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"APPLIED VALUES"
AND ITS PERCEPTIONS AT
PAUL D. CAMP COMMUNITY COLLEGE

By

J. Michael Forrest

A Research Paper submitted to the Faculty of the School of Education
Old Dominion University in partial fulfillment of the requirements for
the degree of

MASTER OF SCIENCE IN SECONDARY EDUCATION

in

Vocation and Technical Education

ACKNOWLEDGMENTS

Initially the author of this study had no intentions of making any acknowledgments. But after carefully reflecting those events that led to the eventual conclusion of this study, it is imperative that I do so.

A special thanks goes to Dr. David Joyner of Old Dominion University for his unending patience and for being my constant source of inspiration. Without his assistance, this study would have been impossible.

A heartfelt appreciation is to be acknowledged to the author's wife and children who made the greatest sacrifice.

To all that assisted in this study especially JoAnne Russell who help to make this study possible through the typing of the study, the author extends a fervent and sincere "thank you."

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Chapter 1

INTRODUCTION

At the junior and community colleges, as well as at humanities' conferences throughout the nation, a great deal of dialogue is focused upon the need for value-oriented or humanistic education for students who are products of a vocational-technical curriculum. Traditionally, the thrust of two-year colleges has been to provide the student with a "marketable skill" and hence quick access to the world of work. Such goal-oriented education has limited humanistic education for two reasons: (1) A primary objective of vocational-technical education is to train students in a short period of time to be competent in vocational skills; traditionaly courses in the humanities, therefore, have been perceived as insignificant by both vocational-technical educators and their students and as being a hindrance to the swift completion of program requirements. (Why does a future machinist or welder need to read Chaucer in Middle-English?) (2) Moreover, the humanist, who has traditionally been designated as the expert in the teaching of values, has found it difficult to redefine his or her discipline to be appealing to the vocational-technical instructors and students.

The declining enrollments in the humanities, the need for practicing technologist to be able to make informed decisions have intensified the need for developing courses in "Applied Values" for occupational-technical students.

Efforts have intensified the need for administration, faculty and advisory committees to review occupational-technical curricula as

a major emphasis in meeting community needs and humanities as sources of value in these same programs. Each of these areas are presented in the paragraphs which follow and their relationship to the problem area is described.

THE PROBLEM AREA

Career Education: The Major Emphasis in the Community College

The humanities are virtually always offered as discrete courses and these courses are embedded in liberal arts transfer programs, hence not often taken by students in occupational programs. Information gathered by the Center for the Study of Community Colleges in a National Endowment for the Humanities sponsored survey indicated that instructors have mixed opinions about that. They are aware of the need for career programs: 38 percent agree with the statement "career education and occupational training should be the major emphasis in today's community college" (Cohen and Brawer, 1077). Yet although 70 percent said that, "teaching the humanities to students in occupational and remedial programs is different from teaching transfer students," 53 percent affirmed that, "the same humanities courses should be given to humanities and non-humanities students (such as occupational students)."

Although a strong argument can be made against the vocational movement on the part of employers, students and colleges, we can expect no immediate change in this trend. Some reduction of this emphasis by the mid 1980 can be expected as smaller numbers of college students contribute to improved labor market conditions; but fewer graduates--the very condition that should improve the labor market--will have forced many colleges to alter their program offerings in ways designed to

attract more students, probably in a vocational direction. The humanities seem destined to be under continuing pressure from these forces for several more years. (Breneman, David W., 4)

The nation's community colleges have been the fastest growing part of higher education in recent years, and some observers expect that trend to continue in the 1980s through service to adult, part-time students enrolled in both credit and non-credit courses. The vocational emphasis of the last decade has been particularly strong in the community college, and offers little responsiveness to the needs and wishes of the community. If people want technical training uncluttered with general education, that is what they get.

In summary, even though many humanities' faculty acknowledge the increasing role of occupational programs and believe that vocational students should be required to take humanities' courses. They do not know quite how to bring the humanities to these students other than to have the students enroll in the regular humanities courses.

Non-Traditional: Humanities as a Source of Value

At their best, the humanities are a source of values, of useful skills, and of the knowledge and understanding that are essential to a satisfying life. They are perceived as a source of fundamental human skills much needed in a technological society. These skills referred to are of writing and analysis, of the application of logic and reason, of the possession of an historical sense, of cultural awareness, and of ability with other languages. (Breneman, David W., 4)

Prior attempts to bring the humanities to bear upon the vocational-technical students have consistently met with failure. Failure may be

attributed to traditional courses in the humanities, they have been perceived as irrelevant by both vocational-technical instructors and students and as a hinderance to the quick completion of the certificate being persued.

One approach not widely practiced is the insertion of portions of humanities into technical courses. Some occupational instructors may ask that special courses be developed just for their students (Kroeger and Brace, 22); but in most applications that is difficult to affect. Short segments of courses with especially designed content are most feasible. The teachers of auto mechanics will not send their students to a philosophy course but they might appreciate the philosophy instructor's preparing a course module on "Business Ethics," and "The Aesthetics of Design" could be presented to students in an electronics technology program by a teacher of art.

