG 311 as the course in advanced composition, its stated purpose. Further, a course such as the proposed ENG 309 would also serve the remediation needs of the College at large or even of the University.

While there was a consensus on the need for courses providing remedial work, some members objected to the "permanent status" that ENG 309 would obtain if it were approved, particularly in light of other efforts currently being made to set up a university-wide screening and remediation procedure. Brian Peterson mentioned a planned trial run of the College Outcome Measures Project, a procedure which would test writing ability among other things. Brian Peterson then proposed that the Committee urge the English Department to request a 300-level "Topics" course which could be used for temporary remedial work in writing until other procedures with a wider scope could be implemented. The proposal was amended with the acquiescence of Peterson by Farrokh Jhabvala, Bill Kraynek, and Howard Rock so that it read as follows:

The College Curriculum Committee,

Urges the English Department to submit a proposal for a 300-level "Topics" course which could be used on an interim basis for remedial work in writing;

Tables the ENG 309 proposal till the next meeting;

Forms a Subcommittee comprised of Mary Volcansek, Lynn Berk, Brian Peterson, Tucker Arnold, Judson DeCew, Howard Rock and Richard Rubin to develop a proposal on remediation at the College level; and

Sets November 23, 1977, as the date by which the Subcommittee's report be submitted.

The motion was seconded by Sandra Langer. It was approved by a voice vote of 11 in favor, none opposed and 1 abstention.

Minutes of November 9, 1977:

The Subcommittee on remedial education singled out the most workable general test for students and copies may be obtained from the members of the Subcommittee.

FLORIDA INTERNATIONAL UNIVERSITY

M E M O R A N D U M

TO: The Faculty, College of Arts and Sciences DATE: January 4, 1978

FROM: The Curriculum Committee, College of Arts and Sciences

SUBJECT: Existing and Proposed Remedial Coursework and Tutorial Services in Writing and Computational Skills

The College Curriculum Committee would like to bring to the attention of the faculty the existence of the following remedial courses in writing and computational skills, and to recommend that faculty members who diagnose remedial needs in their students require those students to take the appropriate remedial classes. We would like also to emphasize the value of the English and Math Labs in their applicability to remedial needs of students.

English and Writing Skills:

Through a diagnostic exam administered at the first meeting of the basic English composition course, students are divided into two categories. Those needing special remedial attention are placed in English 309, while those more proficient are assigned to the English 311 course.

For students with difficulties in oral expression in English, the English Department is offering Advanced Oral English this Winter (ENG 487, M-R, 10:15-12:20). The course will be taught by Professor Helen Hauser. This course will emphasize conversational skills, daily use of English in all phases of social exchange, and proper use of idioms.

The SGA-underwritten Writing Lab, DM 338, is a room set aside for individual tutoring; it is staffed at convenient hours of both day and night sessions by advanced students of proven writing and teaching abilities. Professors in all areas are urged to refer students deficient in writing to the Lab. Experience this past Fall quarter has proven that attendance is most effectively guaranteed by the recommending professor's requiring the lab, with the student's attendance being confirmed by communications between the lab instructors and the referring professor. It is important to note that the lab tutoring is not to be construed as being of the same value as a required writing course.

Math and Computational Skills:

The Math Lab, like the English Lab, offers individual assistance to students with computational and conceptual difficulties in this area. These services are available to all interested students. The location, which varies daily, can be learned from the Math secretary.

Memorandum to Faculty, College of Arts and Sciences
January 4, 1978
Page two

The College Curriculum Committee would like to point out to the College at large that consideration of the issue of remediation in all areas is underway in the Faculty Senate. It is our feeling that problems of remediation would be best solved by a university-wide screening test administered upon each student's entrance, followed by mandatory remedial courses for those students judged deficient. Such compulsory courses should not carry upper-division college credit.

Further comments, suggestions or questions may be directed to the Committee through the departmental representatives.

Minutes of January 11, 1978:

The Committee approved the draft memorandum on "Existing and Proposed Remedial Coursework..." and decided to send it to the Dean of the College with the recommendation that it be distributed to all faculty members in the College.

Memo to Dean Mau, College of Arts and Sciences, January 12, 1978:

The Curriculum Committee of the College has considered the question of the need for remedial work in reading, writing and math at several meetings and has approved the attached statement, which the Committee has the pleasure of submitting with the recommendation that it be circulated to the faculty of the College at large.

The sense of the Committee is that a remedial program is very necessary and that one should be implemented with due "deliberate haste." However, in view of the fact that the Faculty Senate is also seized of the question, the Committee prefers not to preempt action at the university level and to hold off on unilateral College action, at least until such time as it becomes clear that the university-level action is not meeting the challenge.

Minutes of February 15, 1978:

Brian Peterson reported on the status of the deliberations on remedial work. A test will be administered to all incoming students in the Fall Quarter, 1978. It was likely that no new courses, except perhaps some writing courses, would be authorized. Concern over the possible uses of the test results led Brian to suggest that the test results go only to a university counseling center and be used to set up developmental programs. Cost of administering the test may be recovered by an increase in the admission fee, he said.

Lynn Berk informed the Committee that she believed that the math and writing labs would be continued and that they might even be expanded. She also said that she was preparing a paper dealing with the issues and problems involved in remedial work. Ricardo Arias suggested that this paper be circulated to all divisions of the University.

Minutes of December 14, 1978:

Brian Peterson informed the Committee that the COMP test had been dropped as the testing instrument because of specific objections to that test in the Faculty Senate. The Scholastic Aptitude Test may be used instead, he said, as among other advantages, it permitted comparisons to be made with national levels. The field test would be conducted on a sample of the student body sometime in January or February of 1978 with the results being directed to the University Curriculum Committee, to expect University-wide implementation of the test and remedial measures before Fall 1979. Mary Volcansek seemed to concur in this estimate.

Richard Konkel raised the issue of a remedial reading program. While many members on the Committee concurred in the view that a remedial

program in reading was important and would probably have to be instituted at some later time, the consensus of the Committee was that the College did not possess the resources to tackle this issue at this time.

Reinaldo Sanchez stated that the Department of Modern Languages was concerned that there may not be an adequate differentiation between the procedures and the methodology of remedial work--directed at deficiencies in native speakers of English--and those of teaching English to foreign students or non-native speakers of English. Tucker Arnold responded that the English Department recognized this issue but that it did not distinguish at this state between foreign and native speakers of English.

Mary Volcansek suggested that once the program got under way it may be possible to use ESL graduates as interns in the remedial program.

In response to a question from Farrokh Jhabvala, Bill Kraynek replied that the Mathematical Science Department had not been enthusiastic about the idea of remediation because it had believed that the proposed College program would be a short-term undertaking. Dr. Kraynek also briefly described the functions of the Math lab which was started in September 1977.

The Committee set up a subcommittee consisting of Farrokh Jhabvala, Tucker Arnold and Brian Peterson to draft a statement on the need for and the procedure of remediation which could be recommended to the College. The subcommittee will meet during the Christmas vacation for this purpose. Richard Konkel volunteered to participate in the subcommittee's activities if it was not possible for one of the other members to be present.

FACULTY SENATE MINUTES OF JANUARY 4, 1978:

Faculty Senate Task Force on Remedial Education--Professor Brian Peterson

A lengthy discussion was held on Professor Peterson's report, which was attached to the Faculty Senate Agenda.

