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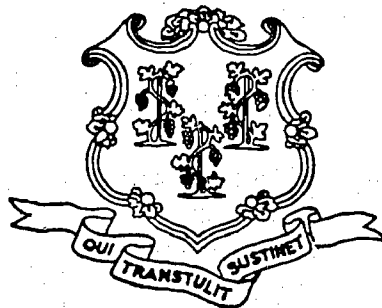
ABSTRACT

In this particular instance, the Commission for Higher Education in Connecticut was charged with the responsibility of studying the development and awarding of undergraduate degrees and college credits for nontraditional forms of study and experience in the state. The Commission, in this report, states that thousands of Connecticut citizens find directed learning beyond high school either inaccessible or inappropriate. In addition, the Commission is convinced that resources currently available within and through existing institutions, public and private, have the potential to provide the highly flexible instructional services required to implement new approaches to the delivery of higher education services. Therefore, the Commission recommends immediate creation of an administrative entity within the state system of higher education with the obligation, power, and funding to encourage and counsel students, to evaluate nontraditional programs of learning and grant college credit, and to award undergraduate degrees on the basis of such credit. The Commission also recommends that particular encouragement be given to the development of a number of nontraditional educational practices including technological delivery of instructional services, credit for experience, and credit for off-campus study. (Author/HS)

ED 074939

**IMPROVEMENT OF OPPORTUNITY IN HIGHER EDUCATION:
Alternative Modes for Earning Undergraduate Degrees and College Credit**

**A Report to the
Governor and the General Assembly
From the Connecticut Commission for Higher Education
Pursuant to Section 10-330a of the 1971 Noncumulative Supplement
to the General Statutes of Connecticut**



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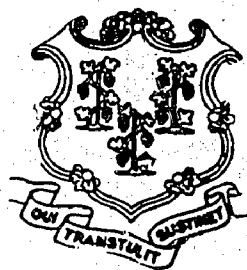
**Commission for Higher Education
P. O. Box 1320
Hartford, Connecticut 06101**

January 1973

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Commission for Higher Education
P. O. Box 1320
Hartford, Connecticut 06101

January 1973



STATE OF CONNECTICUT

COMMISSION FOR HIGHER EDUCATION

P.O. BOX 1320

HARTFORD, CONNECTICUT 06101

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January 2, 1973

To Governor Meskill and Members of the General Assembly

Section 10-330a of the 1971 Noncumulative Supplement to the General Statutes of Connecticut, enacted as Public Act 537 of the 1971 Session of the General Assembly, charges the Commission for Higher Education with the responsibility of studying the development and awarding of undergraduate degrees and college credits for nontraditional forms of study and experience. The legislation also charges the Commission with submitting to the Governor and the General Assembly no later than January 1, 1973, a comprehensive report and recommendations for further legislative action.

I am pleased to transmit to you herewith the final report as required, "Improvement of Opportunity in Higher Education: Alternative Modes for Earning Undergraduate Degrees and College Credit." The report was prepared by the Committee on Alternate Approaches for the Delivery of Higher Education under the chairmanship of The Reverend William C. McInnes, S.J., President of Fairfield University, Fairfield, Connecticut.

The Committee on Alternate Approaches, which was appointed by the Commission for Higher Education in May, 1972, is composed of forty-six members including representatives of the constituent units of the state system of higher education, private institutions of higher learning, the Connecticut Association for Continuing Education, and the Connecticut Division of the American Association of University Women. Also included are businessmen, community leaders, communications specialists, and students. The committee is a successor to the Commission's Task Force on External Degrees and College Credit by Examination. An interim report by that task force was submitted to the Governor and General Assembly in December, 1971, as required by law. The committee met many times in the course of its deliberations and the Commission is indebted to each member for the devotion, energy and imagination brought to the assignment.

The committee, in its report, states that, for reasons beyond their personal control, thousands of Connecticut citizens find directed learning beyond high school either inaccessible or inappropriate. The committee is convinced that resources currently available within and through existing institutions, public and private, have the potential to provide the highly flexible instructional services required to implement new approaches to the delivery of higher education services. They are concerned that failure to provide needed educational services will result

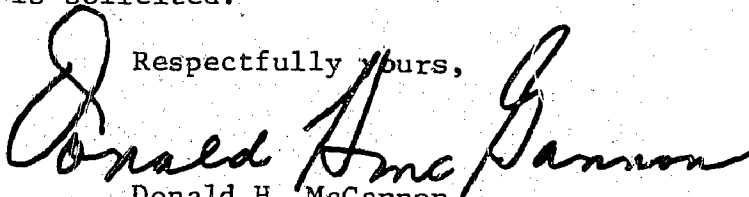
in serious economic and social losses accruing from unrealized human potential. Therefore, the committee recommends immediate creation of an administrative entity within the state system of higher education with the obligation, power, and funding to encourage and counsel students, to evaluate nontraditional programs of learning and grant college credit, and to award undergraduate degrees on the basis of such credit.

The committee also recommends that particular encouragement be given to the development of a number of nontraditional educational practices including technological delivery of instructional services, credit for experience, and credit for off-campus study. Each of these techniques has been successfully introduced in other states and countries.

In its action this date, the Commission for Higher Education voted to receive the report as submitted by the committee and to transmit it to the Governor and General Assembly in fulfillment of the legislative mandate. The action included a provision that the Commission reserves the right to furnish comments at a later date in the light of anticipated recommendations by its resource groups for the Master Plan. The purpose of this provision is to achieve integration of the recommendation of the present report, which responds to an act of the General Assembly in 1971, with the statewide planning for higher education mandated by Public Act 194 of the General Assembly in the session of 1972.

Your favorable consideration is solicited.

Respectfully yours,



Donald H. McGannon
Chairman

DHMcG:df

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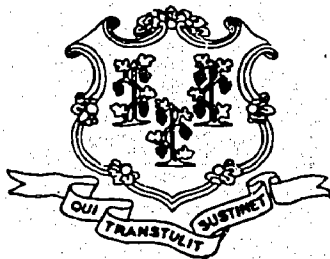
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IMPROVEMENT OF OPPORTUNITY IN HIGHER EDUCATION:
Alternative Modes for Earning Undergraduate Degrees and College Credit

A Report to the
CONNECTICUT COMMISSION FOR HIGHER EDUCATION

by the
COMMITTEE ON ALTERNATE APPROACHES
FOR THE DELIVERY OF HIGHER EDUCATION

The Reverend William C. McInnes, S.J.
President, Fairfield University
Chairman



Commission for Higher Education
P.O. Box 1320
Hartford, Connecticut 06101

FAIRFIELD UNIVERSITY
FAIRFIELD, CONNECTICUT

OFFICE OF THE PRESIDENT

December 29, 1972

Mr. Donald H. McGannon
Chairman
Commission for Higher Education
P.O. Box 1320
Hartford, Connecticut 06101

Dear Mr. McGannon:

Enclosed please find a copy of the report, "Improvement of Opportunity in Higher Education: Alternative Modes for Earning Undergraduate Degrees and College Credit."

The Committee, formed in May 1972, was assigned the task of making recommendations to the Commission for Higher Education for preparation of a final report to be made to the Governor and General Assembly by January 1, 1973, in accordance with Public Act 537 of the 1971 Session of the General Assembly.

The Committee of 46 members has been engaged during these past seven months in a process of reflection, dialogue, and synthesis. They have worked within a presupposition that the subject of external degrees had already been explored by others and that, therefore, those results should be incorporated into our thinking. They further presumed that a group of interested and knowledgeable people had the capacity within their ranks to produce a workable program, if not a panacea, for higher education.

December 29, 1972

Both of these premises influenced our approach and affected our results.

The recommendations contained here are certainly not a panacea; hopefully they are more than a cliché. They suggest, in our opinion, both an improvement for the higher educational system and a widening of the educational opportunity for Connecticut citizens. They propose some new concepts; they anticipate some new technology of delivery systems. But most of all they recommend an organizational structure within which concepts can be implemented and technology utilized. It is our opinion that a new organizational structure -- that provides encouragement, status, and continuity -- is the key to the new field of external degrees in Connecticut.

We have pointed out a direction; we hope your Commission will now take the first step towards its realization.

Sincerely,

(Rev.) William C. McInnes, S.J.

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To attempt to acknowledge the work and contribution of all who participated in this task would be impossible. A special thanks, however, must be given to Dr. Bernard Shea, staff member from the Executive Office of the Board of Trustees of Regional Community Colleges, who acted as executive secretary of the committee, chief prompter and organizer of its meetings, and general professional custodian of its work. His dedication to the long task combined with his unparalleled ability to reduce both members and minutes to paragraphs is what has made this report possible.

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COMMITTEE ON ALTERNATE APPROACHES FOR THE DELIVERY OF HIGHER EDUCATION

FINDINGS and RECOMMENDATIONS

Reported to the Connecticut Commission for Higher Education

December 1972

Implementation of Public Act No. 537 (1971 General Assembly)
(External Degrees and College Credit by Examination)

FINDINGS:

- I. Institutions and agencies inside and outside the system of traditionally organized and accredited higher education are in need of new formats in order to increase their ability to meet the needs of the state. It is possible to improve Connecticut's system of higher education in terms both of quality and of opportunities by establishing a program to award external degrees. (See Chapter 2)
- II. Although increasing efforts are being made to make traditional programs more flexible, thousands of Connecticut residents are still denied access to higher education services. Moreover, many residents are penalized by a lack of formal recognition of learning achieved outside the classroom. As a result of these deprivations, the state's manpower is underutilized, and for many individuals serious inequalities in economic opportunity persist. (See Chapter 2)
- III. On their own initiative, many colleges and universities within the state are developing programs for external degrees, credit by examination, and technology-supported teaching. (See Chapter 3)
- IV. A substantial foundation of communications media is already available and is developing for technology-supported teaching. (See Chapter 3)
- V. A program to award external degrees requires encouragement, status, and continuity. In order to provide effective educational services the functions of instruction and evaluation need not be conducted within a single organization. (See Chapter 4)

Findings continued

- VI. Since economic factors play an important part in the development of educational programs, it is imperative that steps be taken to assure maximum benefits in relation to costs. (See Chapter 5)
- VII. The development of alternatives to traditional modes of higher education requires appropriate new regulations by state licensing authorities. (See Chapter 6)
- VIII. The success of a new program of nontraditional educational services depends heavily upon its acceptance by traditional institutions and the general public. (See Chapter 6)
- IX. Evaluation is necessary to monitor any nontraditional program. (See Chapter 7)

RECOMMENDATIONS:

- I. A comprehensive program for earning undergraduate degrees and college credit by nontraditional methods should be developed and coordinated on a state-wide basis including credit by examination, credit by transfer, credit for off-campus study, and credit for experience. (See Chapter 2)
- II. Priority for new opportunities in higher education should go to persons currently denied access especially veterans, minorities, low-income groups, shift workers, housewives, the handicapped, the elderly, and those seeking additional career education. Immediate attention should be given to student guidance and public information to encourage the use of existing and new alternate methods of earning college credits and degrees. (See Chapter 2)
- III. The Commission for Higher Education should be a catalytic public agency to promote maximum participation of post-secondary institutions and community service organizations in the delivery of alternative modes of higher education services by encouraging contractual relationships and the award of degrees by new and nontraditional methods. (See Chapter 3)
- IV. Immediate attention should go to expanding the utilization of existing and new systems for delivery of higher education services through radio, television, press, computer, and other technological resources. A continuing staff program of research and development should be an integral part of such activity. (See Chapter 3)
- V. A new constituent unit within the state system of higher education should be created. This unit with its own board of trustees should have authority (1) to award undergraduate degrees on the basis of examinations and transfer of credit, (2) to award credit for learning on the basis of demonstrated competency without regard to how it was achieved, and (3) to provide services necessary to implement its functions as a degree and credit granting agency. (See Chapter 4)
- VI. Public funds should be made available to staff and implement a pilot program on an expandable basis in response to a continuing appraisal of need. (See Chapter 5)

Recommendations continued

- VII. The Commission for Higher Education should issue regulations in accordance with Section 10-330a(b) of the 1971 supplement to the General Statutes of Connecticut. The New England Federation of Regional Accrediting Commissions of Higher Education (FRACHE) report and guidelines for accreditation of nontraditional degree programs should be utilized in preparing said regulations. (See Chapter 6)

- VIII. The new unit established to promote programs of nontraditional study and/or to award external degrees and credit by examination should seek to obtain full accreditation from the New England Association of Schools and Colleges. (See Chapter 6)

- IX. Steps should be taken to monitor the performance of non-traditional programs and to guarantee the adequacy and quality of services to minority and other target populations. Evaluation of programs should be vested in an advisory group made up of representatives from traditional higher education, representatives from the target populations (including participants in the program), and representatives from the public at large. (See Chapter 7)

Westinghouse Electric Corporation



90 Park Avenue
New York New York 10016

Donald H McGannon
President
Broadcasting, Learning & Leisure Time

May 1, 1972

The Rev. William C. McInnes, S. J.,
President
Fairfield University
North Benson Road
Fairfield, Connecticut 06430

Dear Father McInnes:

It is a pleasure to know that you have agreed to serve as Chairman of the Commission for Higher Education's committee "Alternate Approaches for the Delivery of Higher Education." You and your committee are being asked to make recommendations of the utmost importance in the field of higher education in Connecticut.

In its interim report "External Degrees and College Credit by Examination" the Commission for Higher Education noted the following: "Ways must be found to satisfy the higher educational needs of large groups heretofore excluded (in the main) from the advanced learning process. They include capable students who withdrew from college for personal reasons, women, returning servicemen, adult foreign students, 'self-made' men who now desire a college degree, inmates of prisons, and many others. Also, methods should be found to validate the valuable learning that has been acquired in ways other than the traditional on-campus method."

With the completion of the "Interim Report of the Task Force on External Degrees and College Credit by Examination," the Commission for Higher Education and your committee have the benefit of a detailed description of current practices in Connecticut and nationwide, as well as recommendations for further activity.

You and the other members of your committee are being asked to make recommendations to the Commission for Higher Education for preparation of a final report to be made to the Governor and General Assembly by January 1, 1973, pursuant to Public Act 537 of the 1971 session of the General Assembly.

Rev. McInnes

5/1/72

I would ask you and your committee to address, but not restrict yourself to, the following recommendations of the above mentioned task force: Development of an intensive study of needs and resources for meeting such needs in Connecticut; construction of a comprehensive program for earning credit by non-traditional means, including estimates of resources necessary for implementation; and identify a system for awarding grants to cooperating institutions for test development, evaluation, assessing demand, structuring inter-institutional relationships and preparing and testing operational model for awarding degrees.

You personally bring a remarkable combination of qualities which insures successful leadership of this vital activity. The Commission for Higher Education is greatly pleased that you have accepted this assignment.

The Commission looks forward with great optimism to the recommendations which your committee will make. In order to meet the necessary deadlines, it would be expected that a report from your committee will be presented to the Commission no later than November 15, 1972.

The Commission and its staff stand ready to help you and your committee in every way possible in this vital endeavor.

Sincerely,

Donald H. McGannon
Chairman, Commission for
Higher Education

DHMcG:jc

1971 NONCUMULATIVE SUPPLEMENT TO THE GENERAL STATUTES OF CONNECTICUT

Chapter 178 - State System of Higher Education

Sec. 10-330a. Study and authorization of new methods of awarding degrees and credits. (a) The commission for higher education in concert with the state's institutions of higher education, shall study, develop and coordinate the implementation of new methods of awarding undergraduate degrees and college credits including but not limited to: (1) External degrees awarded on the basis of acceptable performance in an educational field whether or not the necessary education was obtained by the candidate at an institution of higher education; (2) examinations and methods other than classroom instruction for determining qualifications; (3) the relative cost of such an academic program as compared to the traditional programs to the state and to the individual.

(b) The commission for higher education shall promulgate regulations to authorize accredited institutions of higher education to award degrees by such new procedures.

(c) In studying, developing and implementing programs conducted under subsection (a) of this section, the commission may request, and the constituent units of the public system of higher education shall provide, such assistance as may be required by the commission and agreed upon by the commission and the constituent units at the outset of the study.

(d) The commission for higher education shall submit to the governor and the general assembly no later than January 1, 1972 an interim report on the progress of programs conducted under this section, with any necessary recommendations, and no later than January 1, 1973, shall submit a comprehensive report and recommendations for further legislative action. (1971, P.A. 537, S. 1-3.)