While the trend is to revive the humanities, little has been done to develop courses that will be both appealing and practical in nature for the non-traditional student in the community college; and while the initiation of courses in "values" is essential, few have been incorporated into occupational-technical curricula. This study focuses directly on the usefulness of ethic courses in "Applied Values." It seeks to aid the knowledge void in this area by collecting and analyzing the perceptions of students that have taken such a course at Paul D. Camp Community College as well as the designers of this course. Finally, an effort will be made to determine what problems were encountered by other colleges and what solutions were used for these problems, but also if the problems are similar or if each college encountered totally different problems.

RESEARCH QUESTIONS

This study sought to identify perceptions of students that have taken a previous ethics course in "values," likewise, an investigation of problems encountered prior to the commencement and upon the conclusion of such a course. Research questions central to the study were:

1. What aesthetic worth does such a program serve to occupational-technical students?

2. Does having a technologist as a member of the team of teachers (humanist) relieve non-traditional student anxieties in "Applied Ethics" courses?

ASSUMPTIONS

This study was based on the following assumptions:

1. Occupational-technical programs do not incorporate the traditional humanity courses into the curricula.

2. There exist meaningful communication gaps between humanist and technologist.

3. Humanist, genuine interest, are concerned about personal employment perservation.

4. Students used in this study are enrolled into curricula which will not transfer to other institutions of higher education.

LIMITATIONS OF STUDY

The following limitations were applicable to this study:

1. This study was limited to non-traditional students at Paul D. Camp Community College.

2. This study was restricted to innovative courses in ethics for occupational-technical students in "Applied Ethics."

DEFINITIONS OF TERMS

In order to clearify the meaning of terms associated with this study, the following definitions are provided:

1. value - that which is worthy of esteem for its own sake. Intrinsic worth quality of contribution to life.

2. discrete - not connected with others; distinct.

3. module - an instructional package.

4. vocational education - that part of the total program of education which deals with preparation, including vocational guidance and counseling, exploration, and training for careers below the professional level.

5. affective - that aspect of human beings which involves emotions and feelings.

6. ethics - meaning character. In this study "ethics" is used interchangeably with "morality."

7. non-traditional student - non-college transfer student in pursuit of certificate in one of the occupational-technical programs, normally not a high school graduate.

8. humanities - the quality of being human, humane, kind. In education--the fields of learning including the arts, history, literature and philosophy.

PREVIEW

Chapter 1 has stated the nature and scope of the study. The remaining chapters will establish the background of the study, outline procedures used to carry out the study, and report research findings. Chapter 2 contains a review of related literature while Chapter 3 delineates the procedures of the investigation, the research instruments used, and research objectives. Chapter 4 reports and discusses the data gathered, and Chapter 5 summarizes the investigation, states general conclusions, and suggests implications for further research.

Chapter 2

REVIEW OF LITERATURE

Literature related to the design and teachings of "systematic analysis" within the community college was reviewed in order to determine the background and importance of introducing a course such as "Applied Values" to occupational-technical students. A review of related courses was made to determine not only what problems were encountered and what solutions were used for these problems, but also if the problems are similiar in all colleges or if each college encountered totally different problems.

The literature review is divided into three areas: (1) enrollment trends in the community college and (2) the humanist and his responsibilities to occupational-technical students, (3) model programs in values education. The sections which follow describe those aspects of recent work done which relate to a need for newly developed courses in values education.

LITERATURE RELATED TO ENROLLMENT TRENDS

The literature related to enrollment trends for the community college shows a growth of occupational-technical programs as being its most distinguishing characteristic.

In a NEH (National Endowment for the Humanities) supported study of humanities curricula at two-year colleges, the Center for the Study of Community Colleges compared enrollment at 178 two-year colleges nationwide in Spring 1975 and Spring 1977. While total college enrollment had

increased almost 8 percent, total humanities enrollment had declined almost 4 percent. According to a study conducted by the American Association of Community and Junior Colleges, the number of students enrolled in occupational programs increased from 13 percent in 1965 to 50 percent in 1976. (Koltai, Leslie G., 35)

A recent survey conducted by the college textbook industry indicates that 70 percent of today's undergraduates--many more than in previous years--see career preparation as the main reason for going to college. (Koltai, Leslie G., 36)

There is no doubt whatsoever that today's students are more professional-oriented than those here-to-fore, possibly due to the current economic market. They have an immediate concern for the acquisition of marketable skills. This development, quite obviously, has serious implications for the liberal arts, particularly the humanities.

LITERATURE RELATED TO BELIEFS OF THE HUMANIST AS THEY RELATE TO OCCUPATIONAL-TECHNICAL STUDENTS

Even though many humanities' faculties acknowledge the increasing role of occupational programs and believe that vocational students should be required to take humanities courses. They do not know quite how to bring the humanities to these students other than to have the students enroll in the regular humanities courses.

Technology is changing at an ever-increasing pace. Never before have so many compelling technological problems occupied positions of promience in man's system of values. To some, engineering and technology are the two most important professional occupations, because those who select them will shape the destiny of civilizations yet unborn.

As technology becomes more and more pervasive, it becomes increasingly difficult for non-technical man to make informed decisions, because he neither understands nor can he forecast future implications of technology. These are challenges and opportunities that only technology can offer, however, the emergence of new processes, designs, and systems require the utilization of consciousness and a realization of the moral, and the ethical responsibilities. (Metz, Daniel and Klein, Richard E., 20)

Humanist in the community colleges are beginning to realize that a vocational-technical student should be treated as an individual with needs and potential beyond the merely economic, and they have an obligation to him or her that extends beyond equipping the student to be able to obtain and hold a job.