The following motion was presented:

To authorize the Remedial Education Task Force to proceed with developing and/or selecting and testing instruments or instrument packages for appropriateness in screening incoming FIU students in order to provide remedial assistance for those in need of help.

The above motion passed with one abstention. The following additional motion was then presented:

To authorize the chair to make additional appointments to the Remedial Education task Force to add particular expertise or representativeness to that Task Force.

The above motion passed with one abstention.

FACULTY SENATE MINUTES OF FEBRUARY 1, 1978:

The Task Force on Developmental Education has made progress in narrowing down the test instrument which it wishes to field test. The test is the Comparative Guidance and Placement exam of Educational Testing Service. This instrument will give information on the reading, writing and math abilities of incoming students, as well as general non-verbal intelligence indicators and information necessary for counseling. The Committee proposes to begin field testing this instrument for students entering FIU in the summer quarter of 1978, and to continue administering the test to incoming students throughout the 1978-79 school year. Information from the test would be given to the faculty advisors of the students who could then counsel the students toward the available developmental courses, but FIU would not add large numbers of new remedial courses during the next academic year. On the basis of information gained during the field tests, FIU could plan a greatly expanded developmental education effort for the 1979-80 school year and build this into the university budget.

The following motion was then unanimously passed by the Senate, as submitted by Professor Peterson, for the Task Force on Developmental Education:

The Faculty Senate endorses the administration of the Comparative Guidance and Placement exam to all incoming students in the summer quarter of 1978 and the continued administration of this exam to incoming students throughout the 1978-79 school year. The University-wide Research and Publications Committee is to be consulted to guarantee protection of the rights of the subjects.

APPENDIX B

FOUR YEARS FOR FIU

A POSITION PAPER PREPARED BY
FIU FACULTY FOR A FOUR-YEAR UNIVERSITY

WRITTEN BY BRIAN PETERSON

WITH ASSISTANCE FROM:

HARVEY HENDRICKSON

HOWARD KAMINSKY

ALAN PARKER

SUMMARY.

I. THE UPPER-DIVISION UNIVERSITY MOVEMENT.

Upper-division universities were founded as an inexpensive method for continuing the education of community college graduates. They have not proven viable and are being converted to four-year status throughout the country.

II. THE ROLE OF THE UNIVERSITY.

High quality education demands close linkages between lower-division and upper-division study. Students should be exposed to professors holding the doctorate and engaged in original research. Assignments should be rigorous and high grading standards upheld. The "2 plus 2" concept, which separates higher education into a community college segment and a university segment, results in a disjointed curriculum and lowered standards in grading and course assignments.

III. THE ROLE OF THE COMMUNITY COLLEGE.

Community colleges have distinct functions. They serve vocational track students, students with basic skills deficiencies, students who are not intellectually or emotionally prepared for a rigorous university education, and adult learners who desire non-degree-oriented courses. Community colleges cannot adequately serve well-prepared, university-level students.

IV. THE ROLE OF MIAMI-DADE COMMUNITY COLLEGE.

The recent revision of the General Education Program at Miami-Dade spotlights the true mission of the school: vocational, developmental and low-intensity education. The poor preparation of the majority of Miami-Dade students and the heavy teaching load of Miami-Dade faculty make it impossible for high-ability students to receive an adequate education there. The absence of a public four-year university in South Florida denies these place-bound students their right to an education of high quality.

V. IMPACT OF FOUR-YEAR STATUS FOR FIU ON OTHER FLORIDA INSTITUTIONS.

Large numbers of students who would attend FIU if it were a four-year university presently leave South Florida to attend other state universities at great expense to their families. Few students who attend the University of Miami would switch to a four-year FIU.

VI. IMPACT OF FOUR-YEAR STATUS ON OTHER FIU PROGRAMS.

While FIU will continue to accept large number of transfer students from the community colleges as juniors, the presence of a significant group of "native" students who attended lower-division programs at FIU will serve to raise the quality of upper-division education at FIU. As a four-year school, FIU would be able to attract more international students from outside the South Florida area. Full university status would strengthen the University's cultural and community service activities, and thus work to raise the cultural climate of South Florida. FIU would be able to build

more graduate programs, and this would improve the service which FIU could deliver to South Florida's business community, governmental agencies and health care institutions.

UPPER-DIVISION PUBLIC UNIVERSITIES:

I. INSTITUTIONS WHICH WERE ESTABLISHED AS UPPER-DIVISION SCHOOLS WHICH HAVE SINCE BECOME FULL, FOUR-YEAR UNIVERSITIES:

The University of Michigan at Dearborn
The University of Michigan at Flint
Anchorage Senior College, University of Alaska
Richmond College, City University of New York

II. INSTITUTIONS WHICH ARE STILL UPPER-DIVISION UNIVERSITIES:

University of West Florida, Pensacola
University of North Florida, Jacksonville
Florida Atlantic University, Boca Raton
Florida International University, Miami
University of Texas of the Permian Basin, Odessa
Laredo State University, Texas
Corpus Christi State University, Texas
Governors State University, Park Forest, Illinois
Sangamon State University, Springfield, Illinois
Metropolitan State University, St. Paul, Minnesota
New York College of Technology at Utica/Rome
Arkansas State College, Athens

III. UPPER-DIVISION BRANCH CAMPUSES OF PUBLIC UNIVERSITIES:

University of Houston, Victoria Campus, Texas
University of Houston, Clear Lake City, Texas
University of Texas at Dallas
East Texas State University at Texarkana
West Oahu College, University of Hawaii
The Capital Campus, Pennsylvania State University, Middletown
University of Maryland at Baltimore

I. THE UPPER-DIVISION UNIVERSITY MOVEMENT.

Upper-division universities were first established in public education as part of the boom of the 1960's. Localities were demanding new universities, but community colleges and already-established state universities feared losing their existing enrollments. Rural communities with place-bound students and suburban or inner-city areas of large cities which already had public four-year universities were found to be particularly suitable areas for establishing upper-division schools. By 1979, sixteen public upper-division universities had been established, with four in Florida, three in Texas, and two each in Michigan, Illinois, and New York. An additional seven branch campuses were established on an upper-division basis around the country.

Only in Florida were upper-division universities offered as a complete substitute for four-year public universities in major metropolitan areas such as Palm Beach County (Florida Atlantic University), Duval County (University of North Florida) and Dade County (Florida International University). Indeed, Dade County is the largest metropolitan area in the United States which lacks a public four-year university. The only upper-division university in Florida which fits the national pattern by its location in a relatively small city is the University of West Florida in Pensacola. The explanation for the lack of full, four-year universities in Florida's large cities lies with the rural domination of the Florida legislature down to reapportionment in 1968. Rural interests wanted to concentrate higher educational funding on the University of Florida in Gainesville and Florida State University in Tallahassee.

Elsewhere in the nation, the movement in favor of upper-division universities has died. No new upper-division universities have been established since 1974, and even the Association of Upper-Division Colleges and Universities has ceased to function. Around the country, four of the sixteen public upper-division universities have become full full-year schools. As Stephen H. Spurr states in his 1970 book, Academic Degree Structures, "The upper-division college movement is now practically defunct." The reason for the decline lies primarily in the failure of this model of higher education to produce high quality undergraduate instruction.