PREFACE: The Legislative Mandate

This report is a response to the mandate in Section 10-330a of the 1971 Noncumulative Supplement to the General Statutes of Connecticut: "Study and Authorization of New Methods of Awarding Degrees and Credits." Section 10-330a contains the provisions of Public Act No. 537, "An Act Concerning External Degrees and College Credit by Examination," approved by Governor Meskill on June 19, 1971.

It is important to recognize that the effect of the mandate is to return higher education to its original methods of granting credit. In the universities of medieval Europe, the function of evaluation was separated from the function of giving instruction. It is a principle that operates in many areas throughout the world. Perhaps the most familiar example is the system of examinations offered by the College Entrance Examination Board.

It should be noted that the legislation does not concern itself with the manner of how learning is acquired. There is a specific interest in learning acquired by candidates outside "an institution of higher education." There is also specific interest in ways for determining qualifications "other than classroom instruction." The importance of these distinctions in the light of traditional practices in American higher education cannot be overemphasized.

It should be further noted that the legislation is concerned with "degrees awarded on the basis of acceptable performance in an educational field." In other words, the learning that is acquired is to be such as to merit academic recognition in the traditional sense.

The type of learning envisioned would go beyond that which is considered solely of recreational or occupational value and it is at the post-secondary level, that is, at the level of studies designed for persons who have completed the twelfth grade of the traditional elementary-secondary sequence.

Section 10-330a calls for certain actions by the Commission for Higher Education:

1. to study, develop, and coordinate the implementation of new methods of awarding undergraduate degrees and college credits. Topics included are external degrees, credit by examination, and relative costs of programs using the new methods as opposed to traditional programs.
2. to promulgate regulations to authorize accredited institutions to award degrees by new procedures as indicated above.
3. to utilize the assistance of constituent units of the public system of higher education.
4. to submit an Interim Report to the Governor and General Assembly no later than January 1, 1972 and to transmit a comprehensive report and recommendations for further legislative action no later than January 1, 1973.

The initial response of the Commission for Higher Education was to appoint a committee designated as the Task Force on External Degrees and College Credit by Examination under the chairmanship of Dr. Robert H. Fenn, Dean of Faculty, Manchester Community College, Manchester, Connecticut. The report of the Task Force, dated December 30, 1971, was transmitted to the Governor and General Assembly as the Interim Report of the Commission.

The Interim Report set forth a rationale for development of non-traditional programs, reviewed the state of the art as regards nontraditional programs in America and abroad and provided a survey of current practices in Connecticut.

The recommendations of the Interim Report called for (1) a more intensive study of needs; (2) further investigation of the growth of nontraditional programs in Connecticut; (3) reassessment of accreditation procedures; (4) investigation of technological resources for delivery of higher education services; (5) development of a comprehensive program for earning credits and degrees by nontraditional means; and (6) provision of funds for research and planning.

The Task Force was dissolved upon completion of its report. It was succeeded in May 1972 by the newly formed Committee on Alternate Approaches for the Delivery of Higher Education under the chairmanship of The Reverend William C. McInnes, S.J., President of Fairfield University, Fairfield, Connecticut. The Committee included membership from the constituent units of the public system of higher education and also from independent institutions, public agencies, community groups, technical services, and the public at large.

The Committee has responded to the six recommendations of the Interim Report as follows: (1) by further investigations of the needs of the adult population of Connecticut for higher education services that are not being met through existing institutions and programs; (2) by conducting a survey of nontraditional higher education practices in Connecticut and surrounding states; (3) by making specific recommendations with regard to new regulations for accreditation of nontraditional programs; (4) by conducting a survey of radio, television, and educational computer resources available to Connecticut colleges and universities; (5) by making recommendations for establishment of a public degree-granting and service agency that would function in the mode of an examining university for non-affiliated students

in Connecticut; and (6) by recommending that the necessary funds be appropriated to enable the State of Connecticut and its citizens to benefit from the increased opportunities in higher education that can be realized from alternative modes of service.

On August 16, 1972 the Commission for Higher Education incorporated the Committee on Alternate Approaches for the Delivery of Higher Education into the system of Resource Groups for the Master Planning process mandated under Public Act 194 of the 1972 General Assembly. The Committee will, therefore, continue in existence for the purpose of contributing to the further growth and enhancement of nontraditional programs within the state.

Chapter I

BACKGROUND

In an era when higher education appears to be flourishing, the question naturally arises, "Why this sudden emphasis on alternate approaches?" Many observers, habituated to the cycles of commerce, take it as a sign that the product has lost its market and that a new line of goods must be found. They are mistaken. Higher education services are urgently needed. The problem lies not in the demand for services but in the capacity of the system to make delivery.

Traditionally, higher education has functioned chiefly for the benefit of young people. Now its services are being sought equally by their elders. Social and economic changes are making periodic re-education a necessity for more and more persons in mid career.

Higher education is aware that adults are in need of its services, but it has difficulty in reaching them. There are certain besetting problems. These include the problems of space, facilities, and location, which mean more capital resources, and the problems of operating income, which mean intensified competition for the tuition dollar, the tax dollar, and the philanthropic dollar.

There are also problems of time and distance. Financial considerations apart, most persons today who desire higher education but do not receive it are missing out because of problems of scheduling or distance. Employed adults have only limited time to attend classes. Shift workers have special problems. So do housewives. Persons living in rural areas must travel long distances. Inner city residents often face a problem unique to their situation: psychological distance. In their eyes, the few miles to the environment of a suburban college campus may loom as truly formidable.

Chapter 1 - Background (cont.)

There are mounting pressures from a population of adults who are not only seeking higher learning in the basic sense but, more important, are seeking formal recognition of learning. The number of persons can only be guessed at -- perhaps it is close to the number represented by five percent of all persons age 25 or older. ~~All that~~ can be said is that such a population exists; that it is composed of persons who either lack a college degree or who seek retraining and further education; that these persons are not now enrolled in colleges or universities and -- given their circumstances -- are never likely to enroll unless conditions change.

Pressures from this population take two forms: (1) pressure for alternatives to personal attendance as the accepted basis for award of academic degrees, and (2) pressure for practical application of the principle that, since education is acceptable as a substitute for experience in life, some forms of life experience can be acceptable in lieu of the traditional educational processes.

In competition with pressures for more access to educational services, both instructional and evaluative, stand a host of other public needs under such headings as health, welfare, defense, environment, transportation, and housing. Means must be found to bring more kinds of service to more people without escalating the share of the Gross National Product presently allocated to higher education.

A further complication lies in the pressures that come, particularly from groups now seeking access to higher education, for far-reaching improvements in the quality of learning in terms of its applicability, relevance, and sophistication. There are criticisms of textbooks as

Chapter 1 - Background (cont.)

tending to lag behind current developments and of colleges as being unable to keep up with current developments in occupational and career requirements. Colleges, it is said, are geared to the instruction of inexperienced youth. Hence their concerns lie outside the mainstream of economic and cultural sophistication. As transmitters of knowledge, it is argued, they have a vested interest in the past. Hence they tend to feel less acutely their responsibility to prepare for the future.

There are many challenging voices. Alvin Toffler, author of Future Shock, hurls charges of obsolescence. Pifer of the Carnegie Corporation calls for higher education at lower cost. Jencks challenges the idea that more money for education will mean less poverty.

It also appears that higher education may have lost some of its scarcity value. Certainly in governmental circles the trend is toward viewing it as a public utility. In the present era when the value of institutional care is questioned in the fields of health, psychiatry, and corrections, we may expect that the role of the centralized academic institution will also be questioned.

The traditional distinction between business and the academic profession begins to blur when industries and professional groups develop their own parallel systems of advanced training and certification. Nowadays, college level training is available outside the system of accredited higher education in many fields, for example, Insurance, Banking, Real Estate, Accounting, Architecture, Medicine, Engineering, Nursing, Secretarial Practice, and Public Administration. The armed services have long offered opportunities for advanced training which is convertible to conventional academic credits.

Chapter 1 - Background (cont.)

Women's organizations have recently called attention to the plight of the registered nurse whose professional advancement is dependent on formal study and academic degrees. She is particularly handicapped because, while holding a job and in many cases managing a household, she must also make a big investment in repeating her earlier work because her three years after high school in a hospital training program provided little or no academic credit to apply toward a bachelor's or master's degree.

Nurses as a group require special provisions. A similar situation exists for many community service workers, usually black or Puerto Rican. They come into positions of executive or professional responsibility on the basis of practical competence. Over periods of years they direct large organizations, take responsibility for major programs of funding, design and operate new forms of schooling, help to enlarge self-knowledge and understanding in the community. Yet they lack the security of formal academic degrees and under the present system face years of schooling to obtain them.

The situation of the non-credentialed person who nevertheless finds an avenue to progress in business, the professions, or public service may well constitute the most serious threat of all. The implication is, "Academic degrees - who needs them?" In Great Britain an answer seems to have been found in the programs of a new public degree-granting agency known as the Council for National Academic Awards. Its purpose is to improve access to academic degrees through cooperation between the academic profession and the professional associations.

The Council for National Academic Awards was established under royal

Chapter 1 Background (cont.)

charter in 1964. It approves degree programs which are of traditional university standard but in most instances heavily weighted toward occupational studies. The time frame is flexible to suit the needs of students, many of whom are employed adults. Much use is made of the "sandwich" principle familiar to Americans as "cooperative education." In the British programs, periods of full-time or part-time employment in related occupations are "sandwiched" between periods of full-time or part-time study. The assumption is that learning takes place continuously throughout the program. Students do not earn degrees on the basis of traditional course "credits." Instead, degrees are awarded on the basis of sets of examinations approved by committees comprising both academic personnel and practitioners of the various occupations.

Establishment of the Council for National Academic Awards has provided the mechanism long sought in Great Britain to develop courses in areas outside the traditional pattern of subjects studied in the universities. Through such courses it is possible to offer higher education in formats that are relevant to the vocational needs of students planning to enter commerce and the professionalized occupations.

Chapter II

NEEDS AND GOALS

The first issues facing those who must plan for the future of alternative modes of higher education in Connecticut are those of Needs and Goals.

The following questions are related to these issues:

Can target populations of potential students be identified? Can their numbers be determined?

Can the number of genuinely motivated persons within these populations be estimated? Can their motivation be characterized?

Of subjects now available by traditional approaches, what subjects are

(a) desired by alternate approaches

(b) needed in the public interest by alternate approaches?

How does the educational potential of the target populations compare with the populations now engaged in study by traditional approaches?

What will determine how much of the need can be met? What about priorities? Is there an implicit scale of values that will govern priorities?

Have we defined our goals realistically?

The Committee's response is reflected in the discussion to follow and elsewhere throughout the report.

Evidence of Need

The need for improvement of opportunities in higher education is evidenced by testimony from a variety of sources. While quantification is difficult, some degree of specificity with regard to the composition of target populations is possible.

Chapter 2 - Needs and Goals (cont.)

First of all, it is possible to make sound deductions on the basis of a variety of inputs such as --

- (1) Statistics of high school enrollment and continuation to further education
- (2) Statistics of persons taking high school equivalency examinations
- (3) Analysis of special populations, e.g. minorities, housewives, shift workers
- (4) Analysis of adult enrollments in adult education and community colleges
- (5) Direct inquiries by telephone and mail

Adults

Current reports indicate that the enrollment in community colleges tends to be evenly split between persons over 25 and those under. The majority of older persons attend part time and devote from four to six years to earning the degree that full-time students can earn in two years. Many adults cannot afford full-time attendance because of job or home commitments or because of transportation difficulties. Many other potential students are barred by distance. Many part-time students have difficulty in completing a program because, as part-time students, they have a low priority with respect to class enrollments and hence lose out in tight situations. The urgency of providing additional educational opportunities for adults is compounded by changes in technology that have resulted in manpower dislocations and a need for extensive retraining in several regions of the state.

Chapter 2 - Needs and Goals (cont.)

Employer-sponsored programs

Apart from conditions of need growing out of local crises and dislocations, there is a generic limitation in the present system of career education for adults. Many employers are attempting to encourage educational development by supplying tuition aid to those in a position to undertake programs in the traditional mode and on their own initiative. The benefits are very real and significant, but they are limited in terms of the numbers who can take advantage of these programs.

Most of the training programs provided by business, industry, government agencies, and social service organizations are geared to the minimum amount of training required of a specific job at the entry level. For the most part they offer little in the way of effective or equitable means for upgrading and general upward mobility within that occupational category.

Postponement of higher education

Investigation reveals that growing numbers of qualified persons are postponing completion of higher education. The postponement takes several forms: going to work immediately after high school; entering non-degree postsecondary training programs, for example, nursing; dropping out of college; travel; marriage; military service. Persons who resume higher education after a postponement often bring qualifications they would not have acquired as continuing students. Such qualifications tend to fit them for a form of study that places greater responsibility on the individual and is flexible in meeting his needs.

Chapter 2 - Needs and Goals (cont.)

Expansion of degree-level certification

A trend now evident in higher education is the placing of a number of postsecondary vocational programs under the academic degree structure. Several states now authorize proprietary vocational schools to award academic degrees. Throughout the country, diploma nursing programs in hospitals are phasing out in favor of associate degree programs conducted by two-year colleges. Many opportunities for application of nontraditional educational techniques will occur as this "sideways" movement in post-secondary education continues.

Summary

Clearly there exists amongst the adult population a potential clientele for alternate approaches to higher education. These include housewives, veterans, minorities, the elderly, community workers, and a variety of technical-level employees in public and private employment.

To the extent that Connecticut faces new pressures for educational opportunity, especially from postponement of higher education and from expansion of degree-level certification of postsecondary vocational education, it will be advantageous to develop appropriate avenues of nontraditional evaluation and recognition.

Planning Goal

For present purposes, as a planning goal, it appears appropriate to give consideration to a system of alternative approaches that might eventually involve up to five percent of Connecticut's adult population in one aspect or

Chapter 2 - Needs and Goals (cont.)

another of its services. This total, which lies between 75,000 and 100,000, does not appear unrealistic in a state where according to the 1970 census some 535,000 persons 25 and older have completed four years of high school while barely 400,000 have completed as much as one year of college.

Findings:

- I. Institutions and agencies inside and outside the system of traditionally organized and accredited higher education are in need of new formats in order to increase their ability to meet the needs of the state. It is possible to improve Connecticut's system of higher education in terms both of quality and of opportunities by establishing a program to award external degrees.
- II. Although increasing efforts are being made to make traditional programs more flexible, thousands of Connecticut residents are still denied access to higher education services. Moreover, many residents are penalized by a lack of formal recognition of learning achieved outside the classroom. As a result of these deprivations, the state's manpower is underutilized, and for many individuals serious inequalities in economic opportunity persist.

Chapter 2 - Needs and Goals (cont.)

Recommendations:

- I. A comprehensive program for earning undergraduate degrees and college credit by nontraditional methods should be developed and coordinated on a state-wide basis including credit by examination, credit by transfer, credit for off-campus study, and credit for experience.
- II. Priority for new opportunities in higher education should go to persons currently denied access especially veterans, minorities, low-income groups, shift workers, housewives, the handicapped, the elderly, and those seeking additional career education. Immediate attention should be given to student guidance and public information to encourage the use of existing and new alternate methods of earning college credits and degrees.

Chapter III

THE DELIVERY SYSTEM

The process of preparing recommendations for augmentation of the delivery system occasioned consideration of certain questions, among them the following:

What are the ways of validating and awarding academic credit for activities in higher education and on what bases are degrees granted?

What are the types of technology employed in delivery of higher education services?

What are the present resources of Connecticut for delivery of higher education services by (a) traditional and (b) nontraditional methods. What resources might be available in neighboring states?

Terminology -

An understanding of what is meant by the term "delivery system" when applied to higher education requires a review of certain fundamental concepts, chiefly those in the sequence that begins with Instruction, proceeds through Learning, Validation, and Evaluation, and ends with Recognition.

In the traditional mode of delivery, teachers give "courses of instruction" to groups of students according to an established syllabus and within an established frame of time and place. The result is "learning," which is "evaluated" by quizzes and examinations. Various exercises are also required such as working problems and writing essays and these too are evaluated as evidence that learning has occurred. Failure to attend classes is often penalized by arbitrary reduction of the grade after evaluation is completed. "Validation" of the learning traditionally takes place prior to the offering of the course. This is accomplished through a process of formal institutional approval.