Any individual, inevitably, makes distinctions between moral and non-moral problems according to whatever value system he or she holds. (Faison, L., Forrest, J. M., Pyle, G., White, G. and Remy, D., 60)

Planners of such programs are attempting to design courses that will encourage students to realize that he or she often makes the distinctions and resolves the problems on the basis of unarticulated assumptions. Likewise, they want their students to become aware of, to examine these assupmtions and consequently to deal with ethical matters more consistently.

The growth of the institutions, while steadily reflecting an increase in students taking vocational-technical courses, is conversely reflecting a decrease in students enrolling in humanities courses. The researcher recently paid a visit to Hinds Junior College in Hinds County, Mississippi, where while talking to faculty members there, found that they are concerned not only about the continual disminishing enrollments

in their disciplines, but also about vocational and technical students who are not benefitting from exposure to the humanities. It is this faculty's contention that the auto mechanic at Hinds Junior College is being well trained to learn how to make a living, but no systematic attempt is being made to help him learn how to live. Unfortunately, few examples exist of integrated approaches to values education in the junior and community college field.

LITERATURE RELATED TO MODEL PROGRAMS IN VALUES EDUCATION

As has been demonstrated elsewhere, courses which simply cater to transfer students may not be appropriate for occupational or non-continuing students. In order to meet their needs, the Los Angeles Community College District three years ago received a grant from the National Endowment for the Humanities curriculum. The initial support allowed the district to select nine faculty members from its eight campuses to form a planning committee. The instructors were drawn from a variety of disciplines within the general humanities field, including art, music, history, English, philosophy, theater arts, and technology.

The committee met throughout the academic year 1972-1973, during which "Man and His World: Technology and the Humanities" emerged as the first-semester course. This course was followed by "Man and His World: The Creative Process." (Stack, Shannon C., 43)

These two courses are topical or modular in structure, rather than traditionally chronological. Although their content was developed by an interdisciplinary team they were designed to be taught by a single classroom instructor. Each course evokes a great deal of student

participation and utilizes projects that draw on both verbal and non-verbal skills.

The first-semester course is described in the catalog in the following words:

> "The purpose is to involve the student in a study of the urban environment and society. The approach of the course is interdisciplinary, involving such fields as art, music, literature, drama, philosophy, technology and history. The emphasis is on exploring the interaction between the individual and society as well as the interrelationships among the humanities and technology."

This course examines the link that have historically existed between technology and the arts. As students explore their own cultural environment in order to discover a technical innovation that has also found a place within the arts--such as the laser beam and acrylic paints--the old barriers separating these arenas are said to be disappearing.

In studying modern industrial society, students discover the connections between its social and cultural features as well as the historical evolution that produced it. The students are given background materials on urban development throughout history and the industrial revolution of the nineteenth century.

Students also participate in creative exercises. "The Musical Response," for example, lets them explore their emotional reactions to a variety of musical styles and moods by creating a group poem. This exercise, which has proven extremely successful with people who have had little or no previous experience with poetic creation, has tended to make students more interested in further exploring poetic form and usage.

Another musical exercise has proven so successful that it has been incorporated into several other humanities courses. "The Musical Textures," as it is called, allows students within a single class period

to survey the history of various types of texture in music. Students are given definitions and examples of monophonic, polyphonic, homophonic, atonal, and electronic styles. After completing the exercise, students are able to achieve scores of 80 percent or better on tests using a random sampling of musical textures. (Stack, Shannon C., 45)

In keeping with the course theme, several units survey technology in relation to the theatre, art, and literature. The unit on the theatre draws on the Drottningholm Theatre of Sweden, which still utilizes its original seventeenth-century scenery. The unit moves from the purely technical side of theatrical production to the dramatic presentation of plays. Students are also encouraged to attend a live performance and are taken on a field trip to go behind the scenes of a modern theatre. Thus, the theatre is made a part of the student's own experience.

In the literary unit, students explore such forms as the gothic novel, fantasy writing, and science fiction to see how they employ technical knowledge. The art unit emphasizes the links between technology and the broader field of aesthetics.

Besides this coverage of the more generally accepted aspects of the humanities, the course also makes use of another organizational pattern. At first, it is centered on a general cultural awareness of society as a whole; then it moves to an area of immediate personal concern, to students, their own neighborhoods, and finally the individual's home surroundings. Such awareness gives the student a feeling of accomplishment as he recognizes the relationship between technology and artistic expression.

The second-semester course, "Man and His World: The Creative Process," is described in the catalog as follows:

> "The course will survey man's creativity as expressed in myths and dreams and explore his works of art and literature. The approach ....interdisciplinary, involving...the following disciplines: art, music, literature, psychology, drams, philosophy, and history."

This course investigates man as creator, sometimes exploring and examining his products. For the most part it emphasizes the methods and processes of creation itself and the meaning of creativity.

Both courses use numerous audio-visual materials (many having been developed for them) which illustrate discussion topics in a way that is meaningful to a very visually oriented generation of students.

One of the most thoroughly enjoyable projects which students have undertaken is part of a unit on man and his masks. This unit deals with the meaning man has given to masks throughout history. The materials provided show masks as ritual objects, such as theatrical costumes, and artistic creations. The subject of man's duality, especially in perception and conception, is illustrated with literary works. (Stack, 44)

Another program of resemblence is perhaps that of Hinds Junior College located in Hinds County, Mississippi, just outside of the City of Jackson. There, just as other colleges, a great deal of dialogue has focused upon the need for value-oriented or humanistic education for students who are products of a vocational-technical curriculum.