II. THE ROLE OF THE UNIVERSITY.

Four-year institutions are necessary for curricular integrity and educational quality. The university curriculum is a unified whole and cannot be chopped arbitrarily into lower- and upper-division segments. The General Education which students receive in the Arts and Sciences during their first two years is intimately related to work in the major during the last two years. Many students take introductory work in the major while freshmen and sophomores, and most students take electives outside their majors while juniors and seniors. It is common for students to decide upon a major only after trying out courses in several departments, but this decision is less likely to hold if the student transfers to a different institution later. Course offerings in universities differ greatly from course offerings in community colleges, not only in regard

to level of difficulty, but even concerning the basic philosophy and approach to the subject. Therefore, students transferring to universities from community colleges often are faced with the necessity of changing majors and making up lost lower-division work at a very late date in their educations.

The interaction between General Education courses, premajor courses and major courses is gravely damaged when a student's education is interrupted by transfer from a community college to a university. General Education courses in community colleges are not comparable to General Education courses in universities in their level of rigor. Locally, community colleges have set their aim at bringing students up to ninth grade reading, writing and computational abilities in their General Education courses, and the courses themselves are offered with reading materials below high school level for many students. Premajor courses in community colleges differ widely from premajor courses in the university, especially in the difficulty of assignments and the scale of grading, but also in regard to the attitude of the instructor toward the material. Community college faculty are related to the disciplines through secondary sources, and do not customarily carry out independent research in the discipline. It would not be appropriate for community colleges to offer university-level courses because most of the students never transfer to a university, and would have no chance of passing a course taught on the university level.

The vocational function of the university is to train professionals (teachers, doctors, lawyers, engineers and accountants) and managers (businessmen, civil servants, hospital administrators and military officers). Such careers demand a high level of fluency in written and oral communication, in particular the ability to write extended reports. The autonomy and leadership exercised by professionals and managers demand such habits of mind as critical thinking, analytical ability and creativity. Students destined for these careers must be challenged to go beyond rote formulae, to dig below the superficial appearance of phenomena, and to come up with fresh solutions to problems. The development of these habits of mind requires an extended exposure to professors who are themselves engaged in original research in the various disciplines. Professors must demonstrate in practice how to look at questions from a novel perspective. This kind of education cannot result from teachers who simply deliver second-hand material to the students.

Professional-managerial careers demand extensive writing, and this skill can be mastered only through an education which requires intensive practice in preparing term papers and research reports. Universities provide this for lower-division students either through discussion sections taught by teaching assistants, i.e., graduate students who are well along on their way toward a doctorate and who have received more academic training than most community college faculty, or through small classes taught by professors. Classes or discussion sections are small so that frequent written assignments can be required, carefully critiqued, and resubmitted until an acceptable level is attained. Writing ability is strengthened both through term papers and essay examinations. Both are staples of a university education, yet they are almost entirely lacking at local community colleges.

3

Professionals and managers cannot be trained by using assembly-line techniques. Their education requires close personal contact with the professor and extensive reading and writing assignments. Community colleges cannot adequately train professionals and managers simply because of the workload expected of community college faculty: each teacher has five classes with thirty students in each. There is no way that a faculty member can consistently grade 150 term papers or essay examinations. By necessity, the written work of community college students must be confined to very short papers and multiple choice exams. A high percentage of community college graduates entering FIU have never written a term paper or taken an essay examination. Community colleges have a different vocational purpose than universities, and their mission does not emphasize fluency in writing.

III. THE ROLE OF THE COMMUNITY COLLEGE.

The mission of the community college is to serve four important groups of students:

1. Those who wish to become professionals or managers but who are not ready intellectually or emotionally for a university education. Given the high prestige and pay of professional-managerial careers, many more students aspire to these occupations than are actually capable of attaining them. Only a minority of community college students actually complete their Associate of Arts degree and go on to further work at the university. Most AA-degree track students drop out before completion or switch to a terminal vocational (Associate of Science) track.

Of the community college graduates who transfer to universities, numerous studies have shown that their grades go down significantly during their first quarter in the university over what their grades had been in the community college because of heavier reading and writing assignments and more difficult grading scales in the university. And more community college transfer students drop out during the last two years than native university students. The remaining transfers, to be sure, do almost as well in grades by their senior year as native students. We must assume that high-ability students attending community colleges are damaged in their academic progress by the low expectations of courses there.

2. Community colleges also are designed to serve vocational-track students who become fully certified in their chosen field upon completion of the community college program. These students are destined for jobs as technicians, clerical workers, service workers, skilled mechanics and the like. Their jobs require less autonomy and critical analytical ability than professional-managerial jobs. This does not mean that all citizens in a democracy do not need a high level of autonomy and critical analytical ability, but simply that the minimal vocational needs of these jobs do not require these abilities at a high level. It is vital for the well-being of our democratic institutions that technicians, clerical workers, and service workers be given as good a General Education as possible and that standards in the Basic Skills be set as high as possible. It is vital for our economy that the occupational skills of these individuals be brought to a high level of excellence.

4

3. Community colleges have the responsibility of providing developmental education for students with Basic Skills deficiencies. Such students are a testimony to the failure of grade schools and high schools in America, but these students have high potential if they can be provided with the resources to learn to read, write, and compute at a basic level. Large numbers of Black, Latin, and working-class students fall into this category, and over half the student population at many community colleges, including Miami-Dade, need developmental work in Basic Skills. A student who reads at the fourth grade level cannot be brought up to the high school level without a great deal of time, patience, and effort on the part of both student and teacher. Motivation must be encouraged by the school, and specially trained teachers are a necessity. Community colleges need greatly expanded resources to carry out this vital social responsibility.

4. Community colleges provide many courses for adult learners who are not interested in attaining a degree. These courses are sometimes vocational and sometimes for leisure activities. Miami-Dade is especially active in this area, and has a special category of courses with lower fee structure for non-degree seeking students. FIU also has courses for adult learners, but these courses are generally taught at the university level and have a different character and a different audience than the community college courses.

It is not the mission of community colleges to teach well-prepared, well-motivated, university-level students. The faculty of the community colleges is not equipped to do this by their professional training, since most lack the doctorate and are not carrying out original research. Courses in community colleges are too basic for well-prepared students. Yet Miami-Dade's administration is currently making the claim that they can provide a special, university-equivalent program for the brightest students in Dade County. This program has been dreamed up as part of an effort to prevent FIU from becoming a four-year university. The activities of the Miami-Dade administration in attempting to prevent the natural growth of FIU necessitate a full discussion of the real educational situation of Miami-Dade.

IV. THE ROLE OF MIAMI-DADE COMMUNITY COLLEGE.

Miami-Dade Community College, with 58,000 students, is one of the largest higher educational institutions in the United States. It holds this position for two reasons: first, because it combines four campuses (South, North, New World Center, and Medical Center) under one, all-powerful, central administration, unlike community colleges elsewhere which form county-wide systems, but which provide a separate institutional identity for each campus; and, second, because it has a monopoly on public, lower-division college education in Dade County. Large numbers of educators around the country know of Miami-Dade because of its aggressive public relations campaigns and its work in educational television. What is not well known is the dismal reality of Miami-Dade's educational performance, both in regard to its basic mission with non-university-level students and its pretended mission with university-level students. We believe that

Miami-Dade is presently taking very constructive steps to improve its Basic Skills program and to provide all graduates with basic literacy, something which has not been achieved up to now. But we see great harm as resulting from high-ability students attending Miami-Dade under the false impression that they can receive a university-equivalent education there.