Chapter 3 - The Delivery System (cont.)

"Recognition" comes in the form of course credits and degrees which are recorded on the basis of a report by the instructor who conducts the course of instruction.

The nontraditional mode involves certain differences, mainly because the emphasis rests not on the process by which learning is acquired but rather on evidence that learning has taken place. One result is that the time, place, content, and duration of instruction becomes a matter of indifference. Validation, on the other hand, takes on greater significance. In the traditional mode, validation is in effect automatic because it occurs through the formality of prior approval. In the nontraditional mode it takes place after the fact in that a determination is made that the results of a given learning experience outside the classroom are equivalent in the view of the validators to the results of a traditional learning experience and hence worthy of academic credit. This is no simple task in cases where the subject matter is inaccessible through traditional academic resources, for example, the learning that can be achieved through a term of executive responsibility in a complex business situation or in public office.

The process of evaluation, that is, the measuring of the results of the learning experience in terms of pass-fail, letter grades, or other symbols comes into play after Validation has determined that the experience is indeed worthy of academic credit as traditionally understood. Evaluation is of necessity a judgmental process both in the traditional and nontraditional modes. In the latter, however, it takes on a special importance because it is based on factors of demonstrated competence or achievement without reference to the instructional or

Chapter 3 - The Delivery System (cont.)

learning processes that may have preceded. No points are given for good attendance. No points are subtracted for late assignments.

Recognition is the only aspect that is the same in both modes. It is the final step. It can occur only after both validation and evaluation are completed. Its terminology can vary as regards the designation of credits or competencies, and also in the matter of degrees, certificates, and diplomas. The differences have no bearing on the fact of recognition by an agency legally qualified and duly accredited to grant such recognition.

The Nontraditional Mode

Once the concepts underlying the delivery of higher education services are understood, it becomes easier to identify some of the main alternatives to traditional approaches. The following is a list of procedures and activities that might be found in a program of learning outside the conventional college classroom:

SERVICES OR PROVISIONS	{	Organized personal individual instruction
		Organized non-personal group and individual instruction
		Extended and condensed calendar (or time frame)
		Individual study with and without syllabus and technical aids
ACTIVITY	{	Participation experience
		Examination performance
		Work experience
		Cultural experience
		Study experience

Chapter 3 - The Delivery System (cont.)

Alternatives to evaluation by written examination

Oral examination

Practical demonstration

Review of record of accomplishments

Program Models

The most recent published inventory of nontraditional programs, "Increasing The Options" by John R. Valley (Princeton, New Jersey Educational Testing Service, 1972) contains 124 entries in categories as follows: New Programs (28), Proposals (30), Major Studies and Reports (40), Related and Supporting Services (26). The committee has taken cognizance of virtually every one of these in some depth -- and in a few instances has devoted an entire meeting to one or two programs.

Two programs in America stand out as potential models and resources-in-being for Connecticut. One of these is the Regents External Degree Program of the University of the State of New York based in the State Education Department in Albany. The other is the so-called University Without Walls operating through the consortium of institutions organized as the Union of Experimenting Colleges and Universities, Yellow Springs, Ohio. Both programs have obtained degree-granting authority in their home states, hence have basic accredited status. Both plan to seek regional accreditation.

The Regents program has begun to award the degree of Associate in Arts and has already enrolled candidates for the degree of Bachelor in Business. Additional degree programs are being developed.

The Regents External Degree Program offers no instruction, hence there are no tuition charges. Candidates pay an enrollment fee and examination fees

Chapter 3 - The Delivery System (cont.)

as necessary. The program accepts transfer credits in addition to credits earned by examination (chiefly through the College Board CLEP examinations, and the New York State CPEP examinations). There are no residential or other barriers to enrollment in the Regents External Degree Program. Hence it is presently available to residents of Connecticut.

The Union program offers instruction as well as a degree. Because of the variety of programs within the participating institutions, the totality cannot be conveniently described. The essential characteristic is that degrees are awarded on the basis of recommendation from the faculty of the participating institution in which the candidate is enrolled. The actual degree might be awarded jointly by the institutions and the Union, or by one or the other singly. The Union philosophy is favorable to the concept of adult study programs conducted in widely scattered adjunct faculty centers but interspersed with brief periods of intensive study on a college campus. Connecticut residents may earn college credits and/or a degree through the Union's University Without Walls by enrolling as tuition-paying students in one of the participating institutions, some of which are located in adjacent states.

Nontraditional Programs in Connecticut

A survey of nontraditional practices in institutions shows that there are many programs, many resources, and much current activity. All of this constitutes evidence of support for the concept of alternate approaches throughout the educational system in the state. Volunteer agencies and industry are already involved. An external degree is already available, at least in theory, through cooperation between the

Chapter 3 - The Delivery System (cont.)

Department of Corrections and individual institutions within the state. (See Report of Survey, Appendix A)

A survey of technological resources shows many are available for electronic delivery of higher education services, but a number of new technological resources remain as yet underutilized. (See Report of Survey, Appendix B.)

Development of comprehensive guidance and information services to assist the non-affiliated student is forecast through the success of isolated projects, for example, the counseling programs of the Hartford College for Women in the Greater Hartford region and similar programs sponsored jointly in Fairfield county by the Young Women's Christian Association and the American Association of University Women.

Technological Resources

It appears that the current thrust to exploit technological resources as an aid to participation in programs of nontraditional learning does not in essence differ from previous efforts to utilize such resources in traditional programs. What is different today is the imminence of major advances in the availability of television resources including cable TV and videotape cassettes for instructional purposes.

A survey of accredited institutions in Connecticut reveals an existing basis of electronic audio-visual resources including closed-circuit television and computer terminals. Also available is a state-wide public television network plus the extraordinary potential of cable television.

Absent from the scene is a broadly supported integrating force at

Chapter 3 - The Delivery System (cont.)

the highest possible administrative level to promote utilization of the resources now available.

The task of promoting the use of technological resources will lead to study of a wide range of fundamental questions with respect to instructional television. Heretofore the single question that has been generally asked has been an unambitious question: How can television assist the existing educational process? One might ask, rather, how the process itself can be altered and improved by the conjuncture with television. How, for example, does one present the structure of an academic discipline when television is a part of, or all of, the mode of presentation? Are there new modes of continuing education that are now, for the first time, practical? Does television have special capacities for affecting motivations and attitudes; if so, how are they to be governed and used? What are the varying roles that teachers and para-teachers might play in a system within which television is intimately associated? What are the interplays between television and existing technologies, in particular the press?

Some immediate possibilities

One immediate possibility for providing the opportunity to earn an external degree in Connecticut would be an agreement and appropriate supporting activities sponsored by the Commission for Higher Education to facilitate enrollment in the Regents External Degree Program of the University of the State of New York and/or similar programs in neighboring states. Concurrently there is the possibility of participation by new and present public and independent institutions in consortia offering nontraditional learning programs and degrees.

Chapter 3 - The Delivery System (cont.)

The Commission for Higher Education could also make use of its current authority under Sec. 10-325 of the General Statutes

- (1) to establish advisory committees to assist in defining and suggesting solutions for problems and needs relating specifically to the development of alternate approaches to the delivery of higher education services, and
- (2) to make contracts, leases, or other agreements in connection with activities it may undertake in support of programs related to nontraditional studies and external degrees.

Findings:

- III. On their own initiative, many colleges and universities within the state are developing programs for external degrees, credit by examination, and technology-supported teaching.
- IV. A substantial foundation of communications media is already available and is developing for technology-supported teaching.

Recommendations:

- III. The Commission for Higher Education should be a catalytic public agency to promote maximum participation of post-secondary institutions and community service organizations in the delivery of alternative modes of higher education services by encouraging contractual relationships and the award of degrees by new and nontraditional methods.
- IV. Immediate attention should go to expanding the utilization of existing and new systems for delivery of higher education services through radio, television, press, computer, and other technological resources. A continuing staff program of research and development should be an integral part of such activity.

Chapter IV

A NEW DEGREE-GRANTING AGENCY

Having explored the potential of existing institutional and technological resources for delivery of higher education services, the Committee investigated the possibilities of new organizational entities and new organizational relationships. Several questions were raised to bring the issues into focus:

Are you willing to recommend a degree based solely on performance in examinations as an alternative to a degree based on both participation and performance in courses of instruction?

Are you willing to recommend validation of certain non-academic (i.e. informal and extra-institutional) learning experiences as equivalent in value to formal academic achievement either in examinations or in course participation?

e.g. experience in public office (elective or appointive);
executive positions in business;
volunteer social, medical, or cultural activities;
exploration or military service abroad;
participation in research projects.

Is there a need for awards other than degrees?

Should an external degree be awarded by an administrative agency without participation of an accredited teaching agency, i.e., a college or university?

Will the educational profession and the general public accept a separation of evaluation from instruction?

Does the plan include assurance that the credits earned by non-traditional means will be accepted by academic institutions in which the student has become qualified to enroll?

Or by professional societies and governmental licensing and certifying boards?

Will locally prepared and standardized college-level examinations be accepted on same basis as regionally or nationally standardized examinations?

Will examinations of licensing boards and professional associations be similarly accepted?

Chapter 4 - A New Degree-granting Agency (cont.)

Can it be demonstrated that whatever is proposed by way of a program of alternate approaches is truly indigenous? That it represents a direct expression of what the residents of the several regions of the State believe they must have in order to satisfy the imperatives of self and society?

What subject areas should be developed first?

What are the various structural models for delivery of higher education services and awarding degrees in Connecticut and which appear (a) most desirable and (b) most feasible?

In what manner will existing institutions be able to reconcile the practices of their traditional programs with nontraditional approaches and programs operating elsewhere in the system of higher education?

Will existing institutions be able to participate in new programs involving nontraditional approaches?

Discussion

The Committee takes the position that in constructing a comprehensive program for delivery of higher education services, three types of resources must be utilized -- the resources of existing agencies and institutions, the resources of technology, and the resources of organizational facilitation. In other words the Committee feels that the challenge of a truly effective program of alternate approaches cannot be met without taking into account people, mechanisms, and the ways of getting them all to work creatively together. Of the three, organizational resources stand out as offering even greater possibilities than the not inconsiderable resources of college campuses and electronic communication systems. Hence the Committee has decided to recommend a course of action that would bring about new organizational entities and new organizational relationships within and amongst existing agencies and institutions.

Chapter 4 - A New Degree-granting Agency (cont.)

The "Market"

The Committee chose to base its recommendations on an assumption that the "market" for nontraditional services has two categories:

1. Persons in need of assistance in learning in order to qualify for credits and degrees, usually for the purpose of obtaining occupational advancement or certification. These require the services of two types of agency: a teaching agency and also an examining agency with authority to award degrees.
2. Persons needing or desiring validation and recognition of past learning. These can be served by a single examining agency with authority to award credits and degrees.

Included in the second category are members of minority groups who would benefit from a program that would validate and give formal recognition to learning acquired through community service employment, for example in positions of executive responsibility in a community action organization or educational enterprise, in positions where self-knowledge and understanding are achieved through participation in the development of self-knowledge and understanding in others, or in positions involving the design and delivery of educational services in an organized program over a period of time.

Organizational Models

The assumption about categories within the "market" focuses attention on the range of organizational modes that will provide degree-granting authority and instructional capability in varying combinations. Among the more obvious possibilities are:

Chapter 4 - A New Degree-granting Agency (cont.)

1. A state-wide ~~public~~ agency with autonomous degree-granting authority ~~chartered~~ by the legislature to operate from a central location, (e.g. the registrar's office of a college or university or ~~the~~ office of the Commission for Higher Education).
2. Affiliation with a degree-granting organization in a neighboring state (e.g. the New York Regents External Degree Program or Edison College in New Jersey).
3. A consortium of Connecticut institutions chartered by the legislature to award its own degrees.
4. A state-wide consortium of Connecticut institutions offering nontraditional programs but without central degree-granting authority. Credits and degrees would be granted by the individual member institutions in accordance with the policies and procedures of the consortium.
5. A consortium ~~similar~~ to (4) above but organized on a local, regional, or ~~multi~~-state basis.
6. An agency under contract and licensed by the Connecticut Commission for Higher Education to award credit and external degrees on the basis of its own validation and evaluation procedures, which could include acceptance of credit by transfer for learning validated and evaluated at other agencies or institutions.
7. A regional university chartered by the legislature to award degrees and to provide guidance and instructional services through the medium of regional organizations, which could include higher education centers and multi-state consortia.

Chapter 4 - A New Degree-granting Agency (cont.)

The Faculty as Examiners

Underlying the many possible organizational structures and relationships is a serious issue to which the Committee addressed itself at several meetings. This is the issue of how much authority would rest with members of the academic profession in making decisions on the granting of academic credit. There is more involved than the traditional tension between town and gown. College teachers in America are accustomed to functioning in a self-serving mechanism. That is to say, faculty members within their own institution exercise the power both to set standards for student performance and to determine on their own individual or collective authority that the standards have been met. There is no mechanism for appeal beyond the boundaries of the institution. The autonomy of the faculty member is reinforced by the custom of basing grades on many aspects of participation in a course of instruction which the faculty member conducts in person within a specific time frame and in a specified place or places. The faculty member under this system is free to judge the quality of learning that has taken place by subjective as well as objective criteria, for example, attitude, neatness, readiness to recite, diligence in taking notes. So far, with the exception of such nationally standardized examination programs as the Law Boards and the Graduate Record Exams, there are few outside constraints on institutions and faculty members with respect to the setting of standards and the evaluation of student performance.

Chapter 4 - A New Degree-granting Agency (cont.)

An Examining Faculty

Faculty members accustomed to the autonomy they enjoy under traditional procedures are likely to regard the prospect of a separation of evaluation from instruction as a threat to themselves personally and as members of an established profession. It will be necessary, therefore, to make certain that the traditional authority of faculty persons to make evaluations of academic performance is maintained within the structure of any new degree-granting agency that may be recommended. Further it will be necessary to provide for faculty participation in setting standards and requirements. Their input is essential if such programs are to have full acceptance in the academic world. In sum, the inclusion of an "examining" faculty recruited for adjunct or part-time service from existing agencies and institutions should be a sine qua non for any new organization created to grant external degrees or credit by examination.

Preferences in Regard to New Organizational Relationships

It is the opinion of the Committee that existing accredited institutions which are taking active steps toward furnishing higher education services in nontraditional modes will welcome the leadership of the Commission for Higher Education, although in the capacity of catalyst rather than as governor. However, it is recognized and generally agreed that the involvement of the Commission in certain activities of an operational nature will be necessary at the outset and on a diminishing scale for some time thereafter. At all times, however, some constituent body with appropriate authority and prestige within the state system of higher education will be necessary.

There is strong support within the Committee for the concept of a clearinghouse or central registry of credit. Such an enterprise, which

Chapter 4 - A New Degree-granting Agency (cont.)

could be operated as an activity within the central office of the Commission for Higher Education, would be available to non-affiliated students seeking an external degree. The registry would provide a number of services such as record-keeping, issuance of transcripts, guidance, public information activities, research, and test administration.

There is equally strong support for creation of an autonomous examining and degree-granting agency.

There is far less support for creation of a new state-supported instructional agency for delivery of nontraditional programs, at least in the immediate future, the preference being to rely on existing institutions and regional consortia for provision of instructional services.

Local agencies such as the Greater Hartford Process, Inc. have expressed interest in the provision of instructional services in the mode of what is known as an "open" university. The Union of Experimenting Colleges and Universities based in Yellow Springs has indicated a willingness to provide leadership in establishing instructional programs utilizing adjunct faculty centers. There are already in Connecticut a number of voluntary organizations offering guidance services and non-credit instruction at the level of higher education. The same may be said of programs in industry, the professions, and adult education.

A New Degree-granting Agency

After thorough consideration of all factors involved -- and with due regard for the best interests of the state -- the Committee has concluded that its major recommendation should be one that, when implemented, will unite all elements of postsecondary education in Connecticut firmly in

Chapter 4 - A New Degree-granting Agency (cont.)

support of the concept of the external degree. To attempt less would be to deny the necessary basis of encouragement, status, and continuity that must be provided if the benefits envisioned are to be realized.