Realizing such a need, a sociologist, two literature teachers, and an electronics technology instructor developed the course, "Technology and Human Values." This course incorporates the following values as identified, "being most needed by the purely career-oriented student": (1) flexibility, (2) dependability, (3) honesty, (4) sensitivity, (5) character, and (6) pride.

An example of one unit, "Flexibility," is outlined below:

> Flexibility is the theme of the first of the six values of "Technology and Human Values" intended to introduce the technical or vocational student to the humanities and the humanistic approach to learning and living. This unit focuses on change in the broadest sense and seeks to develop an openness to change in the student. More specifically, this unit treats three (3) categories of change (openness to schedule, policy, procedural, and societal changes in working conditions) and attempts to demonstrate through materials drawn from the disciplines of literature, sociology, and psychology, and from contemporary media the pervasive nature of change and its impact on the individual. These materials include fiction, essays, case studies, journal articles, music, film, government documents, and popular culture.

Having had the opportunity to visit this school and to have had the opportunity of interviewing the faculty, the researcher feels that the planning group tends to see values in prudential as well as ethical terms, so the focus blurs. "Flexibility" in a changing job market, for instance, seems to be presented as a prudential value.

Further, there were other problems which needed to be resolved if this program is to be successful. These problems are discussed briefly below:

1. There apparently was a scheduling program due to technical and vocational programs being split time-wise as there was a conflict between credit hours and clock hour basis.

2. The division chairperson elected the people from their respective divisions, as a result of this action, many of the occupational-technical faculty had no knowledge of this program being planned and felt remorse in the idea of their students being included in this course.

In recent months the humanities and technical faculties at Paul D. Camp Community College in Franklin, Virginia, have planned a

course with the objective of introducing non-transfer, vocational-technical students to "systematic ethical analysis."

The planners began with the conviction that a vocational-technical student should be treated as an individual with needs and potential beyond the merely economic, and that they have an obligation to him or her that transcends equipping the student to obtain and hold a job.

Any individual, inevitably, makes distinctions between moral and non-moral problems according to whatever value system he or she holds.

The object is neither to indoctrinate in a specific ethical theory nor to prescribe solutions to particular problems. At the same time, a purely descriptive approach, such as would be found in a social science course, is not the aim as with the Hinds Junior College project.

Rather, this course sought to introduce the student to the basis for the distinction between moral and non-moral responsibility and to selected problems in the solution of which the theories can be applied.

Students were, therefore, led to examine certain moral problems and dilemmas, applying alternative ethical theories in an effort to achieve the mutually satisfactory resolution. Where no group resolution is achieved, the theorethical basis of disagreement is exposed.

Each student is required to adopt a specific theory, apply it consistently and evaluate its adequacy to resolve satisfactorily a wide spectrum of problems.

It is unlikely that any single theory will resolve all problems to the complete satisfaction of any individual. However, if students become aware of various theoretical approaches to moral problems, and of

the strengths and drawbacks of each, there is hope that a more reasonable and less emotional process of evaluation will provide more consistent resolutions.

The industrial application of the course is immediately apparent. Conflicts arise within groups over moral judgments, not only concerning which two moral alternatives "ought" to be followed, but even as to whether a moral/ethical problem exists.

Resolution of these individual inconsistencies and group conflicts are often elusive. Progress, however, can be made when unconscious assumptions are exposed for examination. Then, differences over the moral or non-moral character of the situation are resolved fairly quickly.

The students envisioned by the technologists planning this course are drawn from a pool characterized by low traditional academic skills, literacy in particular. They thus commonly have scant interest in humanistic studies and little previous experience in the conscious application of general principles to concrete situations.

Above all, these students are presumed to be highly pragmatic and vocationalist in their approach to the course.

The character of the typical student has guided the faculty team in its planning.

In the first place, no competency in composition and little in reading are assumed or required. To do so would threaten these students at the outset, and hence alienate them. The course will accordingly be conducted almost wholly orally, even with respect to evaluation.

Finally, the pragmatic orientation of the students demands that the problems discussed must be demonstrably relevant to their personal and vocational concerns.

In order to stress the relationship of humanistic and technological concerns, the course will be taught by a team drawn from humanistic and technological departments.

Thus the elimination of interests implies by institutional structures is transcended, and the interaction of the humanists and technologists visibly reinforces for the student the principle underlying the course.

The course outline is organized in terms of four broad classes of problems: (1) those of industrial relations, (2) of marriage and family, (3) of human sexuality and (4) of personal honesty.

Because of the nature of the target group, the evaluation of student performance is entirely oral, and the final grade will be either pass or fail.

Each unit will be introduced by soliciting student responses to the problem under discussion. Inconsistencies and differences of viewpoint are noted.

Later, in the small group discussion, one faculty member is present with each group. As the course progresses, this person will be less a discussion prompter and more of an observer. In particular, he or she looks for growing consistency in the application of a single theory by each student.

It is stressed that this does not mean that each student is to adopt the same theory of his choice to a variety of problems.

The competencies on which the student is evaluated are:

1. The ability to distinguish a moral from a prudential dilemma.
2. The ability to articulate an ethical theory.

3. The ability to apply this ethical theory consistently to a diversity of ethical questions.

Basing evaluation on the observations of the several instructors is obviously fraught with subjectivity. This is a problem which planners recognize as inevitable in humanistic studies, and especially so in this case.