How many high-ability students have dropped out of school because of boredom and dissatisfaction with the low quality of education at Miami-Dade? How many bright students who could not afford to go away to college tried Miami-Dade and quit in disgust? How many Black, Latin and working class young people were slowed down by their inadequate educations at Miami-Dade so that after completing their "2 plus 2" education, they really were not equipped to compete in examinations for law school, medical school, graduate school or good jobs? How many people will permanently be stuck in careers which are lower than their potential because of the poor quality of education at Miami-Dade and the lack of a public four-year university in Dade County? The human cost of Miami-Dade's monopoly on the first two years is very high, and this cost is paid primarily by Blacks, Latins and working-class young people who cannot afford to go elsewhere.

We see the damage every year in entering students who have not been challenged to perform even close to the limits of their abilities. These students should arrive at FIU ready to do advanced work in their majors, but instead they need to learn how to write term papers and essay exams, how to take notes in a lecture, and how to assimilate large amounts of assigned reading. Students often require basic information regarding the subject matter of courses which they have already taken at the community college. Students come to us with "A" grades in English Composition at the community college who are completely unable to write coherent sentences, let alone well-constructed essays. A four-year FIU would have the dual impact of providing a high-quality lower-division education for our own students, and establishing standards of competency which community college transfer students would be expected to meet. This will lead the community colleges to upgrade their own standards, and result in a better education for students in both types of institutions.

Miami-Dade's recent overhaul in their General Education program indicates a new awareness of their responsibilities toward low-ability students, vocational-track students and students in need of developmental education. Miami-Dade will now be requiring minimal competency in reading, writing, and math at the eighth to ninth grade level. This level is obviously too low for successful transfer to a university, but even at this low level some seventy percent of entering students at Miami-Dade's North Campus are forced to take developmental courses. More institutional resources should be devoted to the problems of these students, and the level of required competency should be gradually raised.

Miami-Dade's new General Education program will increase the breadth of the education of vocational-track students, but will lower the quality of education for potential transfer students in the Associate of Arts track. Interdisciplinary core courses of questionable rigor will be substituted for the presently required courses in English Composition,

Humanities, Social Sciences, and Natural Science. Pre-packaged modules will be offered in core courses, with the extensive use of television and teaching machines instead of the traditional class and lab format. It will be possible for a student to complete the core courses before passing the Basic Skills competency test, which means that these students will be given college credit for courses taught below the ninth grade level in their reading expectations.

Unfortunately, Miami-Dade has not given up its pretence to serving high-ability students in spite of these changes which are clearly directed toward the needs of their large majority of low-ability students. They have just instituted a new program directed toward graduates in the top five percent of high school classes, and offering full scholarships to attract these students. This new program is totally out of line with the basic mission of Miami-Dade, and represents a cruel deception perpetrated on high-ability students who are not aware of the real quality of Miami-Dade programs. This new program is obviously just a political ploy to forestall the development of a four-year program at FIU and should be disbanded when FIU becomes a four-year institution. There is no sense in spending money to send students to a program which is not suitable for them and which will provide an education far below their abilities.

The South Florida Educational Consortium, involving FIU, Miami-Dade and Broward Community College, is no substitute for full four-year status for FIU. The Consortium was developed by State University System bureaucrats, community college leaders and former administrators at FIU to meet the entire public higher-educational needs of South Florida, but it has failed to improve the fundamental problem of educational quality and continuity in the "2 plus 2" system. No effective coordination of academic programs exists through the Consortium, since the community colleges are unable to teach truly university-equivalent courses. The model of the Consortium bureaucrats seems to be a radically decentralized higher educational system, with courses taught at about fifty locations throughout South Florida. This model can only produce educational mediocrity because it will make it impossible to develop a university campus with adequate library resources, specialized lab facilities, and an active campus cultural life. The model of the Consortium bureaucrats denies any institutional integrity to the university, since peer governance by faculty is impossible when the faculty is spread out all over two counties. The Consortium model does not see any function for the university other than offering easily accessible courses, but this forgets that the university is also a center for research, for culture and for community service. The Consortium must be disbanded in its present form, and replaced by appropriate coordination between the various public higher-educational institutions of South Florida in a manner which respects the institutional integrity and differing missions of each school.

FIU is not interestd in taking large numbers of students away from Miami-Dade, only the best students. Chancellor York of the State University System has suggested that an opening freshman class of 500 might be appropriate for FIU. We would accept this as an opening number and would be content to increase this only gradually until we reached

around 5000 freshman and sophomore students in about five years. Not all of these students would come from Miami-Dade, of course. Many would be students who would otherwise have left South Florida to attend state universities elsewhere in Florida. Additionally, we expect to attract many out-of-town students once we become a four-year institution. FIU already has over 500 foreign students, and we expect to attract many more with a four-year program. FIU would welcome the participation of Miami-Dade faculty in lower-division education here during the transitional period, so as to minimize the negative impact of the opening of a lower-division program on the employment of faculty at Miami-Dade. Such participation would involve selected faculty members teaching under the curricular authority of FIU while continuing to be employed at Miami-Dade.

V. OTHER FLORIDA HIGHER EDUCATIONAL INSTITUTIONS.

The opening of a four-year FIU will also have a significant impact on other universities within Florida. Many South Florida families send their children to college at Gainesville, Tallahassee, or Tampa because they want a higher quality education than can be obtained at local community colleges. Many of these families cannot afford this financial sacrifice which may be viewed as a discriminatory tax on South Florida, and would send their children to college locally if a public four-year university were available. As the economic squeeze of inflation and recession tighten, more and more middle-class families will want the option of a local public university. The middle-class group is very vocal in supporting the idea of a four-year FIU, and would give enthusiastic support to far-sighted South Florida leaders who promote it. Such support is concentrated in neighborhoods like Kendall, North Miami, and North Miami Beach, but large numbers of Black and Latin middle-class families presently are sending their children away to other state universities who also would welcome a four-year FIU.

We were delighted to hear that Chancellor York will be recommending that the Board of Regents look into four-year status for FIU. This represents a welcome change in the attitude of the Chancellor, and we hope that it is the beginning of an entirely new relationship between FIU and the State University System. We hope that in the future the Chancellor will also be receptive to providing South Florida with the many graduate programs which it needs. The Dade and Broward County legislative delegations need to keep up the pressure on the Chancellor and the Board of Regents to be fair in funding new programs for FIU. This is especially difficult because the Miami Herald seems to have a commitment to the older state universities and to the private colleges in South Florida to prevent new programs from being established at FIU.

Funding for a four-year FIU need not be substantial, since the basic core of faculty for a lower-division program is already present. Some of the expense would be diminished by the higher productivity in lower-division courses, especially General Education courses, in comparison with the upper-division courses presently taught at FIU. Several

FIU departments with low productivity will be brought up to full productivity by the addition of lower-division students. With the expansion of the lower-division program spread out over several years, faculty will be gradually added to FIU in accordance with the productivity formula of the State University System, and there would not need to be any sudden shock to the higher educational budget of the state. South Florida taxpayers who are worried about the additional costs of adding a lower-division to FIU should consider that the money for this will be raised all over the state, and South Florida will simply be getting back more of its tax dollars for local programs.

As far as local private colleges and universities are concerned, the impact of a lower-division for FIU will be minimal. At the University of Miami only 37 percent of the lower-division students are from Dade and Broward counties, compared to 47 percent of their upper-division where they are already competing with FIU than in the lower-division where they are not. The vast difference in expense between attending the University of Miami and FIU result in substantially different student populations and minimal competition between institutions.