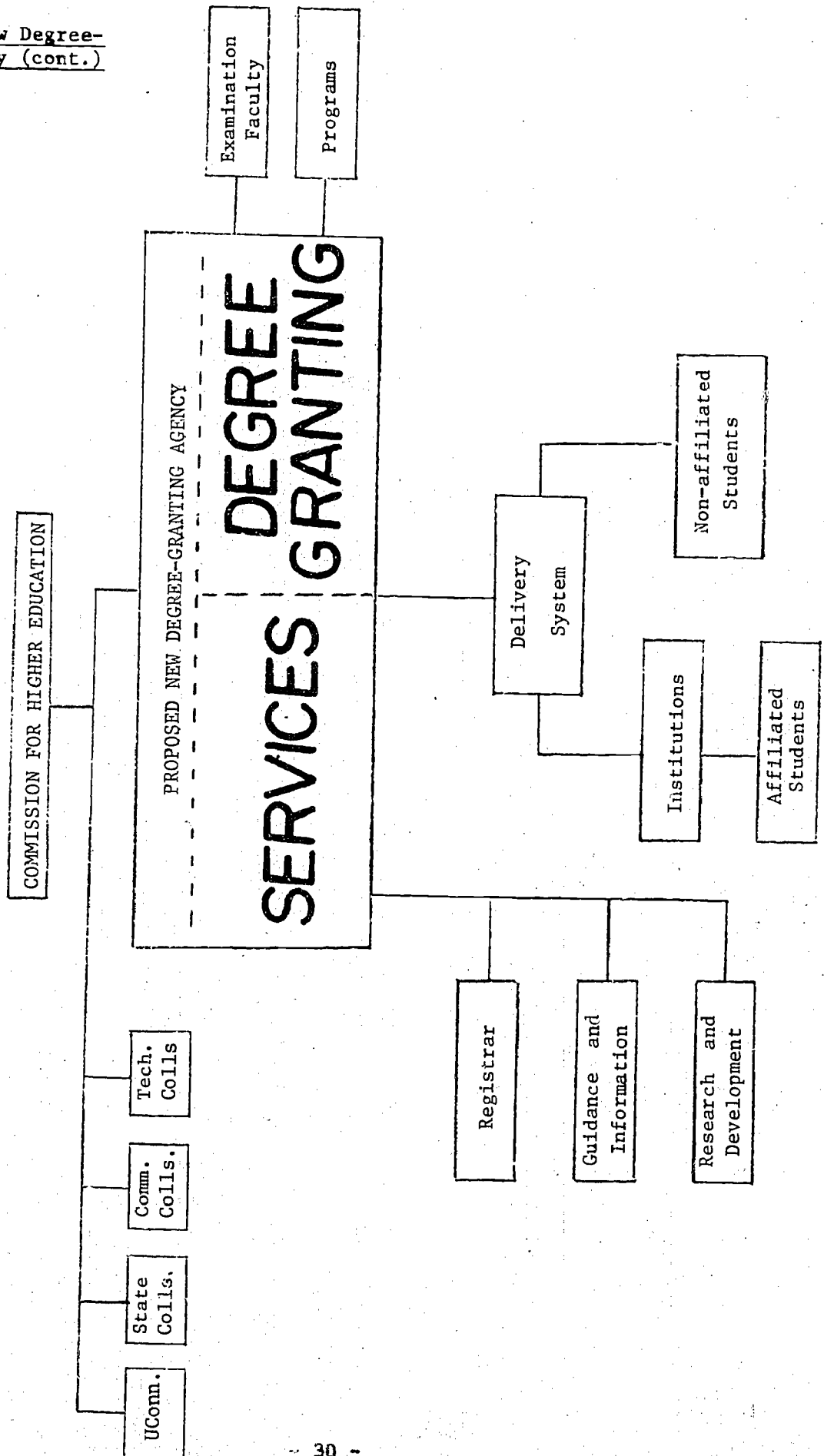
Underlying the concept of the external degree and its corollary, credit by examination, is the principle of the separation of the teaching function from the evaluative function. This principle, the Committee insists, should be acknowledged as a viable basis for implementation of new methods by which degrees and credits are awarded. Every benefit of the traditional educational process can be provided as effectively when the functions are separated as when they are joined. What is crucial is that the highest level of professional involvement be maintained and that there be the fullest provision of the supporting services that constitute the essence of traditional education.

The recommendation that has been developed calls for establishment of a new organizational entity that will expand the capabilities of all existing modes of higher education in the state. It will provide services which are of direct benefit to individual students. Moreover, it will function as encouragement and catalyst for additional services by others.

The recommendation is for establishment by legislative action on the basis of careful planning of a new degree-granting agency.

The agency would be a constituent unit within the state system of higher education with its own autonomous governing board appointed by the Governor. It would function in the mode of an examining university, that is to say, it would grant credits and degrees but would not have responsibility for offering programs of instruction. Its work would be carried on

ILLUSTRATION OF ORGANIZING CONCEPT



Chapter 4 - A New Degree-granting Agency (cont.)

through a faculty of examiners who would be recruited on an adjunct basis for service on committees and examining boards. There would be a small professional staff responsible for essential supportive services. The role and status of the agency is conceptualized in the accompanying diagram.

The authority of the new agency as presently envisioned would include the following:

1. to establish procedures and requirements for external and non-traditional academic credit and degrees;
2. to grant such degrees in accordance with the recommendations of its examining faculty;
3. to approve procedures for the validation of learning;
4. to conduct examinations and grant credit for validated learning in accordance with the recommendations of its examining faculty;
5. to conduct counseling and public information activities in support of programs of nontraditional studies;
6. to exercise a coordinating and consultative function with respect to development and operation of local and regional programs of instruction related to the earning of external degrees;
7. to sponsor and participate in research and development projects related to nontraditional modes of learning; and
8. to employ a staff including full-time and part-time professional employees.

Chapter 4 - A New Degree-granting Agency (cont.)

The functions of the service staff would include:

- maintenance by a qualified registrar of individual permanent records of post-secondary educational achievement on the basis of official transcripts and other records and reports
- issuance of certified transcripts
- provision of information from official sources as to the academic content of nontraditional learning resources such as independent study materials, correspondence courses, programmed texts, and study guides.
- guidance and public information on alternative modes of earning an academic degree
- assistance to institutions seeking funds for development, delivery, and evaluation of nontraditional forms of higher education
- initiation and participation in research and development projects related to the improvement of educational opportunities through alternate approaches to the delivery of higher education services

Chapter 4 - A New Degree-granting Agency (cont.)

Findings:

- V. A program to award external degrees requires encouragement, status, and continuity. In order to provide effective educational services the functions of instruction and evaluation need not be conducted within a single organization.

Recommendations:

- V. A new constituent unit within the state system of higher education should be created. This unit with its own board of trustees should have authority (1) to award undergraduate degrees on the basis of examinations and transfer of credit, (2) to award credit for learning on the basis of demonstrated competency without regard to how it was achieved, and (3) to provide services necessary to implement its functions as a degree and credit granting agency.

Chapter V

COSTS AND IMPLEMENTATION

With respect to matters of cost and implementation, the committee recognizes that there are certain obvious questions to be raised, not all of which should be answered at the outset before planning is completed and elements of the program are tested under operating conditions, for example:

Should there be an immediate commitment of public funds to planning and implementation of pilot programs? If so, how much and for what purposes?

What amounts of operating support and capital support will ultimately be required to finance the services recommended? How much of each per year? What percentage of public revenue will this represent? What revenues will be generated? What are the cost/benefit factors?

Discussion

There is no question that external degree programs are fast gaining acceptance as a part of American higher education. All over the country programs are being authorized and implemented by various other states and perhaps nowhere is this development gaining more momentum than here in the East. New York, New Jersey, Massachusetts, and Rhode Island have all begun programs of one type or another. To date, Connecticut has none, but it does have a responsibility to provide its citizens opportunities for a higher education at least comparable to those offered by its neighboring states, let alone those offered by states in other parts of the country.

The committee firmly believes that the net cost to students for alternative modes of higher education should be such as not to exceed the cost of comparable higher education by traditional modes. At the same time, the committee well recognizes that the external degree concept,

Chapter 5 - Costs and Implementation (cont.)

in general, is still embryonic, that much is yet to be learned, that valuable experience is being gained where such programs have been launched, and that careful, deliberate study will help us to profit from the experiences of others. Additionally, we can expect to avoid a great deal of needless program duplication by carefully working out reciprocal arrangements with other states which will enable us to expand our own programs and educational opportunities on a very economical basis.

The committee's philosophy is that our first objective should be to provide effective avenues to higher education for our people and that this objective can best be served by judicious study and development of the programs it intends to use. Our first commitment is to quality, not haste; to a pilot program as a first step, not an ultimate solution.

In keeping with its philosophy that a beginning should be made immediately but with ample provision for planning and careful implementation, the committee has developed a budget that it deems appropriate for the first year of operation beginning July 1, 1973. This budget is presented in Appendix D for consideration by parties concerned.

Findings:

- VI. Since economic factors play an important part in the development of educational programs, it is imperative that steps be taken to assure maximum benefits in relation to costs.

Recommendations:

- VI. Public funds should be made available to staff and implement a pilot program on an expandable basis in response to a continuing appraisal of need.

Chapter VI

ACCREDITATION

With respect to matters of accreditation, the committee faced three basic questions:

What legal requirements must be met in the implementation of non-traditional programs?

What should be the philosophy underlying regulations for the accreditation of nontraditional programs?

Is regional accreditation necessary or desirable?

Discussion:

State accreditation is in effect mandatory under the law. Any new agency intending to award degrees or credits at the level of higher education must have the approval of the Connecticut Commission for Higher Education before beginning operations. Regional accreditation is voluntary but is necessary as a means of achieving nationwide recognition. The New England Association of Schools and Colleges which is the regional accrediting agency having responsibility for Connecticut, will not grant accreditation until one class has been graduated, but at an early stage an institution may be admitted to membership as Correspondent and then as Candidate for Accreditation.

The New England Association has not yet adopted a final policy on the accreditation of nontraditional degree programs, but discussion of such a policy is being carried on both within the Association and, at the national level, in the Federation of Regional Accrediting Commissions of Higher Education (FRACHE).

In general it appears that one can count on sympathy with new and nontraditional forms, since the Association appears to be moving toward accreditation of two new types of institutions: (1) a college or university which accepts or certifies the validity of work done elsewhere,

Chapter 6 - Accreditation (cont.)

credits that work toward a degree, and actually awards the degree;

(2) an examining college or university.

A situation as yet unresolved in Connecticut is the position to be taken by the Commission for Higher Education as regards regulations for the licensure and accreditation of agencies seeking to offer external degrees, credit by examination, and other forms of nontraditional postsecondary education. Recent legislation mandates the issuance of new regulations. The committee urges that this be done promptly and recommends that these regulations follow the lead of the New England Association and the National Federation.

Findings:

- VII. The development of alternatives to traditional modes of higher education requires appropriate new regulations by state licensing authorities.
- VIII. The success of a new program of nontraditional educational services depends heavily upon its acceptance by traditional institutions and the general public.

Recommendations:

- VII. The Commission for Higher Education should issue regulations in accordance with Section 10-330a(b) of the 1971 supplement to the General Statutes of Connecticut. The recent Federation of Regional Accrediting Commissions of Higher Education (FRACHE) report of guidelines for accreditation of nontraditional degree programs should be utilized in preparing said regulations.
- VIII. The new unit established to promote programs of nontraditional study and/or to award external degrees and credit by examination should seek to obtain full accreditation from the New England Association of Schools and Colleges.

Chapter VII

ACCOUNTABILITY

The area of accountability opens a variety of considerations, as indicated by the following questions:

Regarding the present state of higher education, "Is it enough?" Are all segments of adult need being served? Are all possible methods of delivery actually in use?

Will a system of advisory committees and governing boards be required to assure the responsiveness and public accountability of the system?

Are resources wasted because institutions do not recognize recommendations on learning in the armed services and in non-credit adult education, proprietary, and industrial training programs?

What will be the effect of the provisions of the 1972 Higher Education Amendments (P.L. 92-318), particularly as regards occupational programs? Are there practical competences that should be included in the canon of academic subjects and given recognition through nontraditional modes of service?

How can opportunities for minorities groups be reinforced and expanded?

What lies at the root of the higher education process: participation in the activities of a community involved in learning? or achievement in learning?

Will quality controls be needed? What is "quality?" How is it measured? By what means is quality achieved? How is it maintained and/or improved?

Discussion - Monitoring and Performance Evaluation of the System

After considering all factors involved, the committee is convinced that no commitment should be made to public support of a system of alternative modes in higher education unless provision is made for close and continuing monitoring of its performance. The committee urges that overall evaluation of the program be vested in an advisory group made up of representatives from traditional higher education, representatives from the target population, including participants in the program, and representatives from the public at large.

Chapter 7 - Accountability (cont.)

Academic evaluation of the external degree program should be based on criteria specifically developed in terms of the objectives and needs served by the program. These criteria should insure that real alternatives in the delivery of education are offered by the program.

In view of the special nature of the program, it should be the clear responsibility of the administrative staff to collect, compile, coordinate and disseminate data on the status and trends of the program. Said data should include but not be limited to quantitative data on potential target populations, participant target populations, student populations, rate of success, and placement of graduates.

Analysis of the costs and benefits of the program should be the responsibility of the administrative staff. Said analysis should include but not be limited to delivery cost per unit of credit, financial aid requirements, comparison with cost of traditional higher education, evaluation of individual benefits in terms of gains in wage-earning potential, time and money saving, lower educational debt, and economic benefits to the State and the nation in terms of increased tax-basis and additions to the gross national product.

Chapter 7 - Accountability (cont.)

Findings:

IX. Evaluation is necessary to monitor any nontraditional program.

Recommendations:

IX. Steps should be taken to monitor the performance of non-traditional programs and to guarantee the adequacy and quality of services to minority and other target populations. Evaluation of programs should be vested in an advisory group made up of representatives from traditional higher education, representatives from the target populations (including participants in the program), and representatives from the public at large.

APPENDIX A

Report of Survey on Nontraditional Practices

APPENDIX A

SURVEY: Nontraditional Undergraduate Programs and Practices

In September 1972 forty-three accredited institutions of higher education in Connecticut received questionnaires seeking information on nontraditional practices. Within the month, all institutions had replied with results as compiled below:

Highlights

Replies were received from 22 public and 21 independent institutions.