In order to provide checks and balances against rampant subjectivity, the team does careful preparation for discussions, reaching a consensus on competencies and standards to be applied. They will also rotate among the groups from time to time.

Hence, several discussions may also be observed by the entire team with reactions compared to improve consistency of evaluation. (Forrest, J. M., Faison, L., White, G., Pyle, G. and Remy, D., 63)

Santa Fe Community College (Gainsville, Florida) requires all students to take a course called the "Individual in a Changing Environment." This is a course in introspection, with the experience of the student serving as subject matter. The student examines his values, attitudes, beliefs, and abilities and has an opportunity to evaluate how these and other factors affect the quality of his relationships with others. In addition, he examines the social mileu as it relates to his development and hopefully broadens and deepens a developing philosophy of life. (Tollefson, 73)

Though similar techniques have been used for a number of years in human relations training laboratories, the fact that the course is required and that the method is utilized with community college freshmen is an unusal combination.

Students write reaction papers indicating how they feel about some subject--another student, the instructor, the class, home or other personal concerns, and experience. They have community service and development projects. They also make unsigned evaluations of the class from time to time. The course is very open ended, with students essentially setting their own objectives and seeking their own goals.

This course is taught by counselors and is closely related to the counseling program, with many students in these classes also utilizing individual counseling help.

These experimental efforts, in addition to many other articles and research projects which were reviewed but not reported in this section, were used to establish a basis for research questions. There are few projects of this nature, therefore information is not necessarily common place. This study seeks not to serve as an ideal model, but rather to seek both good and bad points of projects for which the author has familiarity with.

SUMMARY

This chapter has presented a review of the literature and projects currently being conducted that the author has general, yet geniune interest in. On the basis of the limited research found on this topic, some pertinent questions remain to be answered and where possible, implementation of answers into program is warranted. They are:

1. What was most worthwhile about the course?
2. What was least liked about the course?
3. How can the course be improved?
4. Does having more than one teacher for a course seem to be a good idea?

Chapter 3

METHODS AND PROCEDURES

Chapters 1 and 2 have presented the nature and the scope of the study and a review of related literature. In Chapter 3 of this study, the methods necessary to carry out the research study are considered.

POPULATION

Much consideration was given to the possibility of making a study based on a random sample of the population of the two classes offered at Paul D. Camp Community College of "Applied Values." However, in the best interest of alleviating the complexities of stratifying the sample to make it as representative of the population as possible, the decision was made not to do so.

Due to the size of the class, it was apparently feasible to utilize the entire population for study. However, a comparative study of the only two classes having completed the course was not desirable. A comparative study would have been negatively skewed, due to the last offering of the course lacking in cohesion, organization, and being conducted with a great deal of experimentation--with course materials to be used for future classes.

Hence the population in this study consisted of those students that enrolled in the HUMN 156 class "Applied Values," at Paul D. Camp Community College. A list of the students participating in this study was acquired from the Data Processing Center of the Virginia Community College System and its computer.

INSTRUMENT DEVELOPMENT

A number of statements were composed by the researcher concerning the benefits of teaching "Applied Ethics" to non-traditional students. Additionally, statements were composed to solicit various responses of the academic advisors for those students defined as the population. Composition of these questions was based upon the review of literature, the researcher's personal experiences, and informal interviews with faculty members at Hinds Junior College and colleagues of the researcher that teach the "Applied Values" class at Paul D. Camp Community College.

The questionnaire that was administered to students of the HUMN 156 class was divided into two sections. The first section sought student reactions and suggestions as they related to classroom activities and instruction techniques.

Section two of the questionnaire contained those questions which were deemed most pertinent to the research study. Responses to the questions were stated for ease and speed of marking by the respondents. In developing the questionnaire, the researcher attempted to keep the questions and responses as precise and direct as possible.

Just as the questions for students sought reactions and suggestions, so it was for the various academic advisors. The questionnaire which was designed for these advisors was also designed so that responses to the questions were stated for ease and speed of marking.

These questions sought general feelings of the advisors towards the humanities and HUMN 156, "Applied Values" in general.

DATA COLLECTION

Questionnaires for students of the course were distributed and completed at the completion of the course and returned directly to the head instructor for class. Each student was required to complete the questionnaire as one of several course requirements. This method was used to assure a good response while at the same time keeping the promise, as verbally stated by the instructor prior to completing the questionnaire, to keep all responses totally anonymous. Follow-up would be virtually impossible without the use of this method.

Responses to the questionnaire for academic advisors were done verbally. These verbal responses were recorded on the questionnaire by the researcher, so as to make the respondents feel that they would not be obligating personal time toward reading and providing the most appropriate responses. In general it was a psychological encounter to ensure 100 percent participation in the study.

DATA ANALYSIS

A tally was made of each individual question and their responses. All totals were tabulated for the questions and in some cases percentages were deemed necessary to adequately analyze the results of the questionnaire. Results of the questionnaire statements were studied and compared to the information found in related literature, and assumptions found in this study.

The two research questions raised in Chapter 1 were as follows:

1. What aesthetic worth does such a program serve to occupational-technical students?

2. Does having a technologist as member of the team of teachers (humanist) relieve non-traditional student anxieties in "Applied Ethics" courses?