VI. IMPACT OF LOWER-DIVISION PROGRAMS ON OTHER FIU ACTIVITIES.

Adding a lower-division would strengthen FIU's student and faculty base and improve the quality of upper-division programs. FIU would establish its institutional identity with a traditional lower-division concentration on the Arts and Sciences. Since traditional universities represent quality in higher education, this shift would work to improve the education given by FIU even in vocational fields. We could assure a high standard of literacy and knowledge of the arts and sciences in our native students who went on to become accountants, business people, teachers, hospital administrators and hotel managers. Full four-year status would be an enormous boost to faculty morale. We would leave the bedraggled group of twelve upper-division schools and become a "real" university at last. Four-year status would also enhance the value of an FIU degree, since all of our graduates would have to fulfill higher standards in basic skills and general education and would be better trained in their major field of study.

As a four-year university, FIU would become more attractive to international students, particularly from the Caribbean area. Full university status should be accompanied by the building of dormitories to house our students. Each extra-curricular activities as student clubs, speakers, plays, films, musical concerts, art exhibits, and sports competition would be expanded since there would now be a core of students with a long-term commitment to the university, and FIU could make a greater contribution to the cultural life of South Florida.

FIU has the potential to become the South Florida equivalent to what the City College of New York was in the 1920's and 1930's and what UCLA is today: an academically rigorous school with hard-working students

on their way up the ladder of social mobility. A high percentage of FIU students are in the first generation of their families to attend college, and they have a responsive attitude toward higher education that is shared by relatively few students in the United States today. The Cubans, Blacks and working-class white students who go to FIU still seek the "American Dream" more energetically than most college students, and they are willing to sacrifice more and work harder for their educations. We are convinced that if FIU became a full four-year school, it easily could become the outstanding school in the state, public or private, in undergraduate academic performance. FIU has made substantial educational and cultural contributions to South Florida since it was opened in 1972, and now is the time to bestow four-year university status on FIU so that it can fulfill its great potential.

APPENDIX C

COLLEGE OF ARTS & SCIENCES

1. Collegial Programs: B.A. in Humanities, Liberal Studies
2. Certificates: Ethnic Studies
Caribbean/Latin American Studies
Consumer Affairs
Linguistic Studies
3. Minors: Anthropology (25 hours, 10 from Anthropology core)
Biological Sciences (4 courses from list)
Economics (20 hours, 5 from 1 of 2 courses)
Math (35 hours, 15 required)
Statistics (20 hours, all required)
Math Sciences (35 hours, 15 required)
Philosophy (20 hours, unifying theme)
Philosophy/Religion (20 hours, unifying theme)
Religion Studies (20 hours, unifying theme)
Chemistry (35 hours, specified)
Earth Sciences (30 hours, specified)
4. Masters: M.S. in Biological Sciences
M.S. in Environmental and Urban Systems
M.S. in Math Sciences
M.S. in Chemistry
M.S. in Community Psychology

Curriculum	Hours	Core	Structure of Other Major Courses	Structure of Electives	Culminating Activities	Prerequisite	North Miami
Anthropology (BA)	60	20	No	No	No	Intro Anthro R*	No
Biology (BS)	58	43	Yes (Preq)	No	Seminar, Honor Prog	Extensive	No
Economics (BA)	50	20	Yes	No	No	None, R*	No
English (BA)	45	0	Minimal	No	No	None	No
Environ Studies (BA)	60	10 preq 45 core	Yes	No	Yes	None, R*	No
Environ Studies (BS)		20 preq 47 core	Yes		Yes	Extensive	No
History (BA)	45	5 Intro	Yes, (Distribut not preq Field Restri	No	N/R	None	No
Humanities (BA)	45	25		No	No	R*	Only
Intern'l Rel (BA)	45	15	Yes, 1 preq	No	No	R*	Yes
Mathematics (BS)	45	25	Preq	No	No	Yes	No
Liberal Studies (BA)	55	20	Yes	No	No	Yes	No
Statistics (BS)	45	30	Yes	No	No	Yes	No
Math Sciences (BS)	45	45	N/A	No	No	Yes	No
Modern Language (BA)	45	0	Yes	No	No	Yes	No
Music (BM)	60	60	See Core	No	Yes	No, R*	No
Theater (BFA)	80	15	Yes	No	Yes	Yes	No
Philosophy (BA)	40-60	0	Yes, preq	Yes	Yes	No, R*	No

Curriculum	Hours	Core	Structure of Other Major Courses	Structure of Electives	Culminating Activities	Prerequisite	North Miami
Religious Studies(BA)	40-60	0	Yes,no preq	Yes	No	No, R*	No
Chemistry (BA)	26	21	No	No	No	Yes	No
Chemistry (BS)	61	61	See Core	No	Yes	Yes	No
Earth Science (BA)	35	35	See Core	Yes	No	Yes	No
Earth Science (BS)	65	65	See Core	Suggested	Yes	Yes	No
Physics (BS)	55	35	Yes	No	Yes	R*	No
Pol Science (BA)	50	No	Yes	No	No	R*	No
Psychology (BA)	57	22	Yes	No	Yes	R*	Yes
Sociology (BA)	60	20	No	No	Recommended	R*	No
Visual Arts (BFA)	65	20	No	No	Yes	Yes	No

*R=recommended list

HOSPITALITY MANAGEMENT

- I. Prerequisite: Principles of Accounting (10 hours)
- II. No department core course
- III. Major Courses
 - A. General Hospitality
 - Management Accounting, Finance & Information Systems, 25 hours
 - Food & Beverage Management, 20 hours
 - Administration, 35 hours
 - Electives, 35 hours
 - B. Hotel and Motel
 - Management Accounting, Finance & Information Systems, 25 hours
 - Food & Beverage Management, 20 hours
 - Administration, 30 hours
 - Electives, 25 hours
 - C. International Hotel
 - Management Accounting, Finance & Information Systems, 20 hours
 - Food & Beverage Management, 15 hours
 - Administration, 35 hours
 - Electives, 30 hours
 - D. Restaurant & Food Service Management
 - Management Accounting, Finance & Information Systems, 15 hours
 - Food & Beverage Management, 25 hours
 - Administration, 35 hours
 - Electives, 25 hours
 - E. Travel and Tourism
 - Management Accounting, Finance & Information Systems, 15 hours
 - Administration, 25 hours
 - Travel & Tourism, 35 hours
 - Electives, 25 hours
- IV. Summative Activity: Yes-paper
- V. No foreign language requirement

SOCIAL WORK

- I. 30 hours of prerequisites
- II. 70 hours of core courses (65 inside department, 5 in Soc/Ant)
- III. - - - - -
- IV. Yes, research course paper, social work seminar course
- V. No foreign language requirement

HEALTH SERVICE ADMINISTRATION

- I. Prerequisite: General Education credits
- II. 72 hours of core courses (18 inside department)
- III. - - - - -
- IV. Internship
- V. No foreign language requirement

PUBLIC ADMINISTRATION

- I. Prerequisite: General Education credits, AA degree
- II. 60 hours of core courses
- III. - - - - -
- IV. No summative activity
- V. No foreign language requirement

CRIMINAL JUSTICE

- I. Prerequisite: Admission to FIU
- II. 30 hours of core courses
- III. Methods of Criminal Justice Research must be taken before a student can take an Independent Study
- IV. Research Paper
- V. No foreign language requirement