	<u>Number</u>	<u>Percent</u>
Institutions granting credit by examination in lieu of course enrollment	29	67%
Institutions accepting in transfer course credit earned elsewhere by examination	27	63%
Institutions providing public testing center on campus for college level examinations	13	30%
Number of students in 1971-72 earning credits by examination (approx.)	700	---
Semester hours of credit earned in 1971-72 by examination (approx.)	4200	---

Nontraditional Undergraduate Programs and Practices at Accredited Institutions
in Connecticut - Fall 1972

	PUBLIC	INDEP.	TOTAL
Institutions responding	22	21	43
1. Full-time independent study	1	5	6
2. Part-time independent study	12	17	29
3. Interdisciplinary study	12	13	25
4. Internships or work-study programs	13	17	30
5. Tutorial study courses	9	13	22
6. Correspondence or home study courses	0	0	0
7. Televised instruction	5	3	8
8. Computer-assisted instruction	5	4	9
9. Casette-based courses	6	0	6
10. Concurrent enrollment in courses at other institutions	15	18	33
11. Credit for learning in proprietary institutions	5	8	13
12. Credit for learning in industrial or in-service training programs	8	8	16
13. Study abroad for credit	4	13	17
14. Credit for study in community cultural agencies (museums, libraries, churches, theaters, etc.)	5	5	10
15. Credit for employment experience	9	5	14
16. Credit for artistic achievement	1	2	3
17. Credit for volunteer work in health or social agencies	4	4	8
18. Credit for travel experience	1	1	2
19. Credit for military service	0	2	2
20. Credit for learning achievement in armed services	12	10	22
21. Three-year baccalaureate	1	8	9
22. Self-paced study schedule	7	6	13

	PUBLIC	INDEP.	TOTAL
23. Individual learning contracts between student & fac.	5	9	14
24. Degree entirely by part-time study	18	13	31
25. Degree entirely by correspondence study	0	0	0
26. External degree (no residency required)			
(a) Associate	1	0	1
(b) Bachelor	0	0	0
27. College admission for high school students in lieu			
(a) eleventh year	0	2	2
(b) twelfth year	2	12	14
28. College course enrollment available to students while in high school	17	17	34
29. Special counseling for adults	17	13	30
30. Special programs or special academic regulations for adult students	8	12	20
31. Child Care Services	3	1	4
32. Persons over 25 admitted without high school diploma or equivalency certificate	8	3	11
33. Public testing center for college-level examinations	7	6	13
34. Credit by examination without course enrollment	16	13	29
35. Credit by challenge examination for courses in which enrolled	4	3	7
36. Credits earned by examination accepted in transfer	13	14	27
37. Procedure available for validation of nontraditional learning	14	10	24
38. Types of examinations for evaluation of validated nontraditional learning:			
-Written examination prepared externally and with norms established on national, regional, or multi-institutional basis	12	9	21
-Written exams prepared locally by the faculty of one or more institutions and with norms on local or ad hoc basis	11	10	21
-Oral Examinations	4	6	10
-Examinations by review of record of accomplishments	6	6	12

Experience in award of credit earned by examination: (Best estimates given)		PUBLIC * #	INDEPENDENT * #	TOTAL * #
a)	Of the total amount of degree credit awarded in the academic year 1971-72, approximately <u>X</u> semester hours represent credit earned by externally prepared examinations (CLEP, CPE et al) and	9 - 1 15 - 1 16 - 1 40 - 1 60 - 1 100 - 1 228 - 1	6 - 1 50 - 1 60 - 1 170 - 1 350 - 1 1300 - 1	2404-13
b)	approximately <u>(X)</u> semester hours represents credit earned by locally prepared examinations.	24 - 1 25 - 1 30 - 1 35 - 1 39 - 1 60 - 1 75 - 1 150 - 1 240 - 1 450 - 1	15 - 1 30 - 1 100 - 1 175 - 1 300 - 1	1748-15
c)	approximate total number of students earning credit by examination <u>(X)</u> .	6 - 1 9 - 1 10 - 2 12 - 1 30 - 1 35 - 1 50 - 1 100 - 1 197 - 1	2 - 1 5 - 1 10 - 1 40 - 1 50 - 2 100 - 1	716-17
d)	Approximately <u>(X)</u> semester hours of credit accepted in transfer during 1971-72 have been earned by examination (externally and/or locally prepared) prior to enrollment at this college.	30 - 3 60 - 1 69 - 1 109 - 1	6 - 1 12 - 1 35 - 1 40 - 1 50 - 1 70 - 1	541-12
e)	Approximate number of students receiving transfer credit based on credit-by-examination <u>(X)</u> .	3 - 1 6 - 1 10 - 2 18 - 1 26 - 1	1 - 2 5 - 1 10 - 1 12 - 1	102-11

* Figure refer to blanks marked with (X).

APPENDIX B

A Report on Television and Audiovisual Technology

Available at All State Institutions Under Jurisdiction
of the Connecticut Commission for Higher Education

Television Facilities

Institution	Studio/Multi Media	Hours in use Weekly	Classroom Facilities	Hours in use
University of Connecticut Stanley Quinn, Director	Complete three (3) camera black and white vidicon TV studio equipped with full lighting, console for audio/video switching two (2) 2" black and white videotape recorders, film chain/multiplexer with vidicon camera. Life Science Room (Seats 300) outfitted with two vidicon cameras for live pick-up of demonstrations and display on seven 12" video monitors for use by faculty. Five (5) channel master antenna system used for recording distribution to dormitories and/or classrooms.	14 3 9	Four (4) classroom black and white videotape recorders cameras and monitors. Two (2) battery operated units for use by faculty.	48
University of Connecticut Center Ann Audette, Director	No TV studio at present time. One (1) microwave TV (two way) system between Newington Veterans hospital and McCook hospital.	24	Twenty-eight (28) classroom black and white videotape recorders, monitors and cameras for use by faculty.	48
Connecticut State Frank Sullivan, Director	Complete two (2) camera black and white vidicon TV studio equipped with full lighting	12	One (1) battery operated black and white videotape unit for use by faculty.	8

Institution	Studio/Multi Media	Hours in use Weekly	Classroom Facilities	Hours in use
Western Connecticut State College	<p>console for audio/video switching, two (2) 1" black and white videotape recorders and film chain/multiplexer with vidicon camera.</p> <p>Four (4) channel master antenna system for recording/distribution to video dial access system.</p>	8		
Central Connecticut State College ... Doug Wardwell, Director	<p>Complete four (4) camera black and white plumbicon studio equipped with full lighting, console for audio/video switching three (3) 2", two (2) 1" and four (4) 1/2" videotape recorders, film chain and multiplexer with vidicon camera.</p> <p>Message channel system displaying meeting notices on video with audio music background throughout campus and in student center.</p> <p>Five (5) channel (RF) master antenna system used for recording/distribution "off air signals" throughout campus and to large screen TV projector and monitors in student center.</p>	26 112 168	<p>Fifteen (15) classroom black and white video-tape recorders, cameras and monitors for use by faculty. Five (5) battery operated black and white videotape units for use by faculty.</p>	48

Institution

Studio/Multi Media

Classroom Facilities

Hours
in use
Weekly

Hours
in use

Connecticut State

One (1) multi media room with 16, 35mm, film strip and black and white TV projector. (Seating capacity-250)

40

One (1) auditorium with 35mm motion picture, sound mix, full state lighting and black and white television projector. (Seating capacity-1,856)

40

Connecticut State

Michael Hannon, Director

Complete two (2) camera black and white vidicon studio equipped with full lighting, console for audio/video switching, two (2) videotape recorders, film chain and multiplexer with vidicon camera.

15

Classroom studio equipped with two (2) camera black and white remote operated pan and tilt units for observation of students, student teachers and master teachers, complete with full audio/video switching.

15

Five (5) channel (RF) master antenna system used for recording/distribution "off air signals" throughout campus or to large screen TV projectors in multi media rooms.

48

Twelve (12) classroom black and white video-tape units complete with cameras and monitors including two (2) video cassette (record/play-back) for use by faculty.

48

Institution	Studio/Multi Media	Hours in use Weekly	Classroom Facilities	Hours in use
Connecticut State	Five (5) multi media room areas for large group with 16mm, 35mm, film strip and black and white TV projectors installed in two systems. (Total seating capacity of all areas-1,700)	25		
Connecticut State	Complete three (3) camera black and white vidicon studio equipped with full lighting, console for audio/video switching, two (2) 1" videotape recorders, film chain and multiplexer with vidicon camera.	20	Twelve (12) classroom black and white video-tape units complete with black and white cameras and monitors for use by faculty.	48
George Tissen, Director	TV projector used in 500 seat auditorium to display off air signals or videotaped programs.	5		
Community	Five (5) channel (RF) master antenna system used for recording/distribution of "off air signals" on dial access system.			
Community	No TV studio at present time.		Two (2) classroom black and white recorders and cameras and five (5) video monitors for use by faculty.	5

Institution	Studio/Multi Media	Hours in use Weekly	Classroom Facilities	Hours in use
Central Community College	No TV studio at present time		One (1) portable video console complete with audio/video switching and one (1) 1/2" videotape black and white recorder and two (2) vidicon black and white cameras.	None at present
Community College			Two (2) battery operated black and white videotape units for use by faculty.	10
Community College			One (1) classroom black and white videotape recorder, camera and monitor.	5
Valley Community College	No TV studio at present time.		No classroom facilities at present time.	
Community College	No studio at present time		One (1) 1/2" black and white videotape recorder with monitor and black and white vidicon camera for use by faculty.	5

Location	Studio/Multi Media	Hours in use Weekly	Classroom Facilities	Hours in use
Community College	Seven (7) channel master antenna (RF) system for recording/distribution of "off air signals"	Not determinable as school recently opened.	One (1) 1" black and white videotape recorder for use by faculty.	
Community College Virginia Pettross,	Complete two (2) camera color vidicon TV studio equipped with, portable lighting, console for audio video switching, one 1/2" color videotape recorder, film chain/multiplexer with color vidicon camera.	25	Four (4) classroom black and white videotape recorders cameras and monitors for use by faculty. Two (2) battery operated black and white videotape units for use by faculty.	10 15
Community College Midman	Complete four (4) camera black and white vidicon studio equipped with portable lighting, audio/video switching. Two (2) 1" black and white videotape recorders, film chain and multiplexer.	8		
Community College Hard	No TV studio at present time.		No classroom facilities at present time.	

Institution	Studio/Multi Media	Hours in use Weekly	Classroom Facilities	Hours in use
Community College	No TV studio at present time.		One (1) battery operated black and white videotape units for use by faculty.	10
Community College Baylor	No TV studio at present time.		No classroom facilities at present time.	
Community College Bartown	No TV studio at present time. Five (5) channel master antenna (RF) system for recording/distribution "off air" signals to classrooms on campus.		Four (4) $\frac{1}{2}$ " classroom black and white videotape recorder/camera monitor for use by faculty.	8
			One (1) battery operated black and white videotape unit for use by faculty.	
Community College Bogon	No TV studio at present time.		Two (2) classroom black and white videotape recorders, cameras and monitors for use by faculty.	10
			One (1) battery operated black and white videotape unit for use by faculty.	5

are 8

Institution	Studio/Multi Media	Hours in use weekly	Classroom Facilities	Hours in use
Wittate Technical	No TV studio at present time.		One (1) vidicon black and white camera used with 1" black and white videotape recorder for use by faculty.	6
Bunda				
State Technical	No TV studio at present time.		One (1) 1" black and white videotape recorder with black and white vidicon camera for use by faculty.	18
	Six (6) channel master antenna (RF) system for recording/ distribution of "off air" signals to classrooms on campus.	3		
	One (1) multi media room with 16mm, 35mm and black and white TV projector. (Seating capacity-35)	3		
Wiley Technical	No TV studio at present time.		Two (2) 1" black and white videotape recorders with monitor and black and white vidicon camera for use by faculty.	6
Dennell	Five (5) channel master antenna (RF) system for recording/ distribution of "off air" signals.	3		
	Utilize television projector for display of "off air/ videotape signals to auditorium seating 150.	3		

	TV Studio	Weekly Hours in Use	Master TV Antenna	Weekly Hours in Use	Multi Media Auditoriums	Weekly Hours in Use	Class-room VTR's	Weekly Hours in Use
if Conn. health cook	1	14	1	1	1	3	34	72
es southern, ttern	4	73	4	138	8	70	45	104
illeges Hartford, Manchester, Middlesex, thwestern, mebaug, ll and	2	33	2	5	0	0	18	83
cal luding, mwalk,	0	0	2	6	2	6	3	30
7	7	120	9	158	11	73	100	299

Audiovisual Facilities

CON	FACULTY SERVED	STUDENTS SERVED	FACULTY/STAFF OF AV/TV DEPT.	SECRETARY	HOURS OF STUDENT HELP PER WEEK
Connecticut	1113	26000	19	6	96
	31	443	1	0	12
	62	1000	1	0	20
	35	380	0	0	0
	49	700	1	0	70
	500	12000	0	0	0
	140	2930	6	2	180
	500	12000	2	1	6
	243	4656	8	2	360
	37	560	4	1	127
	168	3300	0	0	0
	70	2000	1	0	60
	40	1000	2	1	90
	26	872	1	1	70
	40	500	1	1	90
			1	1	150
			1	0	150
	18	350	1½	0	25
	32	700	0	0	30
	98	1500	3	1¼	130
			1	1	120
			1	1	75

Section 2 Page 2 Audiovisual Facilities

INSTITUTION

INSTITUTION	16mm Proj.	8 & 9.5 Proj.	Film- strip	Slide Proj.	Over- head	Micro Proj.	Record Players	Tape Recorder	Listening Sets	Lang. Lab
University of Conn.										
Storrs	55	18	38	72	43	0	31	25	0	0
Groton	3	6	2	5	1	0	2	5	0	1
Hartford	4	0	1	4	2	0	2	3	0	
Stamford	5	0	5	0	1	1	4	4	0	1
Torrington	5	0	8	4	6	2	12	10	0	1
Waterbury	2	24	2	3	2	0	8	4	4	1
Central Conn. State College	6	8	18	11	12	0	29	20	2	2
Eastern Conn. State College	10	2	9	12	25	0	12	25	0	0
Western Conn. State College	40	26	40	45	76	3	40	70	5	0
Southern Conn. State College	38	29	44	65	54	0	65	146	0	2
Greater Hartford Comm. Col.										
Hartford State Tech. College	6	0	2	3	4	0	2	5	1	0
Housatonic Comm. College	7	4	3	5	30	0	8	0	3	1
Manchester Comm. College	9	14	7	0	28	0	13	9	0	1
Mattatuck Comm. College	10	3	5	11	11	0	9	10	0	0
Middlesex Comm. College	16	2	4	11	16	0	13	0	1	0
Mohegan Comm. College	2	8	1	4	4	0	2	10	4	0
Norwalk Comm. College	4	1	4	5	10	0	4	24	1	1
Norwalk State Tech. College										
Northwestern Conn. Comm. Col.	1	1	1	1	1	0	1	1	1	1
Quinebaug Valley Comm. Col.	1	0	1	1	1	0	2	3	6	0
South Central Comm. College	7	8	12	4	5	0	8	70	0	0
Thayer Valley State Tech.	4	1	1	2	30	0	1	6	0	0
Tunxis Comm. College	6	2	4	4	7	0	8	36	40	0

INSTITUTION	R.A.I.R.S.	16mm CAMERAS	8mm CAMERAS	DARK ROOMS	35mm s.l.r. CAMERAS	COLAROID MP 3	OPAQUE	OTHER
University of Conn. Storrs	0	6	1	1	8	2	19	Automated Lab-12
Groton	1	0	0	1	0	0	2	
Hartford	0	0	0	1	0	0	1	
Stamford	0	0	0	0	0	0	4	
Torrington	0	0	0	1	1	1		
Waterbury	1	0	0	1	0	0		Dial Access Video & Audio Dial Access Video & Audio
Central Conn. State College	1	1	1	1	4	1	20	
Eastern Conn. State College	1	2	3	3	6	0	3	
Southern Conn. State College	1	3	6	4	11	3		
Western Conn. State College	0	3	19	1	12	1	14	Lang. Lab. 2
Greater Hartford Comm. College								
Hartford State Tech. College	0	0	0	1	1	1	1	
Housatonic Comm. College	0	0	1	0	1	1		Tutorial Lab
Manchester Comm. College	0	1	6	0	2	0		
Mattatuck Comm. College	0	0	1	1	1	0	1	
Middlesex Comm. College	0	0	0	0	0	0	1	
Mohegan Comm. College	0	0	3	1	1	1	1	Play-back units 5
Norwalk Comm. College	0	0	0	0	1	1		
Northwestern Comm. College	0							
Quinebaug Valley Comm. College	0	0	0	0	0	0	1	
South Central Comm. College	0	0	1	1	4	0	1	
Thames Valley State Tech.	0	0	1	1	0	1		
Tunxis Comm. College	1	0	0	0	0	0		

Connecticut Public Television Network

Facilities

Hours
in use

Ch. 53 General Electric Transmitter, 30,000 Watt -Norwich, Conn.
Ch. 49 General Electric Transmitter 30,000 Watt - Bridgeport, Conn.
Ch. 71 Emcee Co. Transmitter, 100 Watt - New Haven, Conn.
Ch. 24 Radio Corp. of America Transmitter, 60,000 Watts-Hartford, Conn.
One Black and White 3 Camera Mobile with Video Tape
One Color 4 Camera Mobile Unit with Video Tape
One 2 Camera Black and White Control Room at State Capitol
One 65 x 45 Ft. Main Studio
One 16 Channel Audio Console with Equalization and Filtering
One High Quality Reverberation Unit
One $\frac{3}{4}$ " Stereo Audio Tape Console
Three $\frac{1}{4}$ " Mono Audio Tape Consoles
One $\frac{1}{4}$ " Mono Audio Tape Machine (Portable)
One $\frac{1}{4}$ " Mono Audio Tape Machine
One $\frac{1}{2}$ " Four Track Audio Tape Machine
6 Cartridge Audio Tape Playback Machines
2 Cartridge Audio Tape Record Playback Machines
Large Assortment of Microphones, including Radio Mics, Condenser Mics,
and Directional Mics
One Portable 4 Channel Audio Console
One Portable 6 Channel Audio Console
One Fixed 8 Channel Audio Console
One Fixed 9 Channel Audio Console
Five Fixed Microwave Relay Systems
One Portable Microwave Relay System
Three RCA Tk 44 Color Cameras W/15-1 and 11-1 Zoom Lenses
Five GE 3" Black and White Cameras W/10-1 Zoom Lenses
Five Marconi 4 $\frac{1}{2}$ " Black and White Film Cameras with Slides only
3 GE Vidicon Black and White Film Cameras with Slides and 16MM Film
1 GE Vidicon Color Film Camera with Slides and 16MM Film
2 RCA Vidicon Color Film Cameras with Slides and 16MM Film
One 15 Input Video Switcher with Effects and Chroma Key
One 8 Input Video Switcher with Effects
One 5 Input Video Switcher
Two RCA Color Video Tape Machines with Electronic Editing