A frequency distribution was developed to describe the data collected about the perceptions of students and faculty regarding "practical ethics" at Paul D. Camp Community College. The percentages of students choosing each response (strongly agree, agree, usually, disagree, and strongly disagree) was given. The supplemental information along with the appropriate faculty members responses was gathered and recorded since it was felt to be of value to those interested in designing or evaluating programs of this magnitude and format.

SUMMARY

This chapter has presented the methods and procedures followed in selecting the population used in the study, developing the survey instrument and distributing the survey instrument. Procedures used in the analysis of the data included computing the mean rating for each statement, Pearson-r and standard deviations. The data generated from the responses and the statistical treatment served as a basis for conclusions provided in the following chapters.

Chapter 4

RESULTS

INTRODUCTION

This study sought to present a telephoto analysis of Applied Ethics as they relate to non-traditional students at Paul D. Camp Community College. The research questions which were set forth in Chapter 1 included:

1. What aesthetic worth does such a program serve to occupational-technical students?

2. Does having a technologist as a member of the team of teachers (humanist) relieve non-traditional student anxieties in "Applies Ethics" courses?

The data analysis for each of these research questions was treated separately in this chapter. In addition, supportive information generated during the study is presented.

Of the 25 surveys given to the lead team instructor of the course HUMN 156, "Applied Values," at Paul D. Camp Community College, a total of 20 responded to the questionnaire statements. The five additional returns apparently indicates that the students did not report as required by state mandate for examination. Because the population is "non-traditional," therefore the results should not be expected to be normally distributed and does require the utilization of nominal measurement scales.

RESPONDENTS

Twenty-five students enrolled at Paul D. Camp Community College in the HUMN 156, "Applied Values" class were selected to constitute the population for this study. Because one of the course requirements was to complete the questionnaire, twenty questionnaires were completed and returned.

The total rate of return based on the adjusted sample size was 80 percent. All of these were usable.

Additional statements and comments were included on some of the returned instruments. No attempt was made to statistically analyze these additions. They were recorded and included in the appendix.

Table 1

RESPONSES/QUESTIONNAIRE

No. Students Enrolled	No. Not Completed	No. of Possible Responses	No. Usable Responses	Responses %
25	5	20	20	80%

As Table 1 indicates, 80% usable response to the survey was received which is considered a fair return and the responses are valid.

Table 2

RESPONSES/THIS COURSE CAUSED ME TO RECONSIDER MANY OF MY FORMAL ATTITUDES

	Strongly Agree	Agree	Usually	Disagree	Strongly Disagree
No. of Responses	4	5	7	2	2
Percentages	20%	25%	35%	10%	10%

As shown in Table 2, the majority of those that received formal training in systematic analysis have reconsidered many of their formal attitudes. However, when the researcher questioned faculty advisors, there was little evidence of a change in former attitudes of their advisees. The advisors did feel that it was quite unfair to ask such a question because they were not formally requested to methodically evaluate students without some valid instrument.

Table 3

RESPONSES/BEFORE I ATTEMPT TO MAKE
A MORAL/ETHICAL DECISIONS, I APPLY SYSTEMATIC
ANALYSIS TO THE DILEMMA

	Strongly Agree	Agree	Usually	Disagree	Strongly Disagree
No. of Responses	1	9	8	1	1
Percentages	5%	45%	40%	5%	5%

Table 3 does show that a significant number of the respondents have to some extent reconsidered many of their former attitudes. However, no attempt has been made to determine the extent to which any changes in values have been made.

Though the affective domain is difficult to measure, it is important to note that instruments do exist that will adequately and effectively measure value changes.

Table 4

RESPONSES/THIS COURSE GAVE ME
AN EXCELLENT BACKGROUND FOR FURTHER STUDY

	Strongly Agree	Agree	Usually	Disagree	Strongly Disagree
No. of Responses	3	9	5	2	1
Percentages	15%	45%	25%	10%	5%

Table 4 shows that majority of the respondents felt that the course provided them with an excellent background for further study. Its belief is based on the design of the course to personalize education.

There does appear to be substantial evidence that supports the belief that students are indeed interested in learning about themselves with a focus on value, attitude development and aspirations of achieving career goals.

Table 5

RESPONSES/I FELT THAT IT WAS MOST
REASSURING TO HAVE A TEACHER FROM THE
TECHNOLOGY DIVISION IN CLASS WITH THE
HUMANIST AT ALL TIMES

	Strongly Agree	Agree	Usually	Disagree	Strongly Disagree
No. of Responses	18	0	0	2	
Percentages	90%	0%	0%	10%	

Table 6

	Student Responses	Faculty Responses			
	X	Y	XY	X^2	Y^2
Strongly Agree	18	10	180	324	100
Agree	0	0	0	0	0
Usually	0	0	0	0	0
Disagree	2	0	0	4	0
Strongly Disagree	0	0	0	0	0
	20	10	180	328	100

$$r = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{N}}{\sqrt{\left[\Sigma X^2 - \frac{(\Sigma X)^2}{N}\right]\left[\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}\right]}} = .89$$

Table 5 reveals that it was most reassuring to have a teacher from the Technology Division in class at all times with the humanist. When contrasting responses of students with academic advisors we can plainly see that there is a close correlation. Since "1" is a perfect correlation, .89 would be significant. (See Table 6)

It is apparent to the researcher that students and technologist do not trust humanist for fear of the humanist possible attempt to teach traditional ethics classes to "non-traditional" students. In essence, it is a definite fear that these students will be delayed from graduating on "time."