SCHOOL OF EDUCATION	Hours of Electives	Culminating Activities	Comments
A. General Professional Education, Adult Education, Ed Admin			
Elem Sch Admin & Supervn (MS)	4-6	Supv Fld Exp	
Sec Sch Admin & Supervn (MS)	4-6	Supv Fld Exp	
Gen Sch Admin & Supervn (MS)	0	Supv Fld Exp	
Adult Admin & Supervn (MS)	5-9		
Adult Curriculum & Instruc (MS)	9		
B. Childhood Education			
Elem Ed Grades 1-6 (BS)	15	Stu Teachg	
Ele Ed (MS)	9		
Early Childhood Ed (MS)	9		
Reading (MS)	4		
C. Psycho-Educational Services			
Mental Retardation (BS)	10		Some Fld Work
Emotional Disturb (BS)	10		Some Fld Work
Specific Learng Dis (BS)	10		Some Fld Work
Diagnostic Teachg (MS)	7-13	Prof Probm	
Counselor Ed (MS)	17-22	Supv Fld Exp	
Sch Psychology (MS)	11-17	Supv Fld Exp	
D. Subject Specialization			
Art Ed Gr 1-12 (BS)	0	Stu Teachg	
Music Ed Gr 1-12 (BS)	4	Stu Teachg	
Biology Ed Gr 7-12 (BS)	4	Stu Teachg	
Chemistry Ed Gr 7-12 (BS)	12-14	Stu Teachg	
English Ed Gr 7-12 (BS)	5	Stu Teachg	
History Ed Gr 7-12 (BS)	10	Stu Teachg	
Math Ed Gr 7-12 (BS)	15	Stu Teachg	
Mod Lang Ed Gr 7-12 (BS)	5	Stu Teachg	
Physics Ed Gr 7-12 (BS)	9	Stu Teachg	
Social Stu Ed Gr 7-12 (BS)	20	Stu Teachg	

SCHOOL OF EDUCATION	Hours of Electives	Culminating Activities	Comments
Subject Specialization Cont'd			
Art Education (MS)	8		
English Ed (MS)	9		
Mathematics Ed (MS)	9		
Science Ed (MS)	9		
Social Studies Ed (MS)	9		
Health Ed Gr 7-12 (BS)	0	Stu Teachg	
Physical Ed Gr 1-12	10	Stu Teachg	
Parks & Recreation (BS)	20-35	Internship	Moved out of Div
Health Education (MS)	8		
Parks & Recreation Admin (MS)	14		Moved out of Div
Physical Education (MS)	1-5		
E. Vocational Education			
Voc Home Econo Ed (BS)	5	Stu Teachg	
Ind Arts Ed (BS)	0	Stu Teachg	
Postsecond Tech Ed (BS)	10	Stu Teachg	
Voc Indust Ed (BS)	10	Stu Teachg	
Rank III Voc Tech Cert Ed			30 1/4 hrs Cert
Rank II Voc Tech Cert Ed			50 1/4 hrs Cert
Business Ed (BS)	10	Stu Teachg	
Health Occupations Ed (BS)	25	Stu Teachg	
Voc Home Econo (MS)	4-9		
Tech Ed (MS)	8-10		
Indust Arts Ed (MS)	5-10		
Admin & Supervn Voc Ed (MS)	5	Supv Fld Exp	
Voc Teachr of Handicap	10	Practicum if needed	30 1/4 hrs Cert

NOTE:
All programs have a defined sequence.

SCHOOL OF TECHNOLOGY	Non-Department Electives	Defined Sequence	Required Thesis, Internship, etc
Communications	10-20	Implied	Yes
Medical Technology	Less than 10+	Yes	Yes
Engineering Technology	Less than 10+	Implied	No
Home Economics	10-20	No	Yes
Dietetics & Nutrition	Less than 10	Implied	Yes
Occupational Therapy	Less than 10	Yes	Yes
Industrial Systems *	More than 25	No	No
Construction Management *	Less than 10	Implied	No
Physical Therapy *	Less than 10+	Yes	Yes

+ Specified non-departmental courses are required but not electives

* Information summarized from catalog

APPENDIX D

Sample Programs in
Arts and Sciences

Distribution of Hours in Typical
Student Program by Major

<u>Department</u>	<u>Average Hours Taken at FIU</u>	<u>Average Hours Taken in Major</u>	<u>Hours Required for Major</u>	<u>Average Hours Taken Outside Major</u>
Biological Sciences	84.50	43.40	58	41.10
Economics	76.62	46.88	45-60	29.75
English	87.85	43.57	45	44.29
History	85.88	43.50	45	42.38
International Relations	88.65	45.05	45	43.60
Mathematical Sciences	81.87	71.25	45	10.63
Computer Science	77.70	58.00	45	19.70
Modern Languages				
French	103.33	68.33	45	35.00
Spanish	84.77	55.55	45	29.22
Performing Arts				
Music	111.77	79.20	60	32.55
Theater	94.00	83.66	60	10.33
Philosophy/Religion				
Philosophy	87.14	42.57	60	44.57
Religious Studies	97.11	54.88	60	42.22
Physical Sciences				
Chemistry	95.75	48.88	BA 26 BS 61	46.88
Earth Sciences	81.70	45.99	BA 45 BS 65	35.71
Physics	107.50	75.50	55	32.00
Political Science	87.80	54.10	50	33.70
Psychology	84.72	65.50	57	19.22
Sociology/Anthropology	89.13	64.13	60	25.00
Visual Arts	89.44	73.88	65	15.55

APPENDIX E

ADJUNCTS

FALL	1972		1973		1974		1975		1976		Tamiami 1977		N.Miami 1977		Tamiami 1978		N.Miami 1978		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ARTS & SCIENCES	19	35	56	37	53	35	52	31	58	37	59	38	10	29	59	30	8	27	374	34
BUSINESS	11	20	37	25	42	28	34	21	34	21	29	18	1	3	26	13	6	20	220	20
EDUCATION	3	6	29	19	36	24	52	31	39	25	39	25	6	18	32	16	8	27	244	22
*HEALTH & SOCIAL SER	12	22	20	13	9	6	17	10	18	11	12	8	3	9	-	-	-	-	91	8
**PUBLIC AFFAIRS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	5	1	5	11	1
HOSPITALITY	3	6	6	4	3	2	1	1	2	1	2	1	-	-	1	1	-	-	18	2
TECHNOLOGY	-	-	3	2	7	5	10	6	7	4	15	9	8	23	28	14	7	23	85	8
OTHER	6	11	-	-	-	-	-	-	1	1	1	1	6	18	41	21	-	-	55	5
TOTAL	54	100	151	100	150	100	166	100	159	100	157	100	34	100	197	100	30	100	1098	100

*School was dissolved effective 9/78

**School was established 9/78

TERMINATIONS -- RESIGNATIONS

	1972/3		1973/4		1974/5		1975/6		1976/7		1977/8		<u>T O T A L</u>	
	T	R	T	R	T	R	T	R	T	R	T	R	T	R
ARTS AND SCIENCES	-	1	2	7	-	11	4	7	3	2	5	14	14	42
BUSINESS	-	1	-	9	1	3	4	8	-	8	-	7	5	36
EDUCATION	-	6	-	7	-	2	-	4	1	1	-	5	1	25
HEALTH & SOCIAL SERVICES	-	3	1	4	-	6	-	13	-	-	1	11	2	37
HOSPITALITY/HOTEL	-	-	-	-	-	-	-	1	-	1	2	-	2	2
TECHNOLOGY	-	-	-	1	1	3	-	1	-	3	-	2	1	10
T O T A L	-	11	3	28	2	25	8	34	4	15	8	39	25	152

Note: T -- Indicates TERMINATION

R -- Indicates RESIGNATION

FACULTY POSITIONS - ACADEMIC YEAR (78-79)

College of Arts & Sciences	152
School of Business & Organizational Sciences	66
School of Education	59
School of Hospitality Management	21
School of Public Affairs & Services	41
School of Technology	51.5
Drinking Water Quality Research Center	4
Nursing	6
University Outreach	4
External Degree Program	4
Library and Media (A&P)	31
Other	17

Total: 456.5 (Reduction of 10 from 1977-78)

APPENDIX F

Results of the Faculty Questionnaire Cont'd

Q 25. In your opinion, what is the extent of faculty-student interaction outside the classrooms of FIU?