Connecticut Public Television Network

Facilities

One Ampex Color Video Tape Machine with Electronic Editing
One Ampex Color Video Tape Machine
Two Ampex Black and White Video Tape Machines
Two Sony One-Inch Helical Scan Video Tape Machines

Film Facilities: (including)

2 16MM silent cameras w/3 lens complement
1) Bolex H-16(2) Bell + Howell DR 70
1 16MM SOF camera, Auricon Pro 600 w/12-120MM zoom lens
1 Nagra III $\frac{1}{4}$ " tape recorder, w/resolver
1 Magnasynch displacement/transfer recorder
2 Editing benches: 1 single system, 1 double system
1 3 light Lowell quartz lighting package
Appropriate camera accessories and editing equipment

Studio Lighting with Five Scene Preset

Twenty-four 6 Kilowatt Dimmers and 230 Circuits

Studio Lights include Scoops, Fresnels, Leicas and Soft Lights

Remote Lighting with 2 Portable Dimmer Boards

Remote Lights include Fresnels and Broads

APPENDIX C

Census Data (1970) on Educational Achievement
of
Adults in Connecticut

APPENDIX C - Census Data (1970) on Educational Achievement of Adults
in Connecticut

July 26, 1972

Reverend William C. McInnes, S. J., Chairman
Committee on Alternate Approaches for the Delivery of
Higher Education

The following information might be helpful to the study of needs:

According to the U.S. Census 1970 - General Characteristics - Connecticut

Adults 25 years of age and over who have completed

1-3 years of college 179,635

Adults 25 years of age and over who have completed

four or more years of college 230,303

Number of adults 25 years of age and over who have

not graduated from high school 740,830

Number of adults, 25 years of age and over who have

not completed an 8th grade level of education 221,769

A rich source of potential candidates for the services of an "open
university" might be those who successfully complete the General Educa-
tion Development Testing Program (G.E.D.) The following are the
statistics for calendar year 1971 for Connecticut:

Total number tested	5,212
Average age	25.5 years
Average years of schooling	9.8
Percentage planning further study	52.8
Percentage failing to pass test	44.9

Reverend William C. McInnes, S.J.
July 26, 1972
Page 2

It is anticipated that within a period of two years approximately 10,000 adults will be tested annually.

It is suggested that if and when such an "open university" is established that each adult who successfully completes the G.E.D. tests be urged by written invitation to continue their education on the college level at the time they receive their state high school diploma.

The above information indicates that the citizens of our state will continue to have great need of public educational services on all levels.

JAD:cfs

James A. Dorsey, Coordinator
Adult and Community Education
State Department of Education

APPENDIX D

Proposed Budget for Planning and Initial Implementation

APPENDIX D

PROPOSED BUDGET FOR PLANNING AND INITIAL IMPLEMENTATION - July 1, 1973-June 30, 1974

Salaries:

Chief Administrative Officer	\$35,000
He must be a top level planner with academic credentials in terms of experience and accomplishments. He must be reasonably young, willing to expend the necessary time and effort involved as well as assume the risks inherent in a possible one-year assignment. He must be fully committed to the external degree approach.	
Assistant Administrative Officer	20,000
He must be able to handle administrative detail, understand planning, and have solid academic credentials in terms of experience and accomplishments. He must fully share the commitment of the Chief Administrative Officer.	
Secretary	8,000
Total	<u>\$63,000</u>
Fringe Benefits @ 20% of Salary	12,600
Total Salaries and Fringes	<u>\$75,600</u>
Consulting Fees	20,000
To engage the service of acknowledged experts from other areas of the country who can provide essential insights and information. (Includes travel allowance)	
Office Space Rental	\$3,750
750 Square Feet @ \$5/ft.	
Office Equipment and Furnishings	5,000
Travel Allowances	3,500
Telephone and Postage	2,500
Supplies and Printing	3,500
Total Budget	<u><u>\$113,850</u></u>

APPENDIX E

Working Paper on Augmentation of the Delivery System
Through Development of Technological Resources

APPENDIX E - Working Paper on Augmentation of the Delivery System
Through Development of Technological Resources

It is believed that the success of efforts to develop alternate approaches to the delivery of higher education services will depend in part on utilization of technological resources. Therefore it is suggested that the existing sum of methods and resources for the delivery of higher education services in Connecticut be augmented by:

- (a) Increasing the participation of the Connecticut Public Television organization in the delivery of higher education services through development of appropriate program resources, assistance to institutions and local agencies, and coordination of programming with educational goals.
- (b) Development of a system of regional radio/video/computer resources for use by non-affiliated learners.
- (c) Establishing a public authority responsible for developing and expanding the utilization of public television and cable television as a means of delivering instructional services both independently and in cooperation with existing institutions and agencies. This should be an organization established by legislative action as a component of the state system of higher education. Its concern would be with the delivery of instructional services through television, radio, computer and all related technological media. The role of evaluation of learning and award of degrees would be performed by other agencies, for example, the presently accredited institutions or a new state degree-granting agency created to serve nontraditional programs.

APPENDIX E

Governance of the proposed organization is a critical issue.

The role of the governing board is to bring about improvement in an existing situation for the benefit of the general public.

Therefore, membership should include a majority of persons keenly aware both of the advantages and the potential of electronic delivery systems.

The authority of the organization will of necessity be independent both of existing institutions of higher education and of media agencies. Quality control can be assured through the mechanism of state licensure and accreditation. Budgetary independence including authority to receive grants will be essential to assure necessary leverage. Certain regulatory powers would probably be needed to curb erosion of scarce resources.

The liaison function of the organization will be important.

In addition to industry groups, there should be close coordination with groups that are representative of the academic community.

- (d) Establishment of a "Connecticut Tele-versity" using radio, television, and computer resources as suggested in the following proposal:

APPENDIX E

PROPOSAL - A CONNECTICUT TELE-VERSITY

It is proposed that the system for delivery of higher education services in Connecticut be augmented by establishing a Tele-versity as described hereafter.

The outcomes envisioned are that

- public and private resources could be more broadly used in the state;
- students would have greater flexibility in obtaining higher education on both a degree and non-degree basis;
- the cost could be shared proportionately so that no constituency, institution or student is overly burdened; and
- with the advent of cable television and more sophisticated tele-communications, the entire state could benefit from this alternative approach to higher education.

FEATURES

1. The Connecticut Tele-versity would be formed for the entire state under the coordination and licensure authority of the Commission for Higher Education. Such structure would be to a degree independent of any one public or private constituency or institution.
2. The structure of the Tele-versity would be based upon a consortium which would include representation from all constituencies in higher education, including Connecticut Public Television, cable television, the University of Connecticut, the four state colleges, the community colleges, the technical colleges, and the independent colleges and universities.
3. The television and radio resources of the public and private institutions and, where possible, those of Connecticut Public Television and cable television should work together as part of the staff of the new structure.
4. The Tele-versity would have a chief executive with a small administrative staff placed at a central location, preferably close to a television outlet such as Channel 24. Its major function would be to coordinate and develop instructional services within the new structure.
5. Faculties to provide televised instruction would be drawn from the various public and independent institutions.

APPENDIX E

6. Implementation

- a) Programs would be established using television resources in support of degree, certificate, and career development programs.
 - b) Programs would be developed and offered in coordination with present offerings given among the various constituencies and institutions across the state; that is, either some or most requirements being fulfilled through televised instruction while others would be met through normal instructional processes within the various colleges and universities.
 - c) Study Centers would be established across the state in all of the public institutions and, where feasible and desirable, in private institutions. The Study Centers would provide individualized instruction, counseling, and follow-through for the televised courses.
 - d) Such alternative approach through broad programming would allow individuals to have available both general and specific instruction, i.e. televised instruction, large group teaching, and seminar study processes.
 - e) Programs would be designed to incorporate instruction at the lower division, upper division, and graduate levels. Thus, a student could progress on a planned program beginning with the Associate degree and going through the Baccalaureate and Master's level.
7. The financial support structure established for the Connecticut Televersity would provide for distribution of funds proportionately to the participating constituencies and to the central operating agency.

APPENDIX F

Working Paper "Perspectives on the External Degree"

The college degree in this country has become more than the traditional certification of scholarly competence. It has become a prerequisite for social acceptance and for employment in a broad segment of occupations and fields, including those that do not directly involve scholarship. Because this is so, the degree is no longer needed only by the future teachers, scholars, or professionals, but by almost anyone who wants an even chance in securing a satisfying job and social position. In short, the B.A. is approaching the status of a basic right for all in a democratic society.

In order to understand this state of affairs, we must understand what magic the degree is presumed to have.

In the world of employment, an employer usually assumes that someone who has earned the bachelor's degree has undergone experiences--other than job experiences--that will make him better suited for employment than the applicant without a degree.

Secondly, the employer may assume that the degree-holder is going to be more serious and better motivated than the non-degree-holder, who has not invested the time, money, and energy required to earn a degree.

Finally, the employer often relies on the college that awarded the degree to have selected and trained the most promising candidates. Therefore, he may assume that the degree-holder is going to have more promise than one who has not gone through the selection process or who has been selected against in the process.

In short, it is the process that has led to the awarding of the degree that is considered to indicate special merits in job seekers, not the degree itself. In thinking about alternate means of earning degrees, then, one must examine not simply new ways of awarding degrees, but the essential educational processes that must stand behind the degrees if they are to continue to be valuable to the degree-holder.

It is now generally acknowledged that four uninterrupted years of study in

residence at a college is not the only process by which one can earn a valid

APPENDIX F

bachelor's degree. But there is a core process in that basic design that must be retained if the degree is to have the same value it has had previously. In defining the core process, we might consider what it is that the college offers its students.

One way to look at the process of college education is to consider how knowledge is transmitted and developed. Students are exposed to books, lectures, and discussions; they are expected in turn to participate in discussions and to write papers and take exams, all as a means of developing their own academic competence and of getting feedback on how well they are doing. The net result is a system of give-and-take that introduces students to information and makes them actively deal with it. It is for successfully dealing with the otherwise abstract information that the degree is awarded.

Another way to look at the educational process at college is to consider the psychological dimensions of attendance. Self-improvement of some kind is the primary motivation for attending college, and once there the student becomes immersed in what is really a very self-centered undertaking: learning. Despite the different reasons students may have for wanting a degree, the process of acquiring it almost inevitably involves the kind of self-examination and introspection that is traditionally thought of as the occupation of scholars. Having been through this process, the student feels himself almost a member of a club--the "educated." The degree at the end of the process is his membership card.

The intellectual and psychological processes involved in getting a college degree must, in large measure, account for the special place that a degree holds in our society. The equivalent of this process may be attainable in other settings, but it is by no means a part of all adult experience. It is not, for instance, the same process that one goes through in learning a trade or in working one's way up within a company. Therefore, in order to give a degree equivalent to that awarded at the end of a college education, we must define the experiences

APPENDIX F

that will provide the necessary intellectual and psychological content required and we must make these experiences available to those who want and need a degree but for some reason cannot go to college.

The educational experience must include, first, sound intellectual content. This means that more than day-to-day problem solving must be involved. The student must be exposed to concepts, ideas, theories, new ways of thinking about things and new things to think about. Much of this can be found in books and is sought by many who are not students. But the educational process is not just a matter of receiving information, it is learning to deal with it, to turn it into knowledge. This requires that students have a way of reacting to the information and of having someone react to his reaction. Only in this way does he begin to understand how to use the information he has received and how he personally relates to it.

The psychological content of the educational process seems, most importantly, to be a sense of self-discovery or self-improvement. Instead of working on tasks outside himself, the student is concentrating on himself. People can go through the mechanics of college without attaining this sense of having been educated; others can, without benefit of college, attain this sense on their own. But the educational process leading to a degree must provide the means for the student to discover himself, to go through the psychological process of self-education, if it is to have value.

Education is not a form of consumerism, whereby the student passively receives the information or the degree doled out by the institution of higher education. The traditional functions of the college or university include service, which implies provision of assistance to "customers," but it is primarily education that gives the institution its special character and this implies active participation in the teaching/learning function and in scholarly efforts. In providing degrees external to that institution, we must not think in terms of service alone, but in terms of education.

APPENDIX F

Among the many alternate ways of providing the educational process beyond college walls, the new educational technology offers the most exciting prospects. But behind the technology that can provide new educational opportunities must stand the college, not as the certifying agent necessarily but as the developer of the non-college educational process. While a degree does not have to be earned at a college or awarded by a college, much of the knowledge most appropriate to developing the equivalent of a college degree is still inevitably concentrated in the college. Subject areas, teaching styles, performance standards, all have been developed on campus to a higher degree than elsewhere and must be one of the primary inputs to the non-campus educational program. The college does not have a monopoly on knowledge, but if we are to award college degrees, there must be something of the college in the preparation for them.

APPENDIX G

Nontraditional Programs

Brought to the Attention of the Committee

APPENDIX G - Nontraditional Programs Brought to the Attention of the Committee

Note: The reader wishing to be up to date on the state of the art in nontraditional degree programs as of September 1972 should consult the booklet, Increasing The Options by John R. Valley, Office of New Degree Programs, College Entrance Examination Board/Educational Testing Service, Princeton, New Jersey.

In the listings to follow, key program characteristics are indicated in parentheses.

1. Trinity College, Hartford, Connecticut

Individualized Degree Program

(An alternate approach to the Bachelor's Degree open to students of all ages who wish to earn degree at a faster or slower pace than required of students in traditional four-year program.)

2. The Hartford Courant

"Courses by Newspaper" program

(A project administered by University Extension, University of California at San Diego and Copley News Service. Twenty 1400 word lectures printed in newspapers over a twenty-week period starting in September 1973. College credit will be available through an affiliated institution in Connecticut.)

3. Department of Corrections, State of Connecticut

Program for institutional residents

(Multi-component program with possibility of external degree from participating community colleges.)

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4. Connecticut State Department of Education

Proposal for Adult High School Diploma Program

(Propose that local boards of education award high school diplomas to adults on basis of validated course credits, examinations, military experience, work experience, proficiency in fine arts, travel, and a variety of non-credit educational experiences.)

5. Powder Ridge, Middlefield, Connecticut

Open Communiversity

(Voluntary non-credit summer sessions.)

6. The Greater Hartford Process, Inc.

The Capitol Region Open University

(A proposal for establishment of a new institution of higher education for the Greater Hartford, Connecticut region with credit and degree granting powers. It would also serve as an administrative device for effecting a consortium arrangement among existing member institutions in the region.)

7. Travelers Insurance Company, Hartford, Connecticut

Travelers Educational Reimbursement Plan

(Included in the Plan are programs leading to certificates, diplomas, degrees, and designations which are nationally recognized by the industry and the general public.)

8. Empire State College, State University of New York, Saratoga Springs, New York

(Non-residential instructional and degree-granting program, educational contract plan.)

9. State Educational Department, Albany, New York

New York Regents External Degree Program

(Examining university, non-residential.)

APPENDIX G

10. State of California

Proposals and pilot programs developed by the Commission on External Degree Programs of the California State University and Colleges and by the University of California President's Task Force on the Extended University.

11. Campus-Free College

Incorporated in the District of Columbia and with headquarters in Boston, Massachusetts.

(Nation-wide program of individualized study under a system of local advisors. Degree-granting authority will be sought from the Board of Education of the District of Columbia.)

12. Dallas Public Library, Dallas, Texas

Independent Study Project

(The public library serves as a center for independent study for purposes of self-enrichment and/or preparation for examination for course credit offered by the College Level Examination Program (CLEP) of the College Entrance Examination Board.)

13. Florida State University System External Degree Program administered by Florida International University, Miami, Florida

(Upper division, multi-component program, educational contract plan.)

14. Foreign Policy Association, New York, New York

(Proposal to develop an introductory college-level course in international relations designed for independent off-campus study.)

15. Minnesota Metropolitan State College, St. Paul, Minnesota

(Upper division, educational contract plan.)