Table 7

RESPONSES/OVERALL, THIS COURSE IS AMONG THE BEST I HAVE EVER TAKEN

	Strongly Agree	Agree	Usually	Disagree	Strongly Disagree
No. of Responses	1	6	7	2	4
Percentages	5%	30%	35%	10%	20%

Table 7 shows that the majority of the respondents feel that HUMN 156 was not among the best of courses that they have ever taken. The statistics in Table 7 do substantiate the fact that even though many humanities faculty acknowledge the increasing role of occupational programs and believe that vocational students should be required to take humanities courses, they do not know quite how to bring the humanities to these students other than to have the students enroll in the regular humanities courses.

Table 8

RESPONSES/IN THIS COURSE, I ALWAYS
FELT CHALLENGED AND MOTIVATED TO LEARN

	Strongly Agree	Agree	Usually	Disagree	Strongly Disagree
No. of Responses	3	11	2	2	2
Percentages	15%	55%	10%	10%	10%

Table 9

RESPONSES/THIS COURSE MOTIVATES ME TO TAKE
ADDITIONAL RELATED COURSES

	Strongly Agree	Agree	Usually	Disagree	Strongly Disagree
No. of Responses	4	5	8	2	2
Percentages	20%	25%	35%	10%	10%

Even though HUMN 156 was not a popular choice as being among the best courses ever taken, the majority of the respondents did feel that they were adequately challenged and motivated to learn.

An immediate result of this course as revealed in Table 10, shows that this course motivates respondents to take additional related courses.

Table 10

RATIO OF OVER-ALL RESPONSES

$$P = \frac{S}{S+F}$$

S = Successes
F = Failure
P = Symbol for the occurrance of an event

Item Number	Favorable Responses	Non-Favorable Responses	Probability
1	18	2	.90
2	18	2	.90
3	17	3	.85
4	20	0	1.00
5	14	6	.70
6	15	5	.75
7	16	4	.80
8	16	4	.80

ADDITIONAL RESPONSES

When asked about things enjoyed most in class, respondents provided:

1. Class allowed me the opportunity to say what was exactly on my mind.

2. This class afforded me the opportunity to socialize and most importantly begin to understand other points of view.

3. Knowing that moral/ethical problems can be systematically solved.

4. Caused me to reconsider former opinions and not making "unarticulated" decisions without deep thought concerning the implications of all the consequences.

When asked how the course could be improved, the majority indicated:

> "Course should span not over one quarter but maybe two quarters."

Finally, when questioned about that which was least enjoyable, again the majority, indicated:

> "Too much time on occasions was spent on topics."

SUMMARY

This chapter indicated the number of responses and answers to the questionnaire statements by the use of tables and percentages when practical.

Chapter 5

SUMMARY, CONCLUSIONS AND IMPLICATIONS

INTRODUCTION

This study focused on the benefits of teaching non-traditional students practical ethics. This chapter attempts to summarize the procedures used in the study, draw conclusions about the findings of the study, assess the implications for further research, and suggests ways for implementation of the results.

SUMMARY

This study sought to identify perceptions of students that have taken a previously offered course in "values." Likewise, an investigation of problems encountered prior to the commencement and upon the conclusion of such a course. Research questions central to the study were:

1. What aesthetic worth does such a program serve to occupational technical students?

2. Does having a technologist as a member of the team of teachers (humanist) alleviate student anxieties in "ethics" courses?

A questionnaire with corresponding responses was composed and given to students of the HUMN 156, "Applied Values", course offered at Paul D. Camp Community College. Of the twenty-five questionnaires distributed, all but five were returned with all being usable. Upon return of the questionnaires, the responses were tabulated for all statements. Numbers and percentages where relevant, were utilized to analyze the results.

The following limitations were applicable to this study:

1. This study was limited to non-traditional students at Paul D. Camp Community College.

2. This study was restricted to innovative courses in ethics for occupational-technical students in "Applied Ethics."

CONCLUSIONS

Based upon the findings of this study, the following conclusions were reached:

1. After having completed a course in "Applied Ethics," many students felt motivated to take additional related courses.

2. Students realize that he or she often makes the distinction and resolves problems on the basis of unarticulated assumptions.

3. Courses in ethics causes students to foster respect for other people's point of view.

4. Students before making moral/ethical decisions, on an average, will apply systematic analysis rather than to make irrational decisions.

5. Students found it most reassuring to attend traditional structured academic courses with technologist serving as a member of the team of teachers.

6. Students appear to be interested in topics that are practical rather than those of theoretical nature.

7. A short prep talk by academic advisors prior to registration makes a favorable impression on attitudes towards courses.

It is important to remember that this survey was conducted using a limited population when considering the conclusions of this research effort.

RECOMMENDATIONS

Based on the findings of this research, several recommendations for future study can be made. These recommendations are explained in this section.

For the course HUMN 156 (Applied Values) course designers need to allocate adequate time to develop an instrument that will subjectively measure attainment of skills pertaining to the affective domain.

Based on the results of this study, non-traditional student advisors need to be instructed and requested to observe their advisees enrolled in "Applied Ethics" for change in their attitudes and values.

Designers of courses in "Applied Ethics" should conduct research and time studies on various topics. This should be done in order that too much time not be spent on any topic.