1. There is a large amount of outside interaction
2. There is an average amount of outside interaction
3. There is very little outside interaction

Code	Absolute Freq	Relative Freq PCT	Adjusted Freq PCT	Cum Freq PCT
1	7	6.0	6.4	6.40
2	47	40.2	42.7	49.10
3	56	47.9	50.9	100.00

Mean 2.445, Median 2.518, Minimum 1.000, Maximum 3.000

Q 26. When out-of-class interaction among faculty-students occur, the nature of the interaction is:

1. Academically related
2. Socially related
3. Formally related to University activities
4. Other

1	54	46.2	53.5	53.50
2	19	16.2	18.8	72.30
3	21	17.9	20.8	93.10
4	7	6.0	6.9	100.00

Results of the Faculty Questionnaire pertaining to the Academic and Intellectual Development of Students.

Q 18. In general, do you feel that undergraduate courses with which you are familiar at FIU taught at an appropriate level of difficulty considering FIU's student body?

- Code 1. Almost always taught at too high a level of difficulty
 2. Frequently taught at too high a level
 3. Sometimes taught at too high a level
 4. Usually taught at the appropriate level
 5. Sometimes taught at too low a level
 6. Frequently taught at too low a level
 7. Almost always taught at too low a level

Code	Absolute Freq	Relative Freq PCT	Adjusted Freq PCT	Cum Freq PCT
1	1	.9	.9	.90
3	10	8.5	8.8	9.60
4	57	48.7	50.0	59.60
5	32	27.4	28.1	87.70
6	11	9.4	9.6	97.40
7	3	2.6	2.6	100.00
Mean	4.439	Median 4.307	Minimum 1.000	Maximum 7.000

Q 19. In general, do you feel that graduate courses with which you are familiar at FIU are taught at an appropriate level of difficulty considering FIU's student body?

Codes same as those in Q 18.

Code	Absolute Freq	Relative Freq PCT	Adjusted Freq PCT	Cum Freq PCT
1	1	.9	1.1	1.10
3	7	6.0	7.4	8.40
4	45	38.5	47.4	55.80
5	24	20.5	25.3	81.10
6	15	12.8	15.8	96.80
7	3	2.6	3.2	100.00
Mean	4.558	Median 4.378	Minimum 1.000	Maximum 7.000

Results of the Faculty Questionnaire Cont'd

Q 20. In general, do you feel that graduate courses with which you are familiar at FIU are taught at an appropriate level of difficulty in comparison with your knowledge of the average level of similar courses at other universities?

Codes and Choices same as previous questions.

Code	Absolute Freq	Relative Freq PCT	Adjusted Freq PCT	Cum Freq PCT
3	3	2.6	3.2	3.20
4	38	32.5	40.0	43.20
5	29	24.8	30.5	73.70
6	16	13.7	16.8	90.50
7	9	7.7	9.5	100.00

Mean 4.895, Median 4.724, Minimum 3.000, Maximum 7.000

Q 21. In general, do you feel that undergraduate courses with which you are familiar at FIU are taught at an appropriate level of difficulty in comparison with your knowledge of the average level of similar courses at other universities?

Codes and Choices same as previous questions.

3	4	3.4	3.6	3.60
4	37	31.6	33.0	36.60
5	44	37.6	39.3	75.90
6	16	13.7	14.3	90.20
7	11	9.4	9.8	100.00

Mean 4.937, Median 4.841, Minimum 3.000, Maximum 7.000

Q 24. Do any specific groups of students present you with special classroom problems?

Code 1-Yes, Code 2-No

1	63	53.8	60.6	60.60
2	41	35.0	39.4	100.00

Mean 1.394, Median 1.325, Minimum 1.000, Maximum 2.000

Open-ended Question # 24.

Do any specific groups of students present you with special classroom problems? Yes or No. If Yes, identify serious problems and suggest methods for handling these problems. Suggested methods are in parentheses.

RESPONSES:

-----Library, Tamiami

Some international students do not know English well enough and need one-to-one hand feeding of material. (More staff to provide intensive aid to such students)

-----Public Affairs, Tamiami

Writing, poor conceptual background (articulation, four-year university)

Black students and Latin students very often have writing and reading problems (pre-test for admissions and pre-reg courses)

-----Technology, Tamiami

Cannot read and write, very limited vocabularies (nothing much by the time they get here except required remediation)

Lack of preparation in English, Math, Sciences (entrance exam within department)

Language, illiteracy (English entrance exam for all students composition and grammar)

Students with either a language or culture barrier (getting the students to take advantage of assistance available)

Cheating, international students with a different cultural background (make a strong policy backed by the administration who up to now ignore this problem by turning their backs by withdrawing support from faculty)

-----Hospitality Management, Tamiami

Reading, English (it's obvious)

-----Business, Tamiami

Poor study habits, little or no homework, inability to read and write, take examinations, use library, do research papers, communicate in English (establish a lower division of 5,000 or so students. Place less emphasis (by administration) on numbers of students and more on quality, which seems to be happening)

-----Business Continued

Not prepared properly at lower levels (four-year university)

Patently unprepared international and minority (predominantly black) students. How much allowance should be made? Any allowance? (Four-year institution)

Those who think class enrollment alone entitles them to a "high" grade. (raise admission standards)

Language facility of international students. The problem is in the impotence of the other anglo students. (no suggestion)

No problems, but recommend mandatory math and writing labs for students with difficulties.

Poor math background (no suggestions)

-----Education, Tamiami

Can't read at a level appropriate for course they are taking. Don't have enough command of English to function adequately. (remove students from these courses and give them basic skills work)

Rank III "special students" mixed in with program students. (separate sections of offerings but it would probably not generate enough FTE for two classes)

Classrooms where special kinds of lab equipment is essential for teacher preparation. (secure adequate OCO funds to equip labs, also need space)

Minority students who refuse to accept failure grades without suggesting they are being unfairly discriminated against. (articulation between minority affairs and faculty, the need to set standards and mutually support quality)

Students with poor communication skills (remedial course work before program course, higher standards, lower division)

Poor writing skills (labs)

Lack of appropriate reading and writing skills (appropriate screening procedures, tutorial assistance)

Special methods classroom totally inadequate (redesign some classrooms so that they become teaching labs)

Black students, writing and reading (remediation prior to entering FIU classes)

-----Education Continued

Students pursuing a degree for the sake of a credential (better advisement, counseling, more time to build better relationship with students)

Students attending FIU part-time who work full-time jobs and do not want to do course assignments, they need courses for certification but feel imposed upon if required to do any work, (no recommendation)

Poor foundation in some courses at MDCC. Many students not committed to studying, learning and education. (make FIU a four-year institution and more strict entrance/exit requirements)

Basic skills ability (raise admission standards/required non-credit basic skills development program)

Sometimes international students understand the material but have difficulty articulating their ideas and expressing their thoughts in writing. (no recommendation)

Some athletes have been abused by educational programs that have provided them with a "free ride" and now many are ill-equipped to cope with upper division work. (have entrance tests; providing remedial opportunities for the serious student, require departmental "graduation" exams that would assess the student's competency and the adequacy of instructions)

-----Arts & Sciences, Tamiami

Language, bad earlier academic training, not taught to think (more ESL courses, four-year programs, admissions requirements)

Poorly prepared, lazy, dull, non-intellectual (admit upper 25%, be firm, be uncompromising)

Lack of ability to take exam and to do analytic work in any detail (more rigorous training at lower division level)

Those who are unwilling or unable to spend a lot of time in the library or working at home (a university-wide grading curve, vigorously enforced-with due allowances for special differences in courses)

Writing skills of adult Cubans (special sessions ESL with credit)

Poor basic learning skills and lack of willingness to really earn degrees (tighter admission standards and strengthening our move to a four-year school)

Unmotivated and poorly trained (raise admission standards)

Arts & Sciences Continued

International students often cannot communicate, both orally and in writing, in English (no recommendation)

Unprepared, criminal justice, people too sleepy to stay awake in class (no recommendation)

Inability to read and write at Junior level (remediation during first two years, rewarding good faculty with money)

Students with reading and writing difficulty (intensive developmental education programs)

Latin students have poor command of written English (no recommendation)

Illiteracy mainly, not allocating time for homework secondarily (simply do what accounting and only accounting has had the courage to do, and they won big--raise standards, take the heat, and earn reputation for quality)

Ill-prepared students from MDCC (we should prepare our own juniors and sophomores and require that CC improve their programs)

Illiterate, dominant speakers who have nothing to contribute (no recommendation)

Some mature Cuban women with poor motivation--a diploma with no work or learning (better counseling, more strict admission)

Students who have been led to believe that they are adequately prepared for college-level work. Students from Schools of Education and Technology who are not prepared or willing to do minimal amount of work required for an easy survey course. Students need to be aware of the fact that they are not automatically entitled to a BA or BS by merely paying for credit. (no recommendation)

Poor preparation in lower division courses and especially math skills (four-year FIU; placement exams with remedial work advised for inadequately prepared; better articulation, working with MDCC to improve standards)

Inability to read and write, sometimes to speak and listen to English. Abysmal lack of math sophistication. (make FIU a four-year university, higher entrance requirements for transfer students, teach lower-level courses for deficient students)

Can't write coherent, grammatical prose, math grossly under-prepared (upgrade C.C. and secondary school requirements, make FIU four-year institution)

Anglo students who do not know their language (basic English grammar and spelling courses should be required of all students)

-----Arts & Sciences, North Miami

International students who have language problems (special courses at North Miami)

English composition of international students (upgrade ESL program)

Inability to read and write (four-year university)

Non-majors taking math science courses (math anxiety labs or counseling -analytic)

Taking too many courses for time available when also working. Students with reading and writing problems. (better counseling, students working full-time should take one (at most 2) courses. Non-credit reading and writing labs and courses to bring students up to college level.)

-----Arts & Sciences, North Miami

International students who have language problems (special courses at North Miami)

English composition of international students (upgrade ESL program)

Inability to read and write (four-year university)

Non-majors taking math science courses (math anxiety labs or counseling -analytic)

Taking too many courses for time available when also working.
Students with reading and writing problems. (better counseling, students working full-time should take one (at most 2) courses. Non-credit reading and writing labs and courses to bring students up to college level.)

APPENDIX G

ACADEMIC & INTELLECTUAL DEVELOPMENT SYMPOSIUM - May 3, 1979

Neil Crispo, BCC
Elizabeth Grade, BCC
George Vanover, Ed
Susan Himburg, Diet
Jane McHenry, Santa Cruz
Susan Weiss, Lib
Margaret Tripp, Lib
Esther Gonzalez, Lib

Don Wallace, Tech
H. Rodriguez
Adrian Libermann, Student
Robin, Student
Esther, Student
Francena Thomas
Brian Peterson

Inputs for Self-Study:

- Tikofsky: Students lack preparation in broad culture. Students also lack knowledge of famous authors and works of literature. Students have very narrow focus on occupation. Need educated, literate people.
- Crispo: General Education requirements have been broadened so they study movies instead of literature.
- Tikofsky: Minimum standards are of concern now instead of maximum standards. There is not enough challenge, they do not know how to use the library.
- Robin: Professors don't challenge students. Professors should require more outside reading, all they do is lecture--it makes classes boring.
- Menendez: Students need spark from professors but students not fully prepared.
- Crispo: Broward County high schools train students intensively; students feigning ignorance, classes are too large, professors can't require papers, and students drop rigorous courses.
- Tikofsky: Heterogeneous students population, some students have reading difficulties.
- Montiel: We need more prerequisites.
- Thomas: Even at Yale, Freshmen have poor writing and linguistic skills, so that they need a basic skills course. We need a basic skills course for our Freshmen.
- Montiel: Do students have basic skills? Are our courses taught at a university level?
- Adrian: Many of our students have been away from education for a long time and need to be refreshed. Students have language problems.
- Himburg: We need entry level courses for UD students.
- Crispo: We must give the college credit for developmental courses. These courses must maintain college level in terms of abstractions.

Tikofsky: We need to maintain high standards for all students whether they work or go to school full-time. Grading standards have declined, students lack hunger for learning.

Thomas: Students have a wealth of experiences. Students are not able to tolerate long, boring lectures.

Tikofsky: We should not try to be relevant--need boring work.

Crispo: Students exposed to a lot, but don't know a lot. Students are not able to analyze, dig hole to plant for ecology.

Peterson: We need to make no presumption of prior learning. Need to provide books and lectures that students can relate to.

Thomas: Teachers teach where they are comfortable, not where students are at. Professors don't let students ask questions in a lecture.

Tikofsky: FIU administration doesn't support rigor, there is a high dropout rate.

Peterson: Faculty fear student evaluations and low productivity in courses, therefore lower standards on grading.

Tikofsky: There are too many multiple choice tests and too many "A" and "B" grades.

Crispo: Two-thirds of high school population going to college

Fauntroy: What effect is poor food, television, drugs having on students and their desire to learn?

Tikofsky: This is a real problem, food additives hurting memory, retention, etc., not central for vast numbers of students. Can't attribute problems mainly to television, television is background noise. Brain damage can result from drug usage.

Himburg: Can't prove that eating breakfast helps students in school.

Robin: FIU needs to raise standards of admission. FIU should not accept students with 2.0 GPA.

Tikofsky: Not everyone can go to a university.

Thomas: What is the purpose of a university? Not everyone going to college has shown interest by getting CC degree, we fail to serve community.

Cuervo: We should do the best we can with those students that get in. The more people we educate the better the society will be.

Tikofsky: Many people have aspirations but not ability.

Peterson: Need intensive basic skills program, 6-8 hours a day.

Crispo: CC's "cooling-out" students, letting them learn slowly, that they can't perform at College level.

Peterson: Need more attention to teaching, peer evaluation important, not just student evaluation.

Tikofsky. Highly qualified faculty brought in, but need graduate programs to keep these people.

Thomas. Need some program to teach professors how to teach, assistance without stigma.