APPENDIX C

16. Department of Higher Education, Trenton, New Jersey

Thomas A. Edison College

(Examining University similar to New York Regents External Degree program.)

17. Vermont Regional Community College, Montpelier, Vermont

(State-wide off-campus instructional services; degrees awarded by the Vermont State College Board, educational contract plan, credits based on achievement of "competencies.")

18. The University Without Walls of the Union for Experimenting Colleges and Universities, Yellow Springs, Ohio

(A consortium having its own degree-granting authority in the State of Ohio and also providing an organizational basis for degrees in special programs to be awarded by participating colleges.)

19. Commonwealth of Massachusetts

Proposal by Jerrold Zacharias for a new nonresidential "open" university

(Individualized instructional programs and degree-granting authority.)

20. University of London, London, England

(Subject to certain restrictions, permits external students to study privately or at institutions not affiliated with the University either in the United Kingdom or overseas. Examinations are held each year at centers located in the United Kingdom and overseas.)

21. The Open University, Bletchley, England

(Non-residential instructional and degree-granting program. Individual subject/courses, based on the credit system, and designed for those 'precluded from achieving their aims through an existing institution of higher education' will be part of a four to five years degree course and it is hoped to make use of existing university premises for short-term residential courses.)

22. Council for National Academic Awards, London, England

(A national body established in The United Kingdom under royal charter to validate the award of degrees through subject boards representing industry, the universities, and the colleges. Its degrees are available to students at institutions other than universities who have completed approved courses of study or research.)

The following is quoted from the Commonwealth Universities Yearbook 1970 (pp. 125-126)

1. *Surrogate Degrees.* The principle of surrogate degrees, not granted by a university, is quite an old one in England. In 1534 an act provided that the archbishop of Canterbury should have the power, formerly possessed by the pope, of granting degrees in any faculty. Since the bishops had been empowered in 1511 to license practitioners in medicine and surgery, considerable confusion arose....

The practice of awarding graduate equivalent qualifications was extended to the Society of Apothecaries in 1815 when it was empowered to award its licentiate to those intending to practise medicine....

A more familiar precedent was the award of degrees to external students as practised first by the University of London, then, with variations, by the universities of Durham and Southampton. In the case of London these degrees were open to all who could fulfil the academic requirements; in the case of Durham they were confined to students of Sunderland Technical College and in Southampton to students of the local technical college. The London umbrella enabled many technical colleges to develop work of university standard and was described by the ministry of education (as the board became after 1944) as 'one of the most important developments of the last fifty years'....

Though in no way disparaging the past contribution of the London external degree, the Robbins committee considered that its lack of flexibility and estrangement from the environmental milieu of students were handicapping its future application.

2. A new validating body, scrutinizing proposals for courses outside the universities, was established as a result of the Robbins Report when the *Council for National Academic Awards* was set up by royal charter in 1964. Whereas its forerunner, the National Council for Technological Awards (established in 1955) awarded degree-equivalent diplomas, and from 1959 a post-graduate qualification (membership of the College of Technologists), the Council for National Academic Awards validates the award of bachelor's, master's, and doctor's

APPENDIX G

degrees in arts, social science, science and technology through some 41 subject boards representing industry, the universities and the colleges....

Its degrees, comparable in standard to those at present conferred by universities, are available to both full-time and part-time students, at institutions of higher education or research other than universities, who have undertaken certain approved courses of study or research.

In 1968-69, 15,656 students were following 225 courses leading to its degrees in, amongst other subjects, business studies, mathematics, economics, sociology, accountancy, languages and law. Further courses are likely to include librarianship and town planning. Higher degrees like MPhil and PhD can be obtained by work undertaken jointly in industry or commerce and the college. 49 colleges are currently offering C.N.A.A. courses.

APPENDIX H

Schedule of Meetings and Topics

APPENDIX H

August 16, 1972

at University of
Hartford, Hartford

- Announcement of subcommittee assignments.
- Assurance of additional responsibility
to input for Commission for
Education Master Planning activity.
- Review of statutes and regulations
affecting governance, licensure, and
accreditation of institutions or agencies
offering higher education (presentations
by Messrs. Rabineau, James, and Bernier of
the Commission for Higher Education staff).

September 8, 1972

at Commission for
Higher Education
offices, Hartford

- Special meeting conducted by Michael Perillo, Assistant Director, Evening Division and Summer Session, Southern Connecticut State College.
- Presentation on British Open University and Council for National Academic Awards by E. T. Ashton, Principal Lecturer, Polytechnic of Central London, London, England.

September 12, 1972

at Connecticut Public
Television, Inc.,
Hartford

- Critique of proposal for Capitol Region Open University (presentation by Robert E. Patricelli of The Greater Hartford Process, Inc.).
- Presentations:
 - Individualized Degree Program, Trinity College, Hartford by Robert B. Oxnam, Director.
 - British Open University by Michael Perillo.
 - Connecticut Public Television, Inc. by Paul Taff, President.
 - Federal funding of innovative programs by Fred Pinkham, Consultant, Office of the Secretary, U. S. Department of Health, Education and Welfare.
- Progress reports by subcommittee chairmen (Accreditation, Research and Evaluation, Public Acceptance, Technological Resources, Costs, Program).

APPENDIX H - Committee Meetings and Principal Topics

May 15, 1972

at Commission for
Higher Education
offices, Hartford

- Charge to the Committee (summary by Dr. Louis Rabineau, Vice-Chancellor, Commission for Higher Education).
- Review of report of Interim Task Force on External Degrees and College Credit by Examination (presentation by Gilbert E. Teal, Dean of the College, Western Connecticut State College, Danbury).

May 30, 1972

at Commission for
Higher Education
offices, Hartford

- The New York State Regents External Degree Program (presentation by Dr. Donald J. Nolan, Director, Regents External Degree Program, New York State Education Department, Albany, New York).

June 20, 1972

at Commission for
Higher Education
offices, Hartford

- Adoption of Committee Mission Statement.
- Discussion of priorities and committee work schedule.

July 11, 1972

at Southern Connecticut
State College,
New Haven

- Critique of the "Zacharias" Report (proposal for an Open University in Massachusetts).
- Discussion of need for a new agency to facilitate alternative approaches to higher education and the possible roles of such an agency.

August 1, 1972

at Fairfield University
Fairfield

- Discussion of governance and functions of a new publically supported agency to award external degrees and to provide related services.
- Presentation on aspects of the Zacharias Report by Daniel S. Cheever, Jr., Director of Project Development, Educational Development Center, Inc., Newton, Massachusetts.
- Critique of proposal for Thomas A. Edison College, Department of Higher Education, State of New Jersey, an examining university to be operated in cooperation with New York State Regents External Degree Program.

APPENDIX H

October 2, 1972

at Commission for
Higher Education
Offices, Hartford

- Presentation on University Without Walls by Leonard Zion, Consultant, Union of Experimenting Colleges and Universities, Yellow Springs, Ohio.
- Progress reports by subcommittee chairmen.
- Report of survey of nontraditional programs in Connecticut colleges and Universities.

October 25, 1972

at Veterans Adminis-
tration Hospital,
West Haven

- Appointment of Editorial Committee to supervise preparation of final draft.
- Presentation by Subcommittee on Organizational Relationships and Program Construction.
- Discussion of scope of proposed services and philosophy of fee structure.

November 16, 1972

at Southern Connecticut
State College,
New Haven

- Report on survey of technological resources by Dr. Jestin.
- Report on Nontraditional College programs in Connecticut State Department of Corrections.
- Discussion and approval in substance of recommendations for final report.

APPENDIX I

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APPENDIX I - BIBLIOGRAPHY

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APPENDIX J

Questionnaires

APPENDIX J - Questionnaires -- Need

September 7, 1972

TO: Members of CAADHE

FROM: Chairman

SUBJECT: Survey on Need

The interim report of the Task Force on External Degrees and Credit by Examination recommends as follows regarding a survey of need:

That a more intensive survey of need for non-traditional means of earning academic credit and degrees in the State of Connecticut be undertaken following up the Task Force survey. This survey (conducted through interviews, questionnaires, public hearings and other appropriate means) should seek to determine the extent of the adult Connecticut population whose needs for higher education are not being met through existing institutions and programs. Respondents should include members of civic, business, labor, and professional organizations, social service and community action agencies, adult education program directors and college admissions officers.

A certain amount of general data was available when we first began our meetings, and several members of the committee have contributed information on special needs. But so far no survey has been conducted in terms of the needs of particular constituencies or population groups as cited above.

While the exact specification of "need" is a task for professional expertise and study we would like to make a first attempt at drawing out the information and insight that present committee personnel might have.

We are therefore asking members of the committee who have not already done so to assist by drafting their own individual statements on the needs of the population groups or constituencies of which they have knowledge. In addition to the groups mentioned, the constituencies might include veterans, housewives, minorities, retired persons, health care personnel, school dropouts, unemployed technicians, and others.

APPENDIX J - Questionnaires -- Need

Members of CAADHE

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The statements will provide basic input for the Committee's final report. Hence they should be brief and, if possible, quantitative with respect to numbers of persons who might be served. It will also be helpful to have indication of types of program (validation, evaluation, instructional, tutorial, work-study, etc.), level of studies (refresher-remedial, undergraduate, or graduate), and particular subjects, fields, or occupational areas.

The concept of "need," incidentally, relates both to the individual citizen and to the society of which he is a member. In other words, we should also consider the economic and social needs of state, region, and local community, since early identification of emerging needs for trained manpower can lead to creation of opportunities for the individual citizen.

Dr. Richelle has agreed to include the topic of need as one of the responsibilities of his Sub-committee. He will welcome suggestions on other persons who might be contacted for input. He will also welcome brief statements submitted by or on behalf of others whose views the members wish to have included.

Responses may be handed in at the next meeting or mailed to:

Commission for Higher Education
Attention: Research Subcommittee, CAADHE
P. O. Box 1320
Hartford, Connecticut 06101

(Rev.) William C. McInnes, S.J.

WCMcI/ff

cc: Dr. Richelle

Dr. Shea

APPENDIX J - Questionnaires -- Practices

September 12, 1972

TO: Presidents of Institutions of Higher Learning, State of
Connecticut

FROM: Committee on Alternate Approaches for the Delivery of Higher
Education, Connecticut Commission for Higher Education

SUBJECT: Survey of Nontraditional Undergraduate Programs and Practices

The report of the Task Force on External Degrees and Credit by Examination of the Connecticut Commission for Higher Education dated December 29, 1972 included the following recommendation:

That all State institutions of higher education submit statements of existing practices for awarding credit in nontraditional ways and for granting external degrees; as well as plans for so doing. The Commission should also invite all other institutions of higher education in Connecticut to submit similar statements.

In compliance with the recommendation of the Task Force, our committee has undertaken to assemble the desired information, which will serve as a guide in recommending a comprehensive program for earning credit and academic degrees by nontraditional means. Results of the survey will become part of the committee's report to the Commission for Higher Education and the Legislature.

We shall be grateful for your cooperation in completing and returning the enclosed questionnaire by October 5, 1972.

The Reverend William C. McInnes, S.J.
President, Fairfield University
Chairman

WCMcI:df
Enc.

COMMISSION FOR HIGHER EDUCATION

COMMITTEE ON ALTERNATE APPROACHES FOR THE DELIVERY OF HIGHER EDUCATION

Questionnaire on Nontraditional Undergraduate
Programs and Practices

Please return by Thursday, October 5, 1972 to:

CAADHE
c/o Commission for Higher Education
P. O. Box 1320
Hartford, Connecticut 06101

(Institution) (Address)

Prepared by _____
(Name and Title)

Write "yes" in the space to the left of any item now offered or available in your institution. Write the year (e.g., "1974") for items not available but planned to begin before September 1976.

1. _____ Full-time independent study.
2. _____ Part-time independent study.
3. _____ Interdisciplinary study.
4. _____ Internships or work-study programs.
5. _____ Tutorial study courses.
6. _____ Correspondence or home study courses.
7. _____ Televised instruction
8. _____ Computer-assisted instruction.
9. _____ Cassette-based courses.

10. _____ Concurrent enrollment in courses at other institutions.
11. _____ Credit for learning in proprietary institutions.
12. _____ Credit for learning in industrial or in-service training programs.
13. _____ Study abroad for credit.
14. _____ Credit for study in community cultural agencies (museums, libraries, churches, theaters, etc.).
15. _____ Credit for employment experience.
16. _____ Credit for artistic achievement.
17. _____ Credit for volunteer work in health or social agencies.
18. _____ Credit for travel experience.
19. _____ Credit for military service.
20. _____ Credit for learning achievement in armed services.
21. _____ Three-year baccalaureate.
22. _____ Self-paced study schedule.
23. _____ Individual learning contracts between student and faculty.
24. _____ Degree entirely by part-time study.
25. _____ Degree entirely by correspondence study.
26. _____ External degree (no residency required)
 - (a) _____ Associate
 - (b) _____ Bachelor
27. _____ College admission for high school students in lieu of
 - (a) _____ eleventh year, (b) _____ twelfth year.

28. _____ College course enrollment available to students while in high school.
29. _____ Special counseling for adults.
30. _____ Special programs or special academic regulations for adult students.
31. _____ Child care services.
32. _____ Persons over 25 admitted without high school diploma or equivalency certificate.
33. _____ Public testing center for college-level examinations.
34. _____ Credit by examination without course enrollment.
35. _____ Credit by challenge examination for courses in which enrolled.
36. _____ Credits earned by examination accepted in transfer.
37. _____ Procedure available for validation of nontraditional learning.

Types of examination for evaluation of validated nontraditional learning:

- _____ Written examination prepared externally and with norms established on national, regional, or multi-institutional basis.
- _____ Written examinations prepared locally by the faculty of one or more institutions and with norms on local or ad hoc basis.
- _____ Oral examination.
- _____ Examination by review of record of accomplishments or examples of completed work.

Types of examination (cont.)

_____ Simulation examination by which specific skills or quality of responses to a situation can be evaluated.

_____ Other.

Experience in award of credit earned by examination:

(Please give best estimates.)

- A. Of the total amount of degree credit awarded in the academic year 1971-72, (approximately_____hours), approximately_____semester hours represents credit earned by externally prepared examinations (CLEP, CPE, et al) and approximately_____semester hours represents credit earned by locally prepared examinations. Approximate total number of students earning credit by examination_____.
- B. Of approximately_____semester hours of credit accepted in transfer during 1971-72, approximately_____semester hours had been earned by examination (externally and/or locally prepared) prior to enrollment at this college. Approximate number of students receiving transfer credit based on credit-by-examination_____.

Other items related to nontraditional study now available or planned:

(Please list.)



STATE OF CONNECTICUT
COMMISSION FOR HIGHER EDUCATION

P.O. Box 1320 - HARTFORD, CONNECTICUT 06101
AREA CODE 203 566-3913

September 6, 1972

Dr. H.B. Jestin
Academic Vice President
Central Connecticut State College
1615 Stanley Street
New Britain, Connecticut 06050

Dear Dr. Jestin:

Father McInnes asked that I write to you in your capacity as Chairman of the Sub-committee on Technical Resources of CAADHE.

One of our tasks in the final report will be to respond to the recommendations of the Interim Report, particularly with regard to a survey of needs and resources. A special problem is Recommendation 4, which is quoted below along with the text of Recommendations 2 and 3 (cited therein):

4. That a survey be made to determine what other resources (beyond those referred to in 2 and 3 above)* could be drawn upon to implement non-traditional methods.
- * (2) That all State institutions of higher education submit statements of existing practices for awarding credit in non-traditional ways and for granting external degrees; as well as plans for so doing. The Commission should also invite all other institutions of higher education in Connecticut to submit similar statements.
- * (3) That concurrently state and regional accrediting and licensure agencies, boards, and commissions re-examine their present methods of evaluating equivalent credit for certification, licensure, and accreditation of programs, and institutions, to encourage non-traditional educational accomplishment.

The thrust of Recommendation 4, as we read it, is to uncover technological resources that are already available but not now in use -- or, if in use, not being utilized to their full capability. These are matters that have been of concern to you and other members of your sub-committee.

APPENDIX J - Questionnaires -- Technical Resources

Dr. H.B. Jestin

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September 6, 1972

Father is therefore asking if you would accept responsibility for contributing a survey-report that would fulfill Recommendation 4 of the Interim Report. A further objective, apart from meeting the basic requirement, would be to call attention to some specific projects that might be undertaken immediately.

I am at your service to provide any staff assistance you need.

Your accepting this task will help us greatly.

Sincerely,

Bernard Shea
Secretary
Committee on Alternate Approaches
for Delivery of Higher Education

BDS:jc

APPENDIX J - Questionnaires -- Programs Outside of Traditional Higher Education

COMMISSION FOR HIGHER EDUCATION

COMMITTEE ON ALTERNATE APPROACHES FOR THE DELIVERY OF HIGHER EDUCATION

Survey of Post-Secondary Educational Opportunities
in Business, Professional, and Public Service Organizations

Please return to: CAADHE
c/o Commission for Higher Education
P. O. Box 1320
Hartford, Connecticut 06101

In response to the provisions of Public Act No. 537 (1971), the Connecticut Commission for Higher Education has appointed a Committee on Alternate Approaches for the Delivery of Higher Education. The purpose of this committee is to make recommendations for programs whereby college credits and college degrees may be earned by so-called "nontraditional" means. These include credit by examination and credit for in-service training and work experience.

A major responsibility of the committee is to furnish as part of its report a comprehensive overview of existing programs in Connecticut that provide learning experiences equivalent to those now available in conventional college programs. In fulfillment of this responsibility, the committee is undertaking a survey of business and industry, the professions, and public service agencies.

Your response on the attached survey form will greatly assist the committee.

Sincerely,

Bernard Shea, Secretary
Committee on Alternate Approaches
for the Delivery of Higher Education

BS:df

APPENDIX J - Questionnaires -- Programs Outside of Traditional Higher Education

Survey Form
CAADHE
P.O. Box 1320
Hartford, Conn.

SURVEY OF POST-SECONDARY EDUCATIONAL OPPORTUNITIES
IN BUSINESS, PROFESSIONAL, AND PUBLIC SERVICE ORGANIZATIONS

Name and Address _____

Business or professional affiliation (position title and name or organization)

Gentlemen:

I wish to call to your attention the following educational activities not now a part of the system of higher education in Connecticut. In my opinion these programs are worthy of consideration as a source of credit toward an academic degree, either in their present form or if suitably modified:

(Please give name and location of programs or name of sponsoring agency. Examples would include in-service training, apprenticeships, correspondence courses, supervisory or executive development programs, professional or paraprofessional certification programs, community service or cultural programs.)

APPENDIX K

Proposed Legislation to Implement Recommendations

APPENDIX K - PROPOSED LEGISLATION

AN ACT CONCERNING A BOARD FOR STATE ACADEMIC AWARDS

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1.

Section 10-330a of the 1971 Noncumulative Supplement to the General Statutes is repealed and the following is substituted in lieu thereof:

(a) The commission for higher education in concert with the state's institutions of higher education, shall study, develop and coordinate the implementation of new methods of awarding undergraduate degrees and college credits including but not limited to: (1) External degrees awarded on the basis of acceptable performance in an educational field whether or not the necessary education was obtained by the candidate at an institution of higher education [;] AND (2) examinations and methods other than classroom instruction for determining qualifications; [(3) the relative cost of such an academic program as compared to the traditional programs to the state and to the individual].

(b) The commission for higher education shall promulgate regulations to authorize accredited institutions of higher education to award degrees by such new procedures.

(c) [In studying, developing and implementing programs conducted under subsection (a) of this section, the commission may request, and the constituent units of the public system of higher education shall provide, such assistance as may be required by the commission and agreed upon by the commission and the constituent units at the outset of the study].

WITHIN THE LIMIT OF APPROPRIATIONS THE COMMISSION FOR HIGHER EDUCATION SHALL PROVIDE ADMINISTRATIVE AND CLERICAL SERVICES IN SUPPORT OF STATEWIDE AND REGIONAL PROGRAMS LEADING TO EXTERNAL DEGREES AND THE EARNING OF ACADEMIC CREDITS BY EXAMINATIONS OR OTHER FORMS OF VALIDATION AND EVALUATION OF LEARNING.

(d) [The commission for higher education shall submit to the governor and the general assembly no later than January 1, 1972 an interim report on the progress of programs conducted under this section, with any necessary recommendations, and no later than January 1, 1973, shall submit a comprehensive report and recommendations for further legislative action.]

THERE SHALL BE A BOARD FOR STATE ACADEMIC AWARDS TO CONSIST OF FIVE PERSONS TO BE APPOINTED BY THE GOVERNOR. IN 1973, THE GOVERNOR SHALL APPOINT ONE MEMBER OF SAID BOARD FOR A TERM OF FIVE YEARS FROM JULY 1, 1973, ONE MEMBER FOR A TERM OF FOUR YEARS FROM SAID DATE, ONE MEMBER FOR A TERM OF THREE YEARS FROM SAID DATE, ONE MEMBER FOR A TERM OF TWO YEARS FROM SAID DATE, AND ONE MEMBER FOR A PERIOD OF ONE YEAR FROM SAID DATE. ANNUALLY THEREAFTER THE GOVERNOR SHALL APPOINT ONE MEMBER OF SAID BOARD FOR A TERM OF FIVE YEARS FROM JULY FIRST IN THE YEAR OF APPOINTMENT. NO MEMBER OF SAID BOARD SHALL BE CURRENTLY AN EMPLOYEE, ACTIVE OR RETIRED, OF AN INSTITUTION OF POST-SECONDARY OR HIGHER EDUCATION. AMONG THE MEMBERS THERE SHALL BE REPRESENTATION OF THE FEMALE SEX, OF RACIAL MINORITIES, OF THE BUSINESS COMMUNITY, OF THE GOVERNING BOARD OF A STATE-SUPPORTED COLLEGE OR UNIVERSITY, AND OF THE GOVERNING BOARD OF

AN INDEPENDENT COLLEGE OR UNIVERSITY. NO MEMBER WHO HAS SERVED CONSECUTIVELY FOR TWO FULL TERMS OR PORTIONS THEREOF MAY AGAIN BE APPOINTED UNTIL TWO YEARS HAVE PASSED. THE BOARD SHALL, ANNUALLY, ELECT FROM ITS MEMBERS A CHAIRMAN AND SUCH OTHER OFFICERS AS IT DEEMS NECESSARY. THE GOVERNOR SHALL FILL ANY FACANCIES IN THE MEMBERSHIP OF SAID BOARD BY APPOINTMENT FOR THE BALANCE OF THE UNEXPIRED TERM. THE MEMBERS OF SAID BOARD SHALL RECEIVE NO COMPENSATION FOR THEIR SERVICES AS SUCH BUT SHALL BE REIMBURSED FOR THEIR NECESSARY EXPENSES IN THE COURSE OF THEIR DUTIES.

(e) SUBJECT TO THE APPROVAL OF THE COMMISSION FOR HIGHER EDUCATION, THE BOARD FOR STATE ACADEMIC AWARDS SHALL DEVELOP AND IMPLEMENT PROGRAMS TO IMPROVE OPPORTUNITIES IN HIGHER EDUCATION THROUGH ALTERNATIVE MODES OF SERVICE INCLUDING BUT NOT LIMITED TO GUIDANCE AND INFORMATION SERVICES, REGISTRATION AND VALIDATION SERVICES, EXAMINATION AND DEGREE GRANTING SERVICES, TECHNOLOGICAL DELIVERY SYSTEMS, AND PROJECTS OF RESEARCH AND DEVELOPMENT. WITH RESPECT TO ITS OWN OPERATION THE BOARD MAY APPOINT AND REMOVE AN EXECUTIVE SECRETARY AND EXECUTIVE STAFF. THE BOARD MAY DETERMINE THE SIZE OF THE EXECUTIVE STAFF AND THE DUTIES, TERMS, AND CONDITIONS OF EMPLOYMENT OF SAID SECRETARY AND STAFF, SUBJECT TO THE APPROVAL OF THE COMMISSION. THE BOARD SHALL ESTABLISH THROUGH APPOINTMENTS ON AN ADJUNCT BASIS A FACULTY OF EXAMINERS TO MAKE RECOMMENDATIONS AS TO REQUIREMENTS AND STANDARDS OF THE BOARD'S PROGRAMS AND TO MAKE RECOMMENDATIONS FOR THE AWARD OF ACADEMIC CREDITS AND DEGREES. PERSONS SERVING AS MEMBERS OF THE FACULTY OF EXAMINERS SHALL HAVE APPROPRIATE PROFESSIONAL QUALIFICATIONS AS DETERMINED BY THE BOARD AND MAY HOLD PROFESSIONAL APPOINTMENTS IN ACTIVE STATUS AT ACCREDITED INSTITUTIONS OF POSTSECONDARY OR HIGHER LEARNING. WITHIN THE LIMIT OF APPROPRIATIONS AND SUBJECT TO THE APPROVAL OF THE COMMISSION FOR HIGHER EDUCATION, THE BOARD SHALL FIX THE COMPENSATION OF PERSONS SERVING WITH ADJUNCT APPOINTMENT AS MEMBERS OF THE FACULTY OF EXAMINERS. SUBJECT TO THE APPROVAL OF THE COMMISSION FOR HIGHER EDUCATION, THE BOARD SHALL CONFER SUCH CERTIFICATES AND DEGREES AS ARE APPROPRIATE TO PROGRAMS OF POSTSECONDARY AND HIGHER LEARNING AND IN ACCORDANCE WITH THE RECOMMENDATIONS OF THE BOARD'S FACULTY OF EXAMINERS ON THE BASIS OF EXAMINATIONS AND OTHER FORMS OF VALIDATION AND EVALUATION OF LEARNING INCLUDING TRANSFER OF CREDIT.

(f) THE ADVISORY COUNCIL FOR HIGHER EDUCATION ESTABLISHED IN ACCORDANCE WITH SUBSECTION 10-324(a) (2) OF THE GENERAL STATUTES SHALL BE THE ADVISORY COUNCIL FOR THE BOARD.

(g) THE BOARD SHALL FIX FEES FOR EXAMINATIONS AND FOR SUCH OTHER PURPOSES AS THE BOARD DEEMS NECESSARY, SUBJECT TO THE APPROVAL OF THE COMMISSION FOR HIGHER EDUCATION, AND MAY MAKE REFUNDS AND OTHER DISPOSITION OF SAME AS PROVIDED BY LAW OR REGULATION. SUBJECT TO THE APPROVAL OF THE COMMISSION FOR HIGHER EDUCATION, THE BOARD MAY MAKE CONTRACTS, LEASES, OR OTHER AGREEMENTS IN CONNECTION WITH ITS RESPONSIBILITIES.

(h) THE BOARD MAY ESTABLISH AND MAINTAIN AN EDUCATIONAL SERVICES FUND. SAID FUND MAY BE USED AS SAID BOARD DETERMINES FOR THE SUPPORT OF ITS ACTIVITIES INCLUDING VALIDATION AND EVALUATION OF LEARNING, GUIDANCE AND PUBLIC INFORMATION SERVICES, AND PROJECTS OF RESEARCH AND DEVELOPMENT FOR THE IMPROVEMENT OF LEARNING MATERIALS AND THE TECHNOLOGY OF DELIVERY SYSTEMS AND ALSO FOR THE PURCHASE OF SUCH SERVICES, MATERIALS, AND EQUIPMENT AS IS REQUIRED FOR USE IN CONNECTION WITH SAID ACTIVITIES. ALL PROCEEDS OF THE BOARD'S ACTIVITIES NOT REQUIRED BY LAW OR REGULATION

TO BE DEPOSITED TO THE CREDIT OF THE GENERAL FUND SHALL BE CREDITED TO AND BECOME A PART OF THE RESOURCES OF SAID FUND. ALL DIRECT EXPENSES INCURRED IN THE CONDUCT OF ACTIVITIES UNDER THE EDUCATIONAL SERVICES FUND SHALL BE CHARGED, AND ANY PAYMENTS OF INTEREST AND PRINCIPAL OF BONDS OR ANY SUMS TRANSFERABLE TO ANY FUND FOR THE PAYMENT OF INTEREST AND PRINCIPAL OF BONDS AND ANY COST OF EQUIPMENT FOR SUCH ACTIVITIES MAY BE CHARGED AGAINST SAID FUND ON ORDER OF THE STATE COMPTROLLER. ANY BALANCE OF RECEIPTS ABOVE EXPENDITURES SHALL REMAIN IN SAID FUND TO BE USED FOR ITS EDUCATIONAL SERVICES ACTIVITIES AND FOR THE ACQUISITION, AS PROVIDED BY SECTION 4-26, ALTERATION AND REPAIRS OF REAL PROPERTY FOR EDUCATIONAL SERVICES FACILITIES, EXCEPT SUCH SUMS AS MAY BE REQUIRED TO BE TRANSFERRED FROM TIME TO TIME TO ANY FUND FOR THE REDEMPTION OF BONDS AND PAYMENT OF INTEREST ON BONDS, PROVIDED CAPITAL PROJECTS COSTING OVER FIFTY THOUSAND DOLLARS SHALL REQUIRE THE APPROVAL OF THE GENERAL ASSEMBLY OR, WHEN THE GENERAL ASSEMBLY IS NOT IN SESSION, OF THE FINANCE ADVISORY COMMITTEE.

Section 2.

Section 10-322 of the 1969 Supplement to the General Statutes is repealed and the following is substituted in lieu thereof:

As used in sections 10-9 and 10-160 and this chapter, "the state system of higher education" or "system" means (1) The University of Connecticut, and all branches thereof established or authorized prior to January 1, 1965, (2) the state colleges, (3) state-supported regional community colleges, (4) the state technical colleges, [and] (5) the central office staff of the commission for higher education, AND (6) THE BOARD FOR STATE ACADEMIC AWARDS, and "constituent units" means those units enumerated in subsections (1) to [(5)] (6), inclusive, of this section.

Section 3.

Subsection (A) (2) of Section 10-324 of the 1969 Supplement to the General Statutes is repealed and the following is substituted in lieu thereof:

(2) establish an advisory council for higher education with representatives from public and private institutions to study methods and proposals for coordinating efforts of all such institutions in providing a stimulating and enriched educational environment for the citizens of the state [,] INCLUDING MEASURES TO IMPROVE EDUCATIONAL OPPORTUNITIES THROUGH ALTERNATIVE AND NONTRADITIONAL APPROACHES SUCH AS EXTERNAL DEGREES AND CREDIT BY EXAMINATION.

Section 4.

Section 10-326 of the 1969 Supplement to the General Statutes is repealed and the following is substituted in lieu thereof:

In addition to other powers granted in the general statutes, authority and responsibility for the operation of the state's public institutions of higher education shall be vested in (1) the board of trustees of The

University of Connecticut which shall have exclusive responsibility for programs leading to doctoral degrees and post-baccalaureate professional degrees, (2) the board of trustees of the state colleges which shall have special responsibility for the preparation of personnel for the public schools of the state including master's degree programs and other graduate study in education, and authority for providing liberal arts programs, (3) the board of trustees of regional community colleges which shall have special responsibility for providing programs of study for college transfer, terminal vocational, retraining and continuing education leading to occupational certificates or to the degree of associate in arts and in sciences , [and] (4) the board of trustees of state technical colleges which shall have responsibility for the state technical colleges and programs leading to the degree of associate in applied science and such other appropriate degrees or certificates as are approved by the commission on higher education and for such terminal vocational retraining and continuing education programs leading to occupational certificates as are appropriate to a technical college [.]

, AND (5) THE BOARD FOR STATE ACADEMIC AWARDS WHICH SHALL HAVE RESPONSIBILITY FOR THE AWARD OF EXTERNAL DEGREES AND CREDITS EARNED BY EXAMINATION AND OTHER FORMS OF VALIDATION AND EVALUATION OF LEARNING INCLUDING TRANSFER OF CREDIT AND SHALL ALSO HAVE RESPONSIBILITY FOR PROGRAMS TO IMPROVE OPPORTUNITIES IN POSTSECONDARY AND HIGHER EDUCATION THROUGH ALTERNATIVE MODES OF RECOGNITION OF LEARNING AND THE DELIVERY OF EDUCATIONAL SERVICES.

Section 5.

The sum of \$ 113,850 is appropriated for the year ending June 30, 1974 to carry out the provisions of this act and particularly to enable the Commission for Higher Education to assist in the planning and implementation of pilot projects for guidance, public information, registration services and the earning of degrees and credits by examination.

Section 6.

This act shall take effect from its passage.