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PAUL D CAMP
COMMUNITY
COLLEGE

Post Office Box 737, Franklin, Virginia 23851 · Telephone 804/562-2171

APPENDIX A

October 13, 1980

Dr. Gerald Pyle, Jr.
Paul D. Camp Community College
P. O. Box 737
Franklin, VA 23851

Dear Dr. Plye:

As a part of my graduate work at Old Dominion University, I am conducting a survey concerning the benefits of teaching practical "ethics" to the non-traditional student at Paul D. Camp Community College. Enclosed is a questionnaire which will provide the needed information for my study.

The questionnaire will take approximately 15 minutes to complete. All responses will be kept confidential, so please inform your students not to put their names on the questionnaire when returned.

Being a faculty member at Paul D. Camp Community College myself, I know how busy things can be at this time of year. Therefore, I would be most appreciative if you would take the few minutes to allow students to complete the surveys.

When the surveys have been completed, please forward them to Room 154C. Your time and assistance in this study is greatly appreciated.

Yours truly,

J. Michael Forrest

JMF/jar

Enclosure

APPENDIX B

STUDENT QUESTIONNAIRE

Please read each statement carefully, then select one of these five alternatives: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD).

Sample Response:

SA	A	U	D	SD
	✓			

	SA	A	U	D	SD
1. My instructor holds the attention of the class.					
2. In this course, I always felt challenged and motivated to learn.					
33. This course motivates me to take additional related courses.					
4. This course caused me to reconsider many of my former attitudes.					
5. This course fosters respect for new points of view.					
6. I am free to express and explain my own views in class.					
7. When I have a question or comment I know it will be respected.					
8. I feel free to ask questions in class.					
9. The climate of this class is conductive to learning.					
10. I understand what is expected of me in this course.					
11. Lecture information is highly relevant to course objectives.					
12. I can apply information/skills learned in this course.					
13. This course will be of practical benefit to me as a student.					
14. This course gives me an excellent background for further study.					
15. One real strength of this course is the classroom discussion.					
16. Challenging questions are raised for discussion.					
17. Quizzes are fair.					
18. Quizzes press important points of the lectures/text.					
19. I am satisfied with my accomplishments in this course.					
20. Course assignments are interesting and stimulating.					
21. Overall, this course is among the best I have ever taken.					
22. I feel free to challenge my instructor's ideas in class.					

HUMN 156

STUDENT COURSE EVALUATION

1. What did you think was most worthwhile about the course?

2. What did you like least about the course?

3. How do you believe the course could be improved?

4. Do you think having more than one teacher for a course is a good idea, or not? Explain.

APPENDIX C

PAUL D CAMP
COMMUNITY
COLLEGE

Post Office Box 737, Franklin, Virginia 23851 · Telephone 804/562-2171

October 24, 1980

Dear

As you are well aware, I am currently in pursuit of a masters degree. As a part of my graduate work at Old Dominion University, I am conducting a survey concerning the "non-traditional" student in the humanities courses. I have contructed a very short questionnaire which will provide the needed information for my study.

The questionnaire will take approximately five minutes of your valuable time to complete. So when I come to solicit your responses, it is my most fervent desire that you will decide to participate.

Your time and assistance in this study is greatly appreciated.

Yours truly,

J. Michael Forrest

JMF/jar

Enclosure

APPENDIX D

ADVISOR OPINIONNAIRE

1. What is your general opinion of the humanities at the college?

   ☐ Useful ☐ Waste of time

2. Would you be willing to include a "practical ethics" course into your program curriculum?

   ☐ Yes ☐ No

3. Have you ever been introduced to formal training in the humanities?

   ☐ Yes ☐ No

4. If the answer to #3 is yes, was it:

   Graduate credit ☐ Yes Undergraduate credit ☐ Yes

5. If the answer to #3 is yes, indicate the number of credit hours.

   ☐ 1-3 hours

   ☐ 3-6 hours

   ☐ 6-9 hours

   ☐ 9 or above

6. Do you feel it to be a good idea to include members of the technology division as a part of the team of teachers for the "applied values" class offered at Paul D. Camp Community College?

   ☐ Yes ☐ No

7. Have you perceived a change in attitudes of your students that have taken "applied values?"

   ☐ Yes ☐ No

8. Have you noticed any evidence of systematic analysis before making decisions?

   ☐ Yes ☐ No

APPENDIX E

FREQUENCIES OF RESPONSES

Number of Responses by Category

Item Number	Strongly Agree	Agree	Usually	Disagree	Strongly Disagree	Mode	Standard Deviation
1	2	13	3	0	2	13	3.1028
2	1	9	8	1	1	9	2.08
3	3	9	5	2	1	9	2.44
4	18	0	0	2	0	18	8.717
5	1	6	7	2	4	7	2.719
6	3	11	2	2	2	11	2.923
7	4	5	7	2	2	7	2.308
8	3	11	2	2	2	11	2.923

APPENDIX F

FREQUENCY OF RESPONSES

Item Number	NUMBER OF RESPONSES BY CATEGORY				
	Strongly Agree	Agree	Usually	Disagree	Strongly Disagree
1	3	11	2	2	2
2	4	5	7	2	2
3	2	13	3	0	2
4	1	9	8	1	1
5	8	9	2	0	1
6	3	9	5	2	1
7	5	8	4	3	0
8	1	1	7	2	4
9	20	0	0	0